

**WEST COLLEGE SCOTLAND
BOARD OF MANAGEMENT**

**MONDAY 4 DECEMBER 2017 at 4.00 p.m. in
Room 1, Abercorn Centre, Paisley Campus**

DRAFT AGENDA

General Business

1. Welcome
2. Apologies
3. Declaration of Interests

4. Education Scotland: Evaluation Report and Enhancement Plan
Paul Travers, Scottish Funding Council, and Peter Connelly, Education Scotland, will address the Board on the main findings of the Evaluation Report

5. Minutes of the meeting held on 9 October 2017 Enclosed KM
 .1 Actions from the minutes Enclosed KM

6. Matters Arising from the minutes
(and not otherwise on the agenda)
 - .1 BM395 Regional Outcome Agreement Review of 2016/17 Oral report SG
 - .2 BM396 SFC/Education Scotland Evaluation Report and Enhancement Plan Oral Report SG

Main Items for Discussion and/or Approval

7. Chief Executive's Report Paper 7 AC
Update on student enrolment?
Regional Outcome Agreement Guidance Letter 2017/18 *Paper 7.1 SG*

8. Chair's Report Paper 8 KM

9. Students Association Report Paper 9 MM

10. Student Satisfaction Survey 2016/17? Paper 10 SG
Or via LTQ report?

11. Management Accounts? Paper 11 DA
Or via FGP report?

12. Financial Statements		
.1 Report from Internal Auditors	Paper 12.1	DA
.2 Annual Report from Audit Committee	Paper 12.2	JM
.3 Annual Report from External Auditors	Paper 12.3	DA
.4 Financial Statements for the period ending 31 July 2017	Paper 12.4	DA

Committee Reports

13. Learning, Teaching and Quality Committee Minutes of meeting of 11 October 2017	Paper 13	JH
14. Organisational Development and HR Committee Minutes of meeting of 8 November 2017	Paper 14	LL
15. Estates Committee Minutes of meeting of 14 November 2017	Paper 15	NA
16. Finance & General Purposes Committee Minutes of meeting of 21 November 2017	Paper 16	JH

Risk

17. Consideration of Strategic Risk Register	Paper 17	DA
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Items for Information

18. Colleges Scotland: Review of Recent Court Judgements	Paper 18	KM
19. Board of Management: Dates of Meetings and Schedule of Business 2017/18	Paper 19	GM
20. Report on Delegated Action Taken since last meeting Appointment of JH as Chair of FGP (& to join Nom Com and Remco)		
21. Sector Information Colleges Scotland: Information booklet College Development Network: Glossary of Terms		
22. Any other business		
23. Next meeting: Monday 5 February 2018 at 4.00 p.m. at the Paisley Campus.		

This will be preceded by a Development session for the Board starting at ??
Annual effectiveness review and review of Board Development Action Plan
Strategic Development session with SMT?

Gwen McArthur
Secretary to the Board

BOARD OF MANAGEMENT

Minutes: 9 October 2017

Present: Keith McKellar (Chair)
Audrey Cumberford, Nick Allan, Jacqueline Henry, Andrew Hetherington, Jenifer Johnston, Linda Johnston, Lyndsay Lauder, John Leburn, John McMillan, Matthew Marsden, Mark Newlands, Nicole Percival, David Watson, Angela Wilson.

Attending: Liz Connolly (Vice Principal Corporate Development), Alan Ritchie (Director of Finance and Estates), David Gunn (Director, Organisational Development and HR), Clare Fraser (Equality, Diversity and Inclusion Manager – for item BM388), Gwen McArthur (Secretary to the Board).

Apologies: Mike Haggerty, Jim Hannigan, Alison Mitchell, Stephanie Graham, David Alexander.

BM386 PREVENT DUTIES

Prior to the start of the formal Board meeting, Board members took part in a development session on the Prevent Strategy which was part of the overall counter-terrorism strategy, CONTEST. Section 26 of the Counter-Terrorism and Security Act 2015 placed certain duties on a range of bodies, including colleges, and Kevin Brown, Counter Terrorism Liaison Officer with Police Scotland, provided background information and an explanation of these duties. The Prevent strategy promoted working in partnership with other organisations and communities, to share information as appropriate and to identify potential matters that need to be addressed. The College was already working in partnership with Police Scotland, the Local Authorities in its Region, and a range of community groups. The Board was pleased to note that scenario planning was now underway within the College in order to ensure that staff were aware of what action to take under different circumstances.

On behalf of the Board the Chair thanked Officer Brown for his presentation.

BM387 WELCOME

On behalf of the Board the Chair welcomed four new members to their first meeting: Matthew Marsden, Nicole Percival, David Watson and Angela Wilson. He also welcomed Alan Ritchie, Director of Finance and Estates, and David Gunn, Director, Organisational Development and HR, to the meeting.

BM388 EQUALITY, DIVERSITY AND INCLUSION

The Chair welcomed Clare Fraser, Equality, Diversity and Inclusion Manager, to the meeting. It was essential to achieve a balanced membership on the Board, not just in terms of skills and expertise, but also in order to comply with advice from the Scottish Government, who had indicated that there should be

50:50 gender balance on public sector Boards by 2020 (it was understood that this would become a requirement and was being built into legislation currently making its way through the Scottish Parliament).

Clare informed the Board that she had reviewed the recruitment information and application pack used and now had proposals regarding how these could be improved. One suggestion was that the application pack should reflect the personality of the Board and the College, and could use a range of approaches to achieve this. It was also suggested that more information sessions could be held in the local community to encourage more people to consider joining a Board. For those new to Board membership, they could be brought onto a committee or a working group in the first instance, in order to understand how the College worked, and support could be provided to help them as appropriate. The focus would always be on what was the best for the Board.

As a first step in considering diversity, equality monitoring forms would be re-issued to all Non-Executive Board members for completion so that up-to-date information could be gathered. Thereafter an action plan for future Board recruitment would be drawn up for consideration. **[Action: CF; GMcA]**

On behalf of the Board the Chair thanked Clare Fraser for her very helpful presentation and contributions.

BM389 CORPORATE PARENTING

The Board watched a video regarding Corporate Parenting. The Board noted a paper that summarised the duties placed on the College, as a designated corporate parent, which would help ensure positive outcomes for care leavers into adulthood. It was noted that an action plan had been prepared and had been discussed at the Learning, Teaching and Quality Committee. This action plan was still in draft form and was being further developed before being brought to the Board. There were currently a significant number of students who were either in care, or had been in care, and who were now undertaking courses at the College. Who Cares, Scotland had recently made a presentation to staff in the College about working with people who had been in the care system and the College continued to work with Who Cares, Scotland in order to take this forward and to inform the development of the action plan. It was noted that there was no additional funding to help the College support this area of activity, it all had to be met from within the current budget. It was proposed that the Director of Student Services and Communities be invited to attend a future meeting of the Board to present the action plan and provide more information. **[Action: SG; GMcA]**

BM390 DECLARATION OF INTERESTS

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

BM391 DAVID ALEXANDER

The Board was delighted to note that David Alexander, Vice Principal Operations, had been appointed to membership of the Council of the Scottish Funding Council (SFC).

BM392 MINUTES

The minutes of the meeting held on 21 June 2017 were approved.

BM393 ACTIONS FROM THE MINUTES

The Board noted the actions taken since the last meeting.

BM394 CHIEF EXECUTIVE'S REPORT (BM375)

The Board noted the report from the Principal and Chief Executive, and in particular the following matters:

- i. Scottish Government's Programme for Government 2017/18** - the Scottish Government had recently published its Programme for Government 2017/18 which set out its plan for implementing policies and introducing legislation over the coming parliamentary session. The Board was pleased to note that the College was already focussing on these areas. It was also noted that the Government expected the targets set out in the Regional Outcome Agreements to be consistent with the Government's priorities and for the colleges to achieve them.
- ii. Scottish Government College Innovation Fund and Flexible Workforce Development Fund 2017/18** – it was noted that the SFC/Sector College Innovation Working Group was developing proposals to access the Scottish Government's College Innovation Fund that had recently been announced. West College Scotland was hoping to be an active participant in developing these proposals and taking them forward. The College was also taking a proactive approach to develop a suite of training provision to provide workforce development training for local businesses that would be in line with the Regional Skills Assessments and Skills Investment Plans so that it could access the funding available through the Flexible Workforce Development Fund. The Board would be kept informed of progress. **[Action: AC]**
- iii. Corporate Planning** – the College Senior staff had recently held a Strategic Development day which reviewed the current Corporate Planning model and considered the key policy drivers over the next 10 years. It was the intention that the outcomes of this development session would inform a future Board Corporate Planning Strategic Review and Development session in early 2018. The Board would be provided with further information nearer the time. **[Action: AC; KM]**
- iv. National Bargaining (BM373)** – it was noted that there had been a workshop session held recently to reflect on the implementation of National

Bargaining to date and to focus on recommendations for how this could be taken forward. All key stakeholders had been represented at this session which had raised important matters for further consideration. Strong staff relations remained a key priority for the College. However, this was identified in the Strategic Risk Register as a potential high risk due to the impact and outcomes associated with national bargaining. While local staff relations remained positive it was acknowledged that there might be a lack of trust nationally in light of recent events. The Board would be kept informed of developments as appropriate. **[Action: AC]**

BM395 REGIONAL OUTCOME AGREEMENT REVIEW OF 2016/17 (BM372)

The Board received the draft Regional Outcome Agreement Review of 2016/17. This had not been completed yet as not all the relevant data needed for this report had been available at the time of providing this report to the Board. The Board was pleased to note that this report showed positive results for the College which had made significant progress in achieving its targets. It was **agreed** that the Regional Outcome Agreement Review of 2016/17 be updated once all the data was available and re-issued to the Board for consideration and approval before being submitted to SFC by the end of October.

[Action: SG]

BM396 SFC/EDUCATION SCOTLAND EVALUATION REPORT AND ENHANCEMENT PLAN (BM380.4)

It was noted that the Scottish Funding Council (SFC) and Education Scotland had developed new arrangements for evaluating the quality of learning provision in Scotland's colleges. Each college had to conduct a self-evaluation review of learning provision each year, which would be used alongside the outcomes of visits by HMI (Her Majesty's Inspectorate) assessors to the college, to develop an enhancement plan. This was the first year of operation of this approach and was being used to develop and refine the approach and methodology as much as to evaluate the learning provision.

The Board noted the draft Evaluation Report and Enhancement Plan that had been prepared by the College. HMI assessors had visited the College during the previous weeks and had provided a feedback session to senior College staff the previous week. The feedback had been positive and some recommendations for improvement had been discussed. The areas for improvement were areas that the College was already aware of and taking steps to address as best it could. It was acknowledged that the scale, size and multi-campus nature of the College brought a range of challenges which were being addressed. It was **agreed** that the Learning, Teaching and Quality Committee would consider the draft Evaluation Report and Enhancement Plan at its meeting later in the week and that this would be updated in light of further feedback from the HMI's at the end of the week before being revised and circulated to the Board members for final consideration and approval.

Thereafter it would be submitted to Education Scotland and SFC by the end of October. **[Action: SG]**

BM397 KEY PERFORMANCE INDICATORS (BM380.1)

The Vice Principal Corporate Development informed the Board that she had consulted each of the Board Committees and their Chairs regarding the key performance indicators (KPI's) to be developed for inclusion in the College performance dashboard. The feedback obtained had been considered at the recent meeting of the Corporate Development Committee where it had been agreed that the Vice Principal Corporate Development provide a report to the next meeting proposing the KPI's that should be used taking account of the information from the committees, the KPI's that had been used previously and information on what other colleges used. Consideration would also be given to different systems that could support the performance dashboard. A report would be brought to a future meeting of the Board. **[Action: LC]**

The Board noted the KPI dashboard report that had been circulated which provided an update on the performance reporting system currently in use.

BM398 CHAIR'S REPORT (BM376)

The Board noted the Chair's report and particularly the following:

- The Chair had attended the recent launch of the report published by the Fraser of Allander Institute on the value of college graduates to the Scottish Economy. This report clearly showed the significant contribution that the college sector made to the Scottish economy. However, there were concerns that Colleges Scotland were not publicising this information widely enough and could do more to help raise awareness of the successes of the sector. It was also considered that the college sector needed to be more agile, in order to build on its strengths, but the current funding model did not allow for this. Further discussions between the college sector, the SFC and the Scottish Government would be required in order to consider the funding model and how it could be improved.
- The Board was pleased to note that the College had been formally accredited as a Living Wage Employer.

BM399 BOARD MEMBERSHIP (BM379)

The Board was pleased to note the appointment of the four new members who had joined since the last meeting:

- Angela Wilson, Non-Executive member, appointed for the period to 31 August 2021;
- Matthew Marsden, Student President, and Nicole Percival, Vice President, appointed for the year to 31 July 2018;
- David Watson had been elected by the Teaching staff for the period to 12 September 2021.

Also there were 3 Non-Executive Board members whose period of appointment was due for review this session with their current period of appointment ending on 31 January 2018. On the recommendation of the Nominations Committee the Board

RESOLVED that the period of membership of J Hannigan, J Henry and L Lauder be extended for a further 4 years to 31 January 2022. This would be subject to Ministerial approval. **[Action: GMcA]**

BM400 BOARD DEVELOPMENT ACTION PLAN: UPDATE (BM372, 355)

The Board noted a mid-year update on progress with the Board Development Action Plan. The Board **agreed** that the completed actions could be removed from the Action Plan. A further update would be provided to the meeting in February 2018 for review and action as appropriate. **[Action: GMcA]**

BM401 STUDENTS ASSOCIATION REPORT (BM377)

The Board noted the report from the Student President on the activities of the Students Association. In particular, the Student President reported to the Board on the following:

- Three Vice Presidents, one based at each Campus, had been elected and had taken up their posts on 1 August 2017. A number of other Executive posts had also been filled and the Student President was pleased to report that they were working as a team to raise the profile of the Students Association (SA). The SA had taken a stall at the Fresher's Fayre and this had encouraged greater engagement with students on all three campuses. Additionally the SA making good use of social media to promote the purpose and activities of the SA.
- The SA Officers had agreed a number of priority areas and objectives for the coming year. One of these was to work in partnership with the College to raise awareness around mental health issues and the support that was available to help students. All the Executive Officers would undertake training on this matter so that they were better able to provide support when needed.
- The SA accommodation on the Clydebank and Greenock (Finnart Street) campuses had recently been re-decorated. Students at each of these campuses had been involved in the final stages of the decoration process.
- Class representative training was currently underway across the College. Early feedback indicated that there was a desire for more meetings of the Student Representative Council (SRC). At present there were only 2 meetings each year. However, the SA were currently investigating this and hoping to introduce more meetings.
- The SA team were keen to integrate their activities and adopt a College-wide approach to all matters and to reach out to all students.

The Board welcomed this report and commended the Student President and his team for making such good progress so quickly. The Board also confirmed its support for the priorities set out by the Students Association.

BM402 FINANCIAL FORECAST RETURN 2017/18 – 2021/22 (BM374)

At its meeting in June the Board had approved the budget for 2017/18 and the Financial Forecasts for 2017/18 – 2021/22. However, since then the SFC had issued a call for information which requested institutions to complete a financial forecast return for the period 2016/17 – 2021/22 which required the modelling of a number of new assumptions in relation to the period 2018/19 – 2020/21. While this did not change the budget for 2017/18 it did mean the re-modelling of the financial forecasts for the period thereafter. The Board noted a paper that provided information on the assumptions used to underpin the re-modelling of the financial forecasts and showed the impact this would have on the future financial position of the College. If there was no change in the funding model then, based on this re-modelling, the College would have to make significant financial savings and/or increased levels of income by 2021/22 in order to produce a break even financial position. The figures produced had already been shared informally with the SFC so that they were aware of the potential impact this would have on the College. It was noted that other colleges found themselves in a similar position as a result of this exercise.

The Board expressed concern at the impact this re-modelling of the financial forecasts using the assumptions now provided by SFC would have on the overall financial position of the College during the 5 year period. However, it was noted that these figures were not finalised yet. Also during the discussions with SFC, the College team had provided an indication of the steps currently being taken to address the financial challenges the College faced. The information submitted by the colleges would be used by SFC to inform their submission to the Scottish Government spending review.

The Board noted the information provided and

RESOLVED that the revised Financial Forecast Return be submitted to the SFC. **[Action: DA; AR]**

BM403 ESTATES DEVELOPMENTS: PAISLEY CAMPUS (BM380.5)

The Board received the Options Appraisal and Outline Business Case for the development of the Paisley Campus. Board members had been invited to attend the September meeting of the Estates Committee where this had been discussed in some detail. The College's professional advisers had also attended this meeting to explain in detail their findings and provide their advice on this development. The Board noted that, if approved, the proposals would be submitted to the SFC for consideration. It was hoped that feedback would be obtained from the SFC early in 2018 but any funding was unlikely to be available before 2020. On the recommendation of the Estates Committee, the Board

RESOLVED that the Options Appraisal and Outline Business Case for the development of the Paisley Campus be approved and be submitted to the Scottish Funding Council for their consideration. **[Action: DA; AR]**

BM404 COMMITTEE REPORTS

The Board noted the following reports:

.1 Corporate Development Committee

The Board noted the minutes of the meeting held on 5 September 2017 of the Corporate Development Committee and particularly the following:

- i. Committee Remit and Membership (CDM130)** – the Board **RESOLVED** that the wording of the Committee Membership section of the remit of the Corporate Development Committee be amended as proposed.
- ii. Alternative Income (CDM139)** – it was noted that the total alternative income secured for 2016/17 was slightly lower than originally anticipated. However, the Committee was aware of the significant amount of innovation and enterprise that staff had put into this as the programme delivered varied each year as new opportunities arose. There was also a significant range of competition and challenges facing the College and staff were working hard to deliver the best outcome for the College.
- iii. Regional Employers Skills Survey (CDM137)** – the Board noted that the College would be undertaking its own skills survey of businesses in the Region. The information gathered would complement the national surveys conducted and provide the College with more in-depth information of local needs.

.2 Audit Committee

The Board noted the minutes of the meeting of the Audit Committee held on 8 June. The Chair of the Committee had provided an oral report to the Board at its meeting on 21 June 2017 on the main matters arising from these minutes. The Board also noted the minutes of the meeting of the Audit Committee held on 7 September 2017, and particularly the following matters:

- i. Fraud and Corruption Policy (AM284)** – the Committee had approved the revised Fraud and Corruption Policy, copies of which had been circulated to the Board so that the members were aware of their responsibilities in this area.
- ii. Audit Scotland Report – Scotland’s Colleges (AM287)** – the Committee had considered the Audit Scotland Report on Scotland’s Colleges 2017 and was pleased to note that the recommendations relevant to colleges were already being actioned within the College.
- iii. Internal Audit Report: Business Continuity and Disaster Recovery (AM289)** – it was noted that this had been a very helpful and positive report and actions were already being taken to address the recommendations for improvement contained within this report. The

Committee would receive regular progress reports on the actions being taken.

- iv. **External Audit Progress Report (AM295)** – the External Auditors had provided a report on progress with delivering their responsibilities. It was noted that they would receive a copy of the paper on the amended Financial Forecasts (see BM402) which would be submitted to SFC.

.3 Estates Committee

The Board noted the minutes of the meeting of the Estates Committee held on 12 September 2017, and particularly the following matters:

- i. **Committee Remit and Membership (EM236)** – the Board **RESOLVED** that the wording of the Committee Membership section of the remit of the Estates Committee be amended as proposed.
- ii. **Inchinnan/Oakshaw Project (EM234.3)** – the Board was pleased to note that part of this project was now complete and members of the Estates Committee had visited it. The remaining part of the project would be complete by the end of the calendar year.
- iii. **Clydebank District Heating System (EM234.1)** – it was noted that the College was waiting for further information from West Dunbartonshire Council regarding the next steps in this project.
- iv. **Greenock Campus Development (EM246)** – it was noted that the Options Appraisal and Outline Business Case produced to support the development of the Greenock Campus had been submitted to SFC some time ago, to date, no formal response had been received.
- v. **External Cladding on Buildings (EM244)** – following the fire in the Grenfell Tower block in London, external consultants had been brought in to assess the external cladding on College buildings. The Board was pleased to note that, to date, the external cladding had been confirmed as fully compliant with the safety specifications. Further confirmation was being sought and the Board would be informed of the outcome.
[Action: DA]
- vi. **Estates Maintenance Plans 2016-2022 (EM239)** – the Board was disappointed to note that the estates maintenance funding provided to the College by SFC was lower than for the previous year.

.4 Organisational Development and HR Committee

The Board noted the draft minutes of the meeting of the Organisational Development and HR Committee held on 13 September 2017, and particularly the following matters:

- i. **Committee Remit and Membership (OM153)** – the Board **RESOLVED** that the wording of the Committee Membership section of the remit of the Organisational Development and HR Committee be amended as proposed.
- ii. **Voluntary Severance Scheme (OM154)** – the Committee had been disappointed to note that no progress had been made with the implementation of a Voluntary Severance Scheme. Although the Scheme

had been approved by the SFC no funding had been provided to the College in support of this.

- iii. **Employee Wellbeing Survey and Action Plan (OM157)** – the Board was delighted to note that the College had retained its Healthy Working Lives Gold Award.

.5 Nominations Committee

The Board noted the minutes of the meeting of the Nominations Committee held on 14 September 2017 and particularly the following matters:

- i. **Committee Remit and Membership (NM80)** – the Board **RESOLVED** that the Committee’s remit be amended as proposed so that it included monitoring of risk for matters that fall within its remit.
- ii. **Co-opted Membership: Succession Planning (NM83)** – on the recommendation of the Nominations Committee the Board **RESOLVED** that
 - Peter Macleod, Director of Children’s Services at Renfrewshire Council, be co-opted to membership of the Learning, Teaching and Quality Committee for the period 10 October 2017 – 9 October 2018;
 - The period of appointment of two co-opted members on the Audit Committee be extended for one further year as follows: Robin Downie appointment extended until 15 September 2018, and Stephen Vere appointment extended until 28 February 2019. **[Action: GMcA]**
- iii. **CDN Development Programme** – the Chair drew the attention of Board members to the development programme 2017/18 from College Development Network (CDN) that had been circulated recently. He encouraged all members to attend relevant development sessions and particularly those who had not yet attended the Induction session.

.6 Remuneration Committee

The Board noted the report from the meeting of the Remuneration Committee held on 14 September 2017. On the recommendation of the Remuneration Committee the Board

RESOLVED that

- i. The Principal, Vice Principals and Secretary to the Board all receive a 1% salary uplift for 2017/18 in line with other staff;
- ii. Additional support for the Board Secretary continue to be pursued.

BM405 STRATEGIC RISK REGISTER (BM381)

The Board considered the Strategic Risk Register. This had been updated following a meeting of the Senior Management Team, and a new risk had been added: the introduction of new General Data Protection Regulations (GDPR) which would come into force in May 2018.

The Board **agreed** that the Strategic Risk Register be approved.

BM406 BOARD: SCHEDULE OF BUSINESS AND DATES OF MEETINGS 2017/18 (BM382)

The Board noted the proposed schedule of business 2017/18 and the dates of Board and committee meetings for 2017/18.

BM407 REPORT ON DELEGATED ACTION TAKEN SINCE LAST MEETING

None.

BM408 NEXT MEETING

Monday 4 December 2017 at 4.00 p.m. at the Paisley Campus.

The Board dinner would be held on Thursday 7 December in Weaver's Restaurant, Paisley Campus at 5.30 p.m. for 6.00 p.m.

GMcA/12.10.17/Final

Board of Management: Meeting of 9 October 2017

Actions from the Minutes

Date of meeting	Min Ref	Matter for Action	Responsible Person	Action Taken	Timescale (where applicable)
9 Oct 2017	BM388	Equality, Diversity and Inclusion – i.equality monitoring forms to be issued to all Board members for completion; ii. action plan for future Board recruitment to be developed	C Fraser G McArthur	i.Forms issued to all Board members with return deadline of 31 October; ii. action plan to be developed	Future meeting
	BM389	Corporate Parenting – Director of Student Services & Communities to be invited to attend Board future meeting and present action plan	S Graham G McArthur		March meeting
	BM394 ii	Chief Executive’s Report – Scottish Government College Innovation Fund & Flexible Workforce Development Fund - Board to be kept informed of College’s role in both these initiatives and any funding support received	A Cumberland		December meeting
	BM394 iii	Corporate Planning – Board corporate planning strategic review and development session to be held in early 2018	K McKellar A Cumberland	Board to be informed of date for this session	Future meeting
	BM394 iv 373	National Bargaining – Board to be kept informed of developments	A Cumberland	Progress to be reported at next meeting	December meeting
	BM395 372	Regional Outcome Agreement Review of 2016/17 – to be finalised and re-issued to Board for approval	S Graham	Updated version circulated to Board for approval by 31 October. Now finalised and forwarded to SFC	Complete
	BM396 380.4	SFC/Education Scotland Evaluation Report and Enhancement Plan – to be finalised and re-issued to Board for approval	S Graham	Updated version circulated to Board for approval. Now finalised and forwarded to SFC	Complete
	BM397 380.1	Key Performance Indicators – report on progress of development corporate dashboard and KPI’s to be included to be provided to Board	L Connolly		February meeting

	BM399 379	Board Membership – approval to be sought from Minister to extend appointment of 3 Board members	G McArthur	Letter seeking approval from Minister sent	December meeting
	BM400 372	Board Development Action Plan – next update to be provided to February 2018 meeting	G McArthur	To be re-scheduled to tie in with Strategic Review – Board to agree timescale	To be confirmed
	BM402 374	Financial Forecast Return 2017/18 – 2021/22 – FFR return to be submitted to SFC	D Alexander A Ritchie	Return submitted after meeting	Complete
	BM403 380.5	Estates Developments: Paisley Campus – Options Appraisal & Outline Business Case to be submitted to SFC	D Alexander A Ritchie	Options Appraisal & Outline Business Case submitted to SFC	Complete
	BM404.3 361	Estates Committee: ii. Inchinnan/Oakshaw Project – Board to receive progress reports on this project	A Cumberland D Alexander A Ritchie	Board will be updated at each meeting until project complete Update provided at October meeting	December meeting
	BM404.3	Estates Committee v. External cladding on buildings – further confirmation on safety of cladding to be sought and report provided to Board	D Alexander		Future meeting
	BM404.5	Nominations Committee ii. Co-opted Membership Succession Planning – P Macleod to be appointed to LTQ Committee; R Downie & S Vere to be re-appointed to Audit Committee	G McArthur	Letter of appointment issued to P Macleod; and letters confirming extensions of appointment issued to R Downie & S Vere	Complete
		Actions from previous minutes			
21 June 2017	BM377	Students Association Report Outcomes from recent student survey to be reported to LTQ Committee and brought to next Board meeting	S Graham	LTQ meeting has been re-scheduled to after the Board meeting. LTQ will consider at next meeting and report to Board in December	December 2017
	BM378 360	Student Partnership Agreement – now approved and to continue to be developed over time. Board to be kept informed of developments	S Graham	Reports on developments to be provided to Board at appropriate times	Future meetings
27 Mar 2017	BM356 337	Chief Executive's Report Chivas Brothers, Paisley – further information on future development	A Cumberland	Progress to be reported to next meeting	December meeting

		of this site to be brought to Board once available.			
	BM357 339	Voluntary Severance Scheme – Board to be kept informed of progress with discussions with SFC	A Cumberford	Discussions with SFC continuing. Board to be kept informed of progress.	Future meeting
	BM363.4	Finance Committee – Management Accounts – 6 monthly financial updates to be brought to Board	D Alexander	Information to come to December meeting	December meeting

GMCA/30.10.17/ revised 13.11.17

TITLE: CHIEF EXECUTIVE'S REPORT

Action: The Principal has provided a report on a range of matters. This report is mainly for discussion and noting, but there are 2 actions identified.

The Board is asked to

1. Agree to a Board Corporate Planning exercise in April 2018 – date to be confirmed;
2. Agree that the College Executive take responsibility to 'implement the cyber resilience action plan in line with the timeframes set out in the action plan where possible' (Letter from Deputy First Minister – see Paper 6(b)).

Lead: Audrey Cumberland, Principal and Chief Executive

Status: Open

Chief Executive's Report: Items for Report

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

Action:

Agree to a Board Corporate Planning Session April 2018

Agree that the College Executive take responsibility to *'implement the cyber resilience action plan in line with the timeframes set out in the action plan where possible'* (Ref: DFM Letter)

1 Outcome Agreement Guidance 2018-2019

- 1.1 As Members are aware the Minister for Further Education, Higher Education and Science, Shirley – Anne Somerville published her letter of guidance to the Scottish Funding Council in March 2017.
- 1.2 This was subsequently followed by Ministerial Guidance to the SFC on Outcome Agreements on 18 October. [REDACTED] Please note [REDACTED] the Minister's expectations in relation to the *'intensification'* of Outcome Agreements.
- 1.3 The Minister and SFC held a joint meeting with all college and university Principals on the 8th November at Edinburgh College. The purpose of the meeting was to discuss how intensification will affect outcome agreements and to outline what the Scottish Government's aspirations are.
- 1.4 Mike Cantlay, the new Chair of the SFC also attended the meeting. [REDACTED] [REDACTED] Key items of note resulting from that meeting are as follows:
- 1.5 The SFC will revisit the ROA process and timings re submission of draft ROAs. The expectation is that final draft ROAs must be robust and near final version for submission to the SFC in December each year. The SFC has committed to a three week turnaround for feedback to institutions to allow final drafts to be prepared and approved by the relevant Boards prior to submission to the SFC late December.
- 1.6 The Minister set out very clear expectations emphasising that the Scottish Government must have a 'clear line of sight' on the impact of Government funding for colleges and universities and this must be open and transparent. The Minister emphasised the principle of accountability and that active consideration (going further than before) would be given to re-distribution of funding – should individual institutions not achieve targets or not set ambitious targets.
- 1.7 John Kemp, Acting Chief Executive SFC, stated draft ROAs will be assessed on the basis of demonstrating clear 'ambition' and associated 'ambitious targets', with a 'clear line of sight' on Scottish Government Priorities. The SFC will also expect to see

how institutions expect to achieve the targets set to ensure SFC has an appropriate level of confidence in the expected outcomes. Institutions will also be expected to demonstrate partners are engaged.

- 1.8 Mike Cantlay indicated, for the purposes of planning, that we assume flat cash funding.

2 Innovation

Scotland Can Do: Business Innovation Forum

- 2.1 The Scottish Government created the Scotland CAN DO Innovation Forum in May 2015 to help improve Scotland's innovation performance.
- 2.2 The SG has now revised the Forum in its entirety including changing the name to the Scotland CAN DO **Business** Innovation Forum. Its purpose will be:
- 2.3 To support the improvement of Scotland's business innovation performance by:
- Providing effective scrutiny and challenge of progress against the Innovation Action Plan and actions arising from the innovation chapter of the Enterprise and Skills Review.
 - Considering and providing advice on the potential impacts of emerging and longer term trends and issues on business innovation.
- 2.4 The Forum will continue to be co-chaired by the Government Ministers, P Wheelhouse and SA Somerville.
- 2.5 I have been invited to join the Forum, with the first meeting scheduled for 28th November.

3 WCS Investors in Innovation Status

- 3.1 We are currently exploring the value of achieving the Investors in Innovation status which is awarded by The Institute of Innovation and Knowledge Exchange (IKE). As members are aware WCS has been given STEM Assured status, awarded by IKE. IKE is the UK professional body for innovators. The Institute is also a leading provider of SciTech innovation and growth services to business, education and government. Guided by its Innovation Council, The Innovation Institute influences policy and supports its members, partners and stakeholders to achieve performance excellence and stimulate innovation.
- 3.2 Investor in Innovations is an integrated, leading-edge Standard that offers a practical way to validate, benchmark and drive innovation systematically.
- 3.3 WCS is committed to Innovation, a key strategic priority set out in our Corporate Development Plan 2015 – 2020. Our ambition is to create a strong innovation culture

within the College which will ensure we stand out, as an innovation leader. Achieving the Investor in Innovations Award will support us to demonstrate to our stakeholders our commitment to innovation.

- 3.4 The Investor in Innovations Framework focuses on our capability to stimulate and deliver innovation to enhance the College performance and evolve the innovation activity we deliver in partnership with our business partner to support and enhance their productivity and performance.

4 College Innovation Fund (CIF)

- 4.1 The SGs Phase 2 report of the Enterprise and Skills Review (21 June 2017) announced a College Innovation Fund (£500K in AY2017-18) to support Scotland's colleges to work with businesses on innovation activity.

- 4.2 In AY 2017-18 the planned uses of the CIF will build directly on the work of the College Innovation Working Group (CIWG) which I Chair on behalf of the Sector.

- 4.3 **Three key streams/models** are being explored -

Model 1 - National/Collaborative

- 4.4 The CIWG is keen to see the prioritised the development of the opportunities for the colleges to work with the Innovation Centres and their business/industry partners.

- 4.5 A national – collaborative proposal is being developed - **FUTUREquipped : Colleges & Innovation Centres Pilot**. This model will focus on a collaborative approach comprising a group of colleges from across Scotland, four Innovation Centres and a number of key industry partners in Construction and Health Care. The CIWG has yet to determine the most appropriate group of colleges to be involved in this pilot.

- 4.6 **Model 2 Innovation Vouchers: Regional College- Business activity (including clusters of businesses where appropriate)**

- 4.7 The use of Innovation Vouchers in the college sector is also being explored to see how the vouchers might be developed to make them useful for the activities colleges can pursue with business. To date, only one College has accessed Innovation Vouchers (West College Scotland) highlighting the need to promote Innovation Vouchers to the Sector and consider how the current process (Interface/SFC) can be refined to ensure its relevance to the College Sector. WCS has also recently been successful in attracting a follow up Innovation Voucher (£20k) – again a first for the Sector.

- 4.8 Some consideration is being given to how IVs might be promoted within the sector and whether Interface may require further support to implement this.

- 4.9 **Model 3 Local/Regional College Innovation Accelerator Activity**

- 4.11 Individual colleges require capacity to assess the opportunities within their local and regional footprint. This will be critical in establishing leadership and direction for a

college's own development in this area. The last of these is vital as it supports the key stakeholders (colleges themselves) establishing leadership and direction for their own development in this area. The College Innovation Fund will be used to support this work – the mechanism to do this will be explored by the CIWG. WCS will explore this opportunity when the process becomes clearer.

- 4.12 Our Innovation ambitions also include the development of an 'Institute for Construction and Engineering Innovation', in partnership with UWS, as part of our Business Case for the Paisley Campus–
A Tertiary Institute for Construction & Engineering Innovation
Enhancing industry connections, improving business performance and promoting multi-disciplinary teaching and learning.

5 National Bargaining

- 5.1 A verbal update will be provided at the Board meeting. Key items of note on the Lecturing side table are progress on terms and conditions as a number of key aspects remain outstanding, EIS pay claim for 2017/18 and the matching in process for promoted lecturing posts.
- 5.2 The key item of note with regard to the Support Staff negotiations is progress on the tender process for a national evaluation scheme and thereafter negotiations regarding the implementation of a new national pay and grading scale.

6 Board Corporate Planning session

- 6.1 The Chief Executive Report for October 2017 referred to the Exec/SMT/Heads Corporate Planning session held on the 20th September this year.
- 6.2 It is proposed that we schedule a Board Corporate Development one day event post the Easter break. It is anticipated this event will be externally facilitated.
- 6.3 The primary purpose of the strategic session will be to review the WCS Corporate Development Plan 2015 – 2020 and associated ambitions and strategic priorities, within our wider environmental and political context. **'Future proofing'** WCS remains an essential priority to ensure we achieve our ambitions within an environment/wider context where the pace of change and disruptive forces are likely to increase at a faster rate than we have experienced since merger.

- 6.4 It is recommended therefore that the Board schedules a Corporate Development Day in April 2017 – date to be confirmed.**

7 Cyber security

- 7.1 The Deputy First Minister and Cabinet Secretary for Education and Skills wrote to all college Principals on 8th November with a copy of the Scottish Public Sector Action

Plan on Cyber Resilience. The letter sets out the DFMs expectations regarding overall responsibility for delivery of the action plan within colleges and universities.

7.2 [REDACTED] A copy of the Action Plan, for information, can be found via the following link

<http://www.gov.scot/Publications/2017/11/6231/downloads>

- It is recommended that the College Executive take responsibility ***‘to implement the plan in line with the timeframes set out in the action plan where possible.’ (Ref: letter)***

Audrey Cumberland Principal & Chief Executive

December 2017

TITLE: **Education Scotland Evaluation Report and Enhancement Plan**

Background: Following a Scrutiny and Endorsement meeting with SFC and Education Scotland on Monday 27th November, the College Evaluation Report and Enhancement Plan was finalised.

The format is in line with the requirements of Education Scotland and set against the 'How Good is our College?' framework.

In the October pre-endorsement meeting with Education Scotland and SFC, the College was encouraged to include more detail within the report and not to keep to the previously specified maximum 15 pages. The subsequent draft was circulated to the Board prior to submission at the end of October.

The College report and plan was then reviewed, along with all other college reports, by SFC and an Education Scotland Moderation Panel and they have confirmed that this is an accurate report. A few very minor changes were suggested and have been incorporated into this final version.

Action: The Board is asked to note the Evaluation Report and Enhancement Plan

Lead: Stephanie Graham, Vice Principal Educational Leadership

Status: Open.

Evaluation Report and Enhancement Plan

27th December 2017

Version: Final Submission

WEST COLLEGE
SCOTLAND



How good is Our College?

Evaluative Report

SECTION 1

The College

West College Scotland is one of Scotland's largest Colleges, employing more than 1,200 staff and is one of the largest employers in the West. We span a large geographical area, with our major activity in our main campuses in Clydebank, Greenock or Paisley. We work with five main local authorities, Renfrewshire, Inverclyde, West Dunbartonshire, East Renfrewshire and Argyll and Bute. In addition, 20% of our student activity is delivered to students who live in Glasgow.

All three of our immediate local authority areas claim a rich industrial heritage, including shipbuilding, engineering and textiles. Each though, has struggled to replace these industries as they declined and as a consequence have experienced many decades of structural economic change. Despite regeneration initiatives, many local communities continue to face serious economic and social challenges surrounding skills, employment, deprivation, poverty and depopulation.

Our College has one of the highest student rates of deprivation in the college sector. Around 27% of all student activity, and 31% of our full time students, are resident in the 10% most deprived areas. We attract over 3,000 students from Glasgow of which over 40% are also from the 10% most deprived postcodes. Around half of our full time students overall are resident in the 20% most deprived areas in Scotland. This presents particular challenges for our region and we work closely and productively in partnership with local authorities, employers and other agencies to provide opportunities, transitions and pathways that support our students to progress in education and into positive destinations.

Working across our local authority partnerships, we deliver a range of School College provision to around 2,000 pupils, across 32 schools. Almost 4% of our college credit activity is for the School College programme and we now deliver an increased Foundation Apprenticeship programme with over 100 school pupils and have submitted a partnership bid for 2018 to significantly increase this number. Collaborative working has enabled a regional school timetable, extending choices for school pupils in the region. In addition, we are significantly engaged in work with primary schools through initiatives such as STEM Ambassadors, Active Schools and Engineering and Construction taster activities to promote STEM and better gender balance.

The College has a very broad curriculum, with 39% of full time students studying at HE level. The College student activity credit target for 2017-18 is 167,380. The curriculum is designed to provide a range of FE courses on all main campuses and progression pathways to HE level across the College. College courses range from SCQF level 1 to degree level, including part time, evening, work-based and distance learning. Our curriculum has been adapted to incorporate national change i.e. Foundation Apprenticeships and for CfE. Our student success rates in full time provision and national examinations have improved, with an increasing trend in the numbers of students studying National 5 and Higher awards.

The College works directly with over 600 employers and hosts the Developing the Young Workforce (West) team. The close partnership working with industry includes large employers such as BAE, Babcock Marine and the NHS, as well as small local enterprises. The College was recognised for “exceptional performance and leading practice in the sector” for collaboration and consultation with external stakeholders and employers through its STEM Foundation, national Accreditation process. We have also won a number of national awards for our employer engagement activities. The College is represented on all Chamber of Commerce networks, local CPPs and a number of key employer and industry forums. The College has substantial contracts to deliver Modern Apprenticeship training, covering a variety of vocational areas reflecting the needs and job opportunities available in the region.

A key priority for the College is to secure the capital investment for new campus developments in Inverclyde and Renfrewshire. This will allow us to continue to exploit technological and digital opportunities and further enhance how we teach and how our students learn.

Our attainment success rates across all modes of learning have increased in the last year, with a higher percentage of students gaining nationally recognised qualifications in 2016-17 than any time since the College was formed and we are working to improve these further.

We are confident that we have laid the foundations that we can continually build upon in the coming years.

SECTION 2

Methodology used to evaluate the quality of provision and services

The following section details the College response to the introduction of the new quality arrangements for the college sector, during the transition year 2016/17.

We have taken assurance of the quality of the three high level principles, as set out in the framework arrangements document, by drawing on the findings of externally endorsed, independent and third party generated evidence of the quality of our ‘Leadership and Culture’, ‘Delivery of Learning and Services to Support Learning’, and ‘Outcomes and Impact’ on the student experience.

Examples of the types of externally validated evidence we have used are:

- External and Internal Audit Reports – including Effectiveness of Board Governance, Student Experience, Curriculum Planning, SFC audits and reports
- External awarding body reports on systems and qualifications
- STEM accreditation report
- Equality Audit and Gender Action Plan
- Staff and Student Survey responses
- Regional Outcome Agreement targets and Performance Indicators
- Education Scotland teaching observations and Student Team Reviewers student feedback

Our internal planning and review processes, and the evidence generated from these, have been used to fully consider the impact and outcomes for learners. These processes include:

- Curriculum Planning Review
- Portfolio Review
- Operational Planning
- Team evaluation reports

Our internal approach to assessing 'How Good is Our College?' has been through a process of reflection on achievement of operational planning targets and evaluation activities which have been undertaken monthly by curriculum teams and quarterly by support teams. All teaching and support staff teams have been involved in evaluating the quality of their services, with the production of an annual tracker, the final outcome. The Annual Trackers are linked directly to the College strategic aims and have been graded, on a five point scale (1 – 5 highest) for the past 3 years – the grading for session 2016/17 was updated to include an additional grade for Excellence – we view this as being for activities which are exceptional, non-predictable and worthy of dissemination both within *and* across sectors.

Our Senior Management Team, Heads of Sector and Heads of Support Services worked collaboratively, to provide both peer support and a 'critical friend' role in assessing the sufficiency and validity of the evidence presented. Each was then assigned responsibility for a single quality framework 'theme', and tasked to provide supporting evidence of positive practice and areas for development for that theme, from across all college departments. This improved the standard and quality of the evaluation reports submitted by each area, and provided insight for all SMT and Heads into other sector and directorate areas of work and plans for enhancement.

Our methodology has been successful in promoting a shared ownership of quality across the whole college, and furthermore assisted in our assurance of the robustness of evidence. In September 2017 we held an Evaluation and Grading event for all SMT and Heads, at which the evidence available for each theme was critically appraised by the group, and cascaded into a single Outcome of Evaluation for each Quality Indicator. The richness of discussions generated from participation in this event, and the activities over the months leading to it, have contributed to a real sense of collective responsibility for enhancing the quality of the student experience.

Our use of external reviewers – Education Scotland Student Team Members and Associate Assessors - further endorsed our approach as being sound and aligned to our own internal and externally validated findings.

Reader note: In the sections that follow, the numbering references 1.1 – 3.2 (inclusive) relate to the quality indicators in the How Good is Our College? Quality framework document.

SECTION 3

Outcomes of Evaluation

Leadership and Quality Culture

1.1 Governance and Leadership of Change

Areas of Positive Practice

The review of the Board Effectiveness against the Code of Good Governance for Scotland's Colleges confirms the strength of our college governance arrangements and accountability. The high quality of our leadership of change has been verified through SFC Merger evaluations and improved college performance and outcomes for students.

- The Board of Management, Principal and SMT agree clear strategic priorities and deploy them within a clear Corporate Plan, which aligns effectively with key regional and national priorities. A detailed Regional Outcome Agreement sets out the College context and ambitions.
- The Board plays an active part in development of the College's strategy and is clearly committed to ensuring the student experience is central to the work of the College.
- Accountability is a key strength and the Board regularly monitors the College's overall performance and achievements against its Regional Outcome Agreement. The Board discharges its duties very effectively and is well informed of College activities via dedicated sub committees, including a well-represented and purposeful Learning, Teaching and Quality Committee.
- Leaders at all levels are fully committed to improving the student learning experience and increasingly engage collaboratively across the College, actively involving staff in developing a shared understanding of priorities, building on the vision for the College. For example, the college's Collective Ambition Programme (CAP) successfully engaged staff in meaningful engagement on the new college culture. Further recent developments include a behaviours framework developed from the staff survey and focusing on how as colleagues we best exhibit positive behaviours which improve our internal working and services.
- Very good staff engagement and consultation has resulted in valuable improvements to the student experience, including cross campus consistency of processes to ensure equity of student experience across the College. A short life working group focused on streamlining the student journey and this resulted in a better application and enrolment process and reduced bursary waiting times. This received very positive feedback, with no student complaints on this aspect of the service in 2016-17.
- Senior managers engage in an extensive consultation with staff and students to deliver improvements and implement underpinning strategies. The College's well-established and effective quality arrangements ensure that the views of staff, students and stakeholders are integral to the planning for continuous improvement.
- Collaborative working is facilitated through the staff and meeting structures, short life working groups and staff events. The sharing of practice and collective working has supported the development of a 'whole college' approach to improving the student experience.

- The student voice is increasingly influential in impacting on quality improvements, including in those of support areas and aided through meaningful representation on a number of College committees, such as Equality and Diversity and Health and Safety.
- The Student Association is very well supported by the College and engages effectively with the SMT and Board of Management. As a result students have significant influence on leadership decision making processes.
- The College has a strong commitment to Developing the Young Workforce (DYW) and the key priority of employer engagement has been very effectively prioritised and well directed to ensure high levels of industry relevance within the curriculum to enhance learning and teaching. Very strong partnership working across the five main local authority areas provides high quality local knowledge to align College plans to meet regional needs. -

Areas for Development

None identified

1.2 Leadership of Learning and Teaching

Areas of Positive Practice

Our evaluation processes and stakeholder feedback confirmed our overall strengths in how leadership for curriculum planning and learning and teaching are resulting in positive experiences for students.

- The priorities for learning and teaching are well communicated across the College. A clear and meaningful set of College devised Learning, Teaching and Curriculum Principles are threaded throughout the quality and planning processes, ensuring a consistency of approach and alignment to the strategic direction of the College. These Principles are well understood and effectively used to support the evaluation of practice and enable the identification of appropriate actions for improvement.
- The Educational Leadership team is representative of curriculum, quality and student services and works together well to set clear direction for enhancing learning and teaching. Faculty day CPD is led by the Assistant Principals for each Faculty, with external input to ensure currency and relevance to teaching in colleges today. Other College wide initiatives included the successful WITs conferences, promoting and increasing the creative use of technology in learning and teaching.
- Improved student outcomes have been achieved through strong leadership and collaborative working by cross college Heads of Sector, each of whom lead a team of Curriculum and Quality Leaders who directly influence student learning. This structure and associated meeting schedules ensure consistency in communication of key messages and common goals.
- Increasingly positive responses to student surveys indicate that students feel able to influence their own learning (from 85% in 2015-16 to 91% of responses in 2016-17) and are motivated to learn.
- The College has clear commitment to continuous professional development (CPD) focused on learner needs and college priorities. A College wide CPDR (Continuing Professional Development and Review) process has been piloted in a number of curriculum and support service areas and is

now being extended across the wider College. This enables staff to reflect on their development needs in line with College priorities and inform the College CPD and workforce development plan.

Areas for Development

- Peer support and practical tools for teaching teams to reflect on, and evaluate learning and teaching, is not yet fully embedded, to enable sharing of innovative and creative practice across different curriculum specialisms.

1.3 Leadership of services to support learning

Areas of Positive Practice

A key College strategic objective is “to ensure all students have access to comprehensive, appropriate and responsive support services”. Student feedback endorses the strength of the effectiveness of our student support services.

- The College has streamlined support services across all campuses to ensure equity in responding to student needs, including in Student Advisory, Counselling and Enabling services. This has ensured consistency of access to services and that students are not disadvantaged by the location of their learning.
- Leaders and the staff in all of the service areas have a clear focus on students and understand how their roles contribute to the students’ overall college experience. Support areas use student feedback and student involvement very effectively in the improvements made to their services. This involvement helps inform Operational and resource planning across the College and ensures targeted priorities, for example, the redeveloped Student Advisory Service and Library facilities and the realignment of Enabling Services.
- The College Strategies for Estates, ICT, People and Access and Inclusion were developed in consultation with staff and students and clearly set out the long term vision for these areas.
- A high priority area is providing specific support for Care experienced students including working with regional local authority partners and good progress is being made in targeted interventions and support. The College management also led a well-received, staff development session with ‘Who Cares Scotland’ to raise awareness of this important agenda.
- Regular meetings between Heads of Sector and Heads of Support areas promotes a greater shared understanding of the curriculum and support operations. This has led to more collaborative working, which helps to develop a ‘one college’ approach to improving the student experience.
- An Operational Managers Forum provides good opportunities for support managers to understand the priorities of the College and collaborate on how best to meet these. A programme of management development, recently initiated and well received, supports college priorities in developing staff and ensuring responsive services to meet individual student needs.
- External partnership working is very strong across the whole college. Students benefit from a clear strategic intent to engage with key stakeholders across the region, which aligns well to local, regional and national priorities. The College is well represented across all Chamber networks and has good strategic and operational engagement in key Community Planning Partnership groups across the region.

- The 'Business Partner' model for support areas within the College links a specific support staff member with curriculum areas and is very effective in enabling a joint understanding of priorities and improved responsiveness of support services to meet the needs of the curriculum.

Areas for Development

None identified

1.4 Evaluation Leading to Improvement

Areas of Positive Practice

Systematic and robust processes are in place for self-evaluation across all college departments. We encourage staff to work at departmental, cross college and at all levels, to analyse performance evidence that informs the evaluation processes. Improvements in actual performance and student feedback confirm the impact of our evaluative and action planning processes.

- The College Evaluation Cycle is used to engage staff across all departments. Teaching and support areas use the College Principles to evaluate the effectiveness and impact of their services in enhancing the student experience. This has resulted in improved outcomes for students, including improved retention, attainment, progression and student satisfaction.
- All curriculum areas evaluate their progress for improvement against a 2020 vision. This is systematic and reviewed annually through the Curriculum Planning and Review process to ensure appropriateness of planning and progress to meet that vision.
- The Educational Leadership Team has developed well-conceived processes to enable staff to engage collaboratively with their peers, to share ideas and reflect well on the student experience. This includes annual Portfolio Reviews which engage whole staff teams in evaluating provision and trends in performance.
- A new support staff team evaluation process aligns with curriculum evaluation procedures, using a 'one college' set of five principles.* All college teams now evaluate how *'Connected, Valuable, Inclusive, Responsible and Developmental' their services are in enhancing the student experience. This creates a shared understanding of a single college entity and contributes to a consistency in experience for all students across all campuses.
- Student feedback processes are robust, shared with both curriculum and support services and used successfully to enhance the student experience. A dedicated Student Experience Team provide invaluable support for the College evaluation processes, through working in partnership with the Student Association to generate feedback through student surveys and targeted focus groups. This feedback is collated, analysed and disseminated to both support and curriculum teams to inform their own evaluation process. A whole College summary is considered at SMT and the Board to assess progress and facilitate internal benchmarking between Sectors and campuses.
- The approach to 'How Good is our college?' engaged SMT and Heads in working collaboratively to provide both peer support and a 'critical friend' role in evaluation and assessment of evidence. Teams worked together in an equal status and collaborative manner and this approach will be further developed to continually improve the standard and quality of the evaluation reports.

- A joint evaluation activity between college staff and local authority Community Learning Development staff, identified common framework Quality Indicators and resulted in a shared evaluation action plan.
- Teaching staff use a variety of means to gain individual feedback on learning experiences from students. The College is currently developing and piloting an electronic teacher reflection tool called I-reflect. This software enables students to give instant feedback to staff on their learning experience. Findings from this development will influence how this will be taken forward across teaching teams in the future.
- Teaching staff have good access to live data, including to course performance indicator trends and EDI performance to ensure relevancy of actions to improve positive outcomes for all students.
- Most students understand, and are engaged with Class Representation arrangements. The Student Association is now involved in the design and delivery of training in supporting this process. This is intended to raise the profile of the Student Association across the College.

Areas for Development

- In some areas, self-evaluation reporting and action planning is not yet sufficiently robust in evidencing the impact on the student experience and outcomes of learning.

Delivery of Learning and Services to Support Learning

2.1 Safeguarding and Child Protection

Areas of Positive Practice

The College has robust processes in place to ensure that it meets, and exceeds, its statutory requirements in the safeguarding and welfare of students.

- The College safeguarding team are well trained and effective in responding to referrals. The whole team meet quarterly to evaluate the effectiveness of the service and to make relevant improvements.
- All students are informed of policies surrounding Safeguarding and Equality, Diversity and Inclusion during a core part of their induction activities. For example, during the recent Education Scotland review of learning and teaching, all learners reported feeling safe when they are in college.
- Staff have received Safeguarding training and there has been good engagement with on-line safeguarding courses. Plans are progressing well to deliver further staff training to increase awareness of Safeguarding in recognition of legislative changes.
- The College responds to its responsibilities well with regard to corporate parenting. Very close working with external partners, such as the police, Local Authorities and Who Cares Scotland has ensured a good collaborative approach to addressing responsibilities both around Corporate Parenting, Prevent and Hate Crime.

Areas for Development

- None identified

2.2 Curriculum

Areas of Positive Practice

The College, in line with the Region Outcome Agreement objectives, meets the needs of its local and regional stakeholders well and responds effectively to national priorities. The College curriculum is planned well and has particular strengths in an employability focus, with strong employer engagement supporting curriculum design and delivery.

- A systematic curriculum planning process ensures that local, regional and national strategic drivers are considered well to deliver a relevant curriculum. The College curriculum is well designed to enable progression pathways between SCQF levels, including moving cross campus. Curriculum teams have worked well together to shape curriculum delivery and realign courses to enable this progression.
- Overall, students feel their course is relevant to employment opportunities and that they are making progress and gaining valuable skills. Almost all students are satisfied with the design of their curriculum and enjoy all aspects of their course.
- Curriculum teams provide programmes which are designed well to meet the needs of students and stakeholders. Through systematic Portfolio Review and Curriculum Planning Review (CPR) processes, teams evaluate and plan the curriculum effectively, including using class representatives. Appropriate changes are made to ensure courses are linked well to industry and to student progression needs. For example, 92% of students in the 2016-17 student survey agreed that their time at college helped develop knowledge and skills for the workplace.
- The design, rationale and development of the curriculum takes full account of market intelligence and labour market data, ensuring the curriculum is amended to meet student current and future employment needs. For example, when reviewing and redesigning the curriculum, the Heads of Sector benefit from the involvement of dedicated college staff to provide information on government policy, labour market trends and employment predictions.
- Staff have a good understanding of their industry and use employer engagement very effectively to drive the curriculum and focus on the important employment related aspects. The College has developed bespoke facilities and designed curriculum content to meet business needs for specialist skills.
- Extensive staff networking and representation with awarding bodies and other external agencies, has improved curriculum planning and assessment outcomes.
- The College offers courses which are accredited by around 25 different awarding bodies, ensuring that within a curriculum area students are provided with qualifications most in demand for their specialism.
- The College has a strong commitment to STEM running throughout the curriculum. The College achieved STEM accreditation from the STEM Foundation and was awarded best and sector leading practice for 'strategy and planning', 'partnership working with employers' and the 'impact of STEM' on our student learning. STEM specific courses account for 24% of overall College activity, a 3% increase in the last two years.
- A joint regional approach to school and college timetabling has improved opportunities for school pupils to undertake college learning activities. Four local authorities agreed common release times

for senior phase school pupils and as a result the College was able to offer increased provision and range of programmes, including the new Foundation Apprenticeships.

- The College has a significant contract to deliver Modern Apprenticeship programmes across a range of vocational areas including: Automotive, Hairdressing, Customer Service, Leather Production, Business Administration, Engineering, Life Sciences, Health and Social Care. This has resulted in increased engagement with employers, within and outside the region, and as a result, contracted agreements exceeded expectations, delivering 886 MAs against a target of 863.

Areas for Development

- The delivery of essential skills in the form of career management skills, is not fully embedded within all of the curriculum provision, and do not consistently assist all students in recognising wider opportunities for future employment or self-employment.

2.3 Learning, Teaching and Assessment

Areas of Positive Practice

The College evaluation processes and stakeholder feedback across the College evidences the many high quality of learning and teaching activities delivered by our staff. Teaching staff are highly skilled and enthusiastic.

- In the recent Student Survey, 95% of students rated their learning experience highly and report very good relationships with staff across the College. Almost all students are positively engaged in their courses and staff sustain this through effective planning and sequencing of learning.
- Staff ensure a good atmosphere in class, where students are relaxed and confident. Students apply themselves well and work diligently on tasks, are interested and able to sustain their concentration levels. For example, in the 2016-17 student survey 90% of students agreed that the way they are taught helps them learn, an increase of 3% on the previous session.
- Informal sharing of ideas with colleagues around learning and teaching methodologies leads to improvements in teaching practices, including the use of digital technologies, interactive project based learning and support of students with particular needs. The external review class observation process was valuable in providing formal feedback to staff on their teaching practice.
- Staff plan and structure lessons well, in most cases with good sequencing and teaching methods appropriate to needs and level of students. Staff make good references to student experiences out of college and encouraged students to link these to their learning. There is an appropriate balance of independent and group learning within lessons and students work well together providing good levels of peer support.
- Teaching staff use resources effectively and, in many cases, utilise relevant software to enhance learning. In many classes, there are appropriate levels of IT equipment and up to date software available for staff and students.
- Assessment is used effectively to enhance and reinforce learning. Staff prepare students well for formal assessments, building their confidence, knowledge and skills. Enabling Services staff work closely with curriculum teams to identify and put in place additional assessment arrangements that enable successful outcomes.

- Curriculum delivery incorporates relevant activities to develop skills for life and work, with very successful live project working across most areas. Employability skills are embedded across the curriculum, with plans to enhance and further extend this across all programmes. In MA programmes, staff ensure they relate learning activities to their work to maintain the relevance between college and placement.
- Teaching staff are aware of their programme PIs and work well collaboratively to ensure assessment strategies help to lead to improvement in results for students. Course team meetings include discussions around attainment and strategies to ensure a positive destination for students.
- Increased student activity in the VLE (Moodle) and greater use of Turnitin software through Moodle, has created flexibility for students to access course content, peer support and assessment guidance, and promotes independence in learning.
- Students are well informed about the progress they are making, through access to the student portal and guidance personal development planning.

Areas for Development

- Learning and teaching approaches could be refreshed in a few programme areas – for example, the pace of learning does not always vary sufficiently to meet the needs of the class group and as a result, students may disengage from learning. Some staff do not take opportunities to reinforce standards of timekeeping and attendance.
- In some areas of the College campuses, the student learning experience is negatively impacted by the ICT infrastructure. Students report that IT reliability is poor, delays in logging on to their student account, slow internet connections and equipment breakdown cited as the most common faults.

2.4 Services to Support Learning

Areas of Positive Practice

Student feedback consistently confirms our views that our support services provide students with the scaffolding required to improve their chances of a positive outcome.

- There are a very effective range of support services available to students, promoted well through induction and staff referral. Students find staff approachable and services, including ICT support, responsive in addressing and resolving their needs.
- Teaching and support staff work well together to ensure responsive arrangements are in place to identify and support students with specific individual learning needs, for example in supporting literacy, numeracy, ESOL, and for students with disabilities. Support staff in classes, and those accompanying students, are very supportive and help students to engage fully in their learning.
- Almost all support areas have improved systems to provide easy access to college processes and facilities at the start and throughout the learner journey. Revised procedures for processing student funding applications are streamlined and efficient and this has contributed significantly to improving the student initial experience, significantly reducing funding waiting times and improving retention.
- Diagnostic testing was offered to students during session 2016-17 to assist students to access the right level of support for literacy and language skills. This has enabled targeted support for

students. The College received over 700 requests and all were responded to, with the vast majority of students requiring some degree of support for learning. This enabled targeted support for literacy and numeracy and contributed to improved attainment overall.

- A standardised Student Advisory Service is available to all students on each main campus and provides a good range of support, referral and general guidance.
- Close collaboration between curriculum, corporate parenting teams, Enabling Services, on - campus Counselling services and the Chaplaincy Engage Team, work well to support individuals and improve outcomes for specific groups of students. Feedback from this collaborative working indicates increasing numbers of referred students requiring support for mental health and an increase in the complexity of mental health issues across the student population.
- The College has robust arrangements in place for gathering student feedback which is then shared with curriculum and support teams. This enables teams to listen to students' views and to plan for, and monitor improvement.
- College business partner model arrangements e.g. marketing, HR, Finance, Corporate Development works well to disseminate information, support and provide advice to staff across different departments and results in prompt responses in prioritising student focussed activities.
- The Student Association Executive and the College Student Experience Team have undertaken *Sparqs* 'Training the Trainer' programme, resulting in improved generic and customised course representative materials for ESOL and students with additional support needs.
- Our students reported very positively on their early experiences of coming to college for 2017-18 and the Education Scotland Student Reviewers reported that students on all campuses, who had been to other colleges in the past, rated their experience at West College Scotland more positively.

Areas for Development

- It is recognised that staff have varying degrees of experience in dealing with, and responding to, mental health issues that impact on the learning experience. The College is therefore making mental health a priority, training additional staff as Mental Health First Aiders and working with the Student Association to support both staff and students in addressing the mental health agenda.

2.5 Transitions

Areas of Positive Practice

The College has improved support and pathways for progression, for both college based students and for school to college/college to university transitions. College programmes are designed to provide and signpost suitable progression routes to further learning opportunities or into the workplace.

- Students are aware of transition options higher level college courses and to university. Students value the specialist support available to help them apply to university. The College has worked effectively with universities to develop good articulation routes to degree level study and an increasing number of students articulate to university. 287 students articulated with advanced standing from 2014-15 College HN courses, which was an increase of 50 students from the previous session.
- There is good collaborative planning between college and local authorities for the school college curriculum and effective transition support mechanisms in place for school pupils accessing college. At least one in five school pupils from our region accesses college courses on leaving school.
- All curriculum sectors work well with external partners to ensure effective transitions into and out of college programmes. This has resulted in good pathways for progression and students are helped to make appropriate goals for future learning and careers. 96% of FE and 95% of HE full time students were in work, training or further study 3-6 months after finishing their 2015-16 course. The HE figures are in line with the College sector average for 2015-16 and the FE college figures above sector average for confirmed student destinations.
- The majority of courses have employability skills embedded in their programmes including contextualised and certified essential skills, aiding students in making application for employment. Some curriculum areas provide additional guidance on applying for jobs or self-employment and Bridge 2 Business works effectively across groups of students to encourage entrepreneurship and the College was successful in winning the national Student Team of the Year Award 2017 for the entrepreneurial work of MOYA (Minds of Young Artists).
- The College is very active in the community, improving access to education for some of the hardest to reach individuals. This includes specific provision in the Ferguslie Learning Centre which is situated in the most deprived area in the whole of Scotland.
- A unique and successful programme of College funded and supported community learning, is offered in partnership with West Dunbartonshire Council. Community teams identify and recruit students and work with college staff to adapt course content to specifically meet the needs of those individuals, with a focus on developing employability skills.
- A joint employability project with Renfrewshire Council Poverty Commission, uses specific criteria to target disengaged youngsters. This has been successful in changing life chances for many of these youngsters, for example, a multi layered targeted approach identified 102 S2 pupils from SIMD 10 and 20 areas, who were most vulnerable in society and who undertook a range of learning activities, with 84% indicating they would apply for a college place.

Areas for Development

- None identified

2.6 Partnerships

Areas of Positive Practice

Partnership working in the College is corporate priority and a major strength. This is verified through external recognition of our work and has resulted in a number of external award successes, our STEM Accreditation and the increasing number of employers who engage with us.

- Strong external college partnerships have resulted in enhanced stakeholder involvement in influencing and enhancing curriculum planning and delivery. This includes productive working with the local Chambers of Commerce, training collaborations with large local and national employers.
- The College benefits from hosting the Regional DYW West group and this has been influential in generating new partnerships with employers, particularly to support increasing work experience for students.
- Employer engagement is very well embedded across almost all curriculum areas. This has been recognised through successes such as a CDN Employer Engagement award for Engineering and the Herald Awards for Outstanding Employer Engagement award for work in Creative Industries.
- There is established, collaborative partnership working with managing agencies in the vocational and trades areas. The College plays a key role in advocating on behalf of employers for changes that align course content and methods of delivery to industry practice.
- The student experience is significantly enhanced by strong partnership and the external focus of the College. For example through societal project working, including for the local hospices, placements within large events such as the Scottish Boat Show, involvement with initiatives such as Bloodhound Challenge, Big Bang Festival, Greenpower Academy, work with the Forestry Commission for outdoor learning in Childcare and work in schools through Active Schools and STEM Ambassadors. A number of international partnerships have also enabled students and staff to visit and experience different learning cultures outside of Scotland.
- The College works effectively within its Community Planning Partnerships, across the five main local authorities. Work with Renfrewshire has included very successful provision for the local Poverty Commission and delivery within the Ferguslie Learning Centre.
- The College is the only College in the UK with Microsoft Showcase school accreditation and students undertake Microsoft training as part of their college programme, and benefit from this vendor certification to supplement their college learning.

Areas for Development

- None identified

Outcomes and Impact

3.1 Wellbeing, equality and inclusion

Areas of Positive Practice

The College responds well to equalities legislation with a strong student centred focus from the Equalities, Diversity and Inclusion (EDI) Committee, ambitious targets in the Gender Action Plan and the Access & Inclusion Strategy. A range of relevant and current policies and procedures provide direction and support for both staff and students.

- Curriculum teams are aware of how deprivation impacts on students within their programmes, and make a range of adjustments, interventions and actions on support measures. In many cases, staff make alternative arrangements for assessments to meet the needs of the individual, provide additional assessment support and modify timetables and teaching materials.
- All areas with a gender imbalance are working well on initiatives to meet the Gender Action plan target of a 5% improvement in the gender gap by 2021. Other initiatives include early intervention in schools, course promotion, directed marketing and gender imbalance awareness raising with local authorities and schools, employers and the College Student Association.
- A few curriculum areas are showing improvements in their gender balances in programmes. There is evidence of early success in, for example, the Women into Construction partnership activity with Renfrewshire Council, and increased a recruitment of females on our HN Construction programme. The College is participating in the Equality Challenge Unit project, Attracting Diversity, and work is underway some key curriculum areas to encourage female uptake in Electrical Engineering pre apprenticeships and Computer Gaming.
- The College embraces inclusion and diversity across range of activity – for example, our Learner Development focus on employability through the department’s innovative approach to a Certificate of Work Readiness programme, resulted in positive destinations for almost all students; and our ESOL curriculum re-design has resulted in attainment rates above sector average.
- The College EDI Committee is pro-active in taking forward and supporting student led initiatives, for example, raising awareness of issues around disabled parking.
- The College has increased the number of disclosed care experienced students at application stage, and curriculum teams are increasingly developing awareness and further referring care experienced students on programme. In 2016-17 there were almost 500 students who disclosed as care experienced and 137 aged 16-26, directly supported by the College. Staff work in close partnership with ‘Who Cares Scotland’ and offer additional discrete vocational qualifications to students with a care experience background.
- The “Your Future Starts Here” marketing campaign, ensured that the photographs used captured the diversity of our students, using actual College students as models providing a balanced representation across all age-groups, ethnicity and gender.
- The newly appointed Student Association are actively supporting the LGBT community within the College. They have appointed a dedicated SA officer and run support group meetings and drop in sessions for students.

Areas for Development

- Programme success rates for care experienced students, are lower than that of other students in the College. The College will continue to work to enhance processes for early identification and support of this group and identify any further interventions which may help support 16-26 year old care experienced students specifically to achieve and progress.

3.2 Equity, attainment and achievement for all learners

Areas of Positive Practice

In the last year, the College has achieved significant success in raising attainment, against Regional Outcome Agreement targets, across almost all categories of students. The College achieved its student activity credit targets for the third successive year.

- Performance Indicators for retention and attainment have improved on previous years and exceed Regional Outcome Agreement targets across nearly all modes of learning, representing our best performance in full time provision as a new college.
- Full time student success rates increased by 4% for FE and 5% for HE in 2016-17.

Full Success	2013-14	2014-15	2015-16	2016-17
FE full time	65.3%	59.8%	63.7%	67.7%
HE full time	68.7%	67.1%	65.4%	70.2%
FE part time	69.1%	64.2%	51.7%	67.6%
HE part time	74%	76.3%	77.5%	76.1%

- Student leaver confirmed destinations statistics for session 2015-16 show that 95.7% of full time successful students went on to positive post course destinations, including to further study or into employment, representing an increasing trend in successful outcomes for students.
- A range of improvement measures have been put in place as part of the Student Journey project and a re-alignment of Enabling Services. These have contributed to reducing the College withdrawal rates which, in 2016-17, improved by 1% for HE, bringing both FE and HE in line with the Sector average for 2015-16. Taking account of the student deprivation levels, the withdrawal rates are clear evidence of the very effective student focussed support and quality of our application and induction procedures in delivering the right learning opportunities.

Early Withdrawal	2013-14	2014-15	2015-16	Sector 2015-16	2016-17
FE full time	9%	9.6%	8.9%	9%	8.7%
HE full time	6.1%	5.2%	5.7%	4.6%	4.8%

- Our student success rates in national examinations have improved and with an increasing trend in the numbers of students studying for National 5 and Higher awards. The College has above the national average pass rates in Higher Psychology, National 5 Accounting & Lifeskills Mathematics and high success rates in ESOL and Higher English, Mathematics and History.
- An increase in the number of individual assessment arrangements, coupled with a curriculum focus on understanding the impact of the qualification aim on full and partial success outcomes, has impacted positively on the success rates for students.
- There were 3,400 students with a declared disability in 2016-17, representing 18% of credit activity. The students with a declared disability continued to achieve better success rates than

those students without. 68.1% attain full success compared with 66.6% of all students, on programmes lasting more than 160 hours.

- Full success outcomes for all students and comparative success outcomes for key groups are highlighted below. Whilst some groups such as those from SIMD10, Care Experienced or Black and Minority Ethnic students have lower success rates than other students, the College has improved success rates for all of these groups of students in the last year.

Courses lasting 160 hours or more	2014-15	2015-16	2016-17
Under 18 year olds	56.2%	58.6%	63.7%
18-20 year olds	63.3%	65.2%	67.8%
FE females	61.7%	51.2%	64%
FE males	60.8%	60.8%	66.6%
HE females	72.2%	68.2%	72.3%
HE males	61.8%	63.7%	70.5%
BME students	59.4%	60.2%	60.8%
Students with a declared disability	62.5%	60.2%	68.1%
Care Experienced	-	43.8%	57.1%
Students from SIMD10 Full time FE	57.6%	61.1%	64.7%
Students from SIMD10 Full time HE	63.6%	61.7%	66%

Areas for Development

- The College recognises that student retention and attainment is low for a few categories of students and in a few subject areas. Curriculum teams have improvement actions in place to address specific curriculum areas and the College is working to further share practice and work collaboratively to address retention and attainment improvements for specific categories of student.

Enhancement Plan

SECTION 1

Actions for Improvement

Leadership and Culture		
Areas for Development	Planned Action	Target date
1.2. Peer support and practical tools for teaching teams to reflect on, and evaluate learning and teaching, is not yet fully embedded, to enable sharing of innovative and creative practice across different curriculum specialisms.	<ul style="list-style-type: none"> • Develop peer support for new staff and mentoring opportunities for experienced staff, within the curriculum. • Pilot the new I-Reflect software with a teaching department from each Faculty • Strengthen the focus on reviewing Learning and Teaching practices within the new CPDR process. 	<ul style="list-style-type: none"> • June 2018 • April 2018 • December 2018
1.4 In some areas, self-evaluation reporting and action planning is not yet sufficiently robust in evidencing the impact on the student experience and outcomes of learning.	<ul style="list-style-type: none"> • Introduce a programme of training and development, for teaching and support staff who lead on evaluation activities within their areas. • Embed processes across the College that facilitate the sharing of practice in evaluative reporting to ensure a consistent standard of analysis is evident. • Regularly and consistently monitor, review and feedback on the quality of evaluative reporting and action planning. 	<ul style="list-style-type: none"> • August 2018 • Feb 2018 • June 2018
Delivery of learning and services to support learning		
Areas for Development	Planned Action	Target date
2.2 Essential skills in the form of career management skills, are not fully embedded within all of the curriculum provision, and do not consistently assist all students in recognising wider opportunities for future employment or self-employment.	<ul style="list-style-type: none"> • Share outcomes from current Sector specific career management initiatives. • Devise a college wide standard for the on course provision of career management skills development. • Review staff support, and increase student awareness, of core skills development within programmes. 	<ul style="list-style-type: none"> • February 2018 • June 2018 • August 2018

<p>2.3 Learning and teaching approaches could be refreshed in a few programme areas – for example, the pace of learning does not always vary sufficiently to meet the needs of the class group and as a result, students may disengage from learning. Some staff do not take opportunities to reinforce standards of timekeeping and attendance.</p>	<ul style="list-style-type: none"> • Develop staff capacity in using existing technology and digital pedagogical approaches to learning and teaching. • Use student feedback to reflect on teaching practice, and make adjustments to the delivery and pace of learning that meets the needs of students on each programme. 	<ul style="list-style-type: none"> • December 2018 • June 2018
<p>2.3 In some areas of the College campuses, the student learning experience is negatively impacted by the ICT infrastructure. Students report that IT reliability is poor, delays in logging on to their student account, slow internet connections and equipment breakdown cited as the most common faults.</p>	<ul style="list-style-type: none"> • Prioritise the available ICT budget to impact on student learning, where possible. • Submit a case to SFC for specific funding for ICT. • Focus teams on making practical adjustments to curriculum delivery to best utilise all available resources (teaching staff, digital technology, software, specialist rooms). 	<ul style="list-style-type: none"> • August 2018 • March 2018 • December 2017
<p>2.4 It is recognised that staff have varying degrees of experience in dealing with, and responding to, mental health issues that impact on the learning experience. The College is therefore making mental health a priority, training additional staff as Mental Health First Aiders and working with the Student Association to support both staff and students in addressing the mental health agenda.</p>	<ul style="list-style-type: none"> • Train additional Mental Health First Aiders within the College. • Expand the range of CPD available to staff in mental health. • Hold a cross College ‘Mental Health sprint group’, including representation from the Student Association to identify further actions for improvement. 	<ul style="list-style-type: none"> • December 2017 • June 2018 • January 2018

Outcomes and Impact		
Areas for Development	Planned Action	
<p>3.1 Programme success rates for care experienced students, are lower than that of other students in the College. The College will continue to work to enhance processes for early identification and support of this group and identify any further interventions which may help support 16-26 year old care experienced students specifically to achieve and progress.</p>	<ul style="list-style-type: none"> • Progress the actions in the Corporate Parenting Plan, including expanding the Corporate Parenting Support Team to include wider representation from the curriculum staff; promoting the positive success stories of Care Experienced students and extending the programme of staff development. • Undertake further analysis of student success rates for care experienced students at curriculum level. 	<ul style="list-style-type: none"> • June 2018 • February 2018
<p>3.2 The College recognises that student retention and attainment is low for a few categories of students and in a few subject areas. Curriculum teams have improvement actions in place to address specific curriculum areas and the College is working to further share practice and work collaboratively to address retention and attainment improvements for specific categories of student.</p>	<ul style="list-style-type: none"> • Actively participate in, and share learning from, the Scottish Government Improvement Project • Ensure Portfolio Review is robust in identifying trends and meeting actions for improvement at course level. • Review, and act on, SIMD10 data analysis • Deliver the Corporate Parenting action plan targets for supporting Care Experienced students in reaching successful outcomes • Review recruitment and attainment for BME • Deliver on the Gender Action Plan targets for improving student success. 	<ul style="list-style-type: none"> • June 2019 • March 2018 • January 2018 • June 2018 • February 2018 • June 2018

SECTION 2

Arrangements for monitoring progress on actions for improvement

- A Monitoring and Action Plan is developed to track progress against each action in the Enhancement Plan.
- Actions above are broken down into manageable activities with SMART actions, and an action owner assigned with responsibility for reporting on progress, outcome and impact, within an agreed timescale.
- The Educational Leadership Team will assume overall ownership of the Enhancement Plan and will report on progress at regular intervals to the Senior Management Team and the Learning, Teaching and Quality Committee.
- Staff awareness, and updates on progress, on Enhancement Plan activities will be communicated through faculty day events, Heads and Managers forums and to the wider student body via the Student Association.

Capacity to Improve – Supporting Statement

In the last three years, we have made significant steps in improving our student experience – improved student funding applications system and student portal (Access All Areas), enhancements made to campus facilities and curriculum resources (where possible within funding constraints), increased opportunities for our students to gain employment experience through our strong relationships with employers, a focus on STEM work and broader opportunities for workforce up-skilling through flexible study. Attainment rates have consistently improved as have the rates of positive destinations for our full time students. Student surveys continually provide positive feedback on the College as a place of learning that motivates and engages them, and almost all are satisfied with their college experience. We have embarked on a project management programme, bringing together key staff enablers, from within the College, across the College sector and across other sectors, in seeking out best practice. We are committed to maintaining a sustainable and financially viable organisation and we will engage productively with partners to share ideas, resources and costs.

In recognition of the diversity of definitions, we define ‘capacity building’ as the planned development of systems and processes that will improve the quality of the student experience, and in particular, in ensuring we have staff with the right skills and knowledge and who are actively engaged in the delivery of our enhancement plan.

Systems and Processes – we are consistently developing and improving our college systems. We have real time data available and accessible by all staff, via our Launchpad and STAR portal systems. This access has, and will continue to, provide staff with the information they need, at the required time and place, to make adjustments and decisions to our services that positively impact on students. Most curriculum areas are well resourced with an annual rolling programme of resource allocation. The College constraints in meaningful financial investment overall in ICT infrastructure, limits the student experience for more than a few curriculum areas.

Enablers	<ul style="list-style-type: none">• Sector wide sharing of initiatives and expertise• Project working and collaboration across college departments to improve internal process including better alignment of evaluation activities with operational planning
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Barriers	<ul style="list-style-type: none"> Financial and ICT infrastructure constraints in customising existing systems and/or implementing new systems
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People – the staff profile of our teaching staff shows that most staff (>60%) have been with the College for more than seven years and in many cases, substantially longer. Staff do not tend to move to other employment and an effective and specific programme of on-going CPD is planned. Overall our curriculum areas and support services are effective in meeting the needs of students. The College strategic and operational plans relate well to government and regional priorities. Strategic priorities are periodically reviewed to ensure currency. Our College evaluation processes continue to develop and evolve and are embedding across support areas, impacting positively of improvements to the student overall experience.

Enablers	<ul style="list-style-type: none"> Staff experience and expertise in teaching and qualifications development Student representation system and customised training for specific groups
Barriers	<ul style="list-style-type: none"> Up-skilling for digital delivery of learning Feedback from students is not yet fully effective in influencing learning and teaching. Attracting new staff/ up skilling existing staff with the right skill set, knowledge and expertise.

Most of all we know we are on the right tracks. The evidence we have is that our students consistently tell us they enjoy their college experience, they feel well supported and have good relationships with staff, they feel able to influence their own learning and, increasingly, they are aware of their goals and heading for positive destinations. Our attainment success rates across all modes of learning have increased, with a higher percentage of students gaining nationally recognised qualifications in 2016-7 than any time since the College was formed and we are working to improve these further.

[End]

Approved by the College Board of Management	
Date

TITLE: STUDENTS ASSOCIATION REPORT

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

Lead: Matthew Marsden, Student President, Students Association

Status: Open



Board of Management

December 2017

The Students' Association {SA} continues to work for the benefit of **all** students.

At the time of writing, The SA consists of a President {myself}, and three Vice Presidents at Paisley {**Marek Gorecki**}, at Clydebank {**James Morrison**} and at Greenock {**Nicole Percival**}

I took over as **President Elect** on July 1st and **officially** on August 1st I have met with all the Vice Presidents and visited all main campuses. I have also visited our waterfront and new street campuses.

The SA Vice Presidents and various Exec Officers continue to engage with students, This has been continued in our class talks from the beginning of the Academic Year and we plan to continue these talks all throughout the year. The SA has been and will continue to be contacting lecturers and CqI's to continue these class talks.

The vice presidents have taken on their own challenge and will be running a Christmas market at the 3 main campuses in a bid to not only cheer up students and bring Christmas to the college. But to raise the student engagement. With students themselves being able to participate in the market. This is being overseen by our greenock vp Nicole.

From the start of the year the SA has been promoting itself through social media, with a Snapchat account, Instagram account, twitter and Facebook, with the hopes of having our news update videos being launched soon. The SA also hopes to have college Staff involvement in this and feels this would be beneficial. This has unfortunately taken a back seat due to others priorities taking place.

We have a number of objectives for the coming year – with a high priority around the Mental Health agenda. We will work in partnership with the College to raise awareness of mental health issues, how they impact on students and what we can do to help. As part of this initiative, the SA executive are undertaking a training qualification in Mental Health Awareness. The SA exec have been on this course and report that it is going well

The SA Offices have all been cleaned up and reorganised to provide a more welcome space for students, and for the team In the SA to work from. The Clydebank office and the greenock office have been completely re-decorated, with corporate colours and a full wall mural outside to raise the profile of the SA, It is to be noted that the SA is currently looking into having a presence in the Waterfront campus, and this will be actioned and overseen by Nicole Percival the Greenock VP.

The SA now has recruited a variety of Voluntary Officers, for example:

CLYDEBANK

- LGBT+ Officer
- Women's Officer

PAISLEY

- Women's Officer

GREENOCK

- Disabilities Officer
- LGBT+ Officer
- Women's Officer

The SA and SEA (Student Experience Assistants) Team have together completed Class Rep Training. This has proved to be useful as the Class Reps got to meet the SA straight away and we have gained Rep Feedback – of note is that the Class Reps are looking for more than the 2 SRC Meetings the SA currently intends facilitating. Based on this feedback, the SA will be looking into the feasibility of such meetings. We have customised training materials for particular groups such as ESOL and Learner Development students, and this has resulted in greater engagement from these classes.

The SA and sea team gave already begun assisted support needs class rep training which has proved to be a fun and enlightening experience for all involved.

The SA moved under a different Directorate at the end of the last Academic Year and as such, I as the President have regular monthly meetings with Cathy MacNab and John Redman, in order to outline what the SA has done already and what support we will be needing going forward. This has been of great assistance to the SA and is valued within the SA.

The SA will be looking at how it can reach out to all our students and in particular our evening class students. The practicalities of doing this is something the SA will seek advice on and consider for the moment.

The SA would like to report that we had reported issues around class rep engagement and recruitment. However upon further investigation we have had a significant increase this year compared to previous years. With more students now seeing the S.A. and knowing what a class rep is about.

The SA welcomes any feedback, questions and/or comments.

Regards

Matthew Marsden

TITLE: ANNUAL REPORT FROM INTERNAL AUDITORS 2016-17

Background: The Scottish Public Finance Manual requires that:

- Internal audit should provide an independent, objective assurance and consulting activity designed to add value and improve an organisation's operations. It should provide an appraisal of an organisation's internal control system and take the action needed to provide the Accountable Officer with a continuing assurance that the organisation's risk management, control and governance arrangements are adequate and effective.
- Annual audit assurance is provided to the Accountable Officer through the professional opinion of the Head of Internal Audit (or equivalent) on the adequacy and effectiveness of the internal control system and the extent to which it can be relied upon. That opinion is contained in an annual report from the Head of Internal Audit to the organisation's Audit Committee, and forms part of the assurance required by the Accountable Officer to enable them to sign a Governance Statement to be provided alongside the accounts for which they are directly responsible.

To meet the above requirement the Internal Auditors Annual Report summarises the conclusions and key findings from the internal audit work undertaken at the College for the year ended 31 July 2017, and provides an overall opinion on the College's internal control system.

Basis of opinion

The Internal Auditor of West College Scotland, Scott Moncrieff, are required to provide the Board of Management and Audit Committee with assurance on the whole system of internal control. In assessing the level of assurance to be given, Scott Moncrieff have taken into account:

- All reviews undertaken as part of the 2016-17 internal audit plan;
- Any scope limitations imposed by management;
- Matters arising from previous reviews and the extent of follow-up action taken, including in year audits;
- Expectations of senior management, the Board and other stakeholders;
- The extent to which internal controls address the College's risk management/control framework;
- The effect of any significant changes in the College's objectives or systems; and
- The internal audit coverage achieved to date.

Internal Audit Opinion

In the opinion of Scott Moncrieff the College has an adequate and effective framework of governance, risk management and internal control, and proper arrangements are in place to promote value for money and deliver best value in the achievement of organisational objectives.

Review and Approval Process

The Internal Auditor's 2016-17 Annual Report was considered by:

- the Audit Committee on 7 September 2017 and;
- the joint Audit/Finance and General Purposes Committee on 21 November 2017.

Action: The Board of Management is requested to approve the Internal Auditors Annual Report.

Lead: David Alexander, Vice Principal Operations

Status: Open

TITLE: ANNUAL REPORT FROM THE AUDIT COMMITTEE TO THE BOARD OF MANAGEMENT

Background: The Annual Report from the Audit Committee to the Board of Management details the work carried out by the Committee during 2016-17 and how this relates to its core remit responsibilities of:

- General
- Internal Audit
- External audit
- Risk
- Other Reporting

The Annual Report is a requirement of both the Scottish Funding Council (SFC) Financial Memorandum and the Scottish Public Finance Manual.

The Report was considered by the September 2017 Audit Committee who were satisfied that it presents a fair representation of the work undertaken during 2016-17. The report was further considered by the Joint Audit/Finance and General Purposes Committee in November 2017 as part of the 2016-17 financial statement considerations, and the attached version was agreed as a fair representation of the work undertaken by the Committee.

Action: The Board of Management is requested to approve the Annual Report from the Audit Committee for the year ended 31 July 2017.

Lead: John McMillan, Chair of the Audit Committee

Status: Open

Annual Report from the Audit Committee to the Board of Management

This report covers the activities of the Audit Committee of West College Scotland for the year to 31 July 2017.

Membership and Attendance

The Audit Committee membership and attendance was as follows:

Name	Status	Appointed	Attendance	
			Possible	Actual
J. McMillan	Chair Audit Committee Non-Executive Member	1 February 2015	5	5
R. Downie	Co-opted Member of Audit Committee	26 September 2013	5	4
S. Vere	Co-opted member of Audit Committee	1 March 2014	5	4
A. Hetherington	Non-Executive Member	1 February 2015	5	4
G. Bold	Co-opted member of Audit Committee	1 July 2017 (see note below)	1	1

Note – Appointed to the Committee on 1 July 2017 and attended June 2017 meeting as an observer.

The following were in regular attendance at meetings:

- Audrey Cumberland (Principal and Chief Executive)
- David Alexander (Vice Principal Operations)
- Alan Ritchie (Director of Finance and Estates)
- Gwen McArthur (Secretary to the Committee)

The internal auditors, Scott Moncrieff LLP, attended all meetings. 2016-17 represents the second year of Scott Moncrieff's initial three year appointment. There is an option to extend the internal audit appointment for a further two years and this will be considered by the Audit Committee during the early part of 2017-18.

The outgoing external auditors, Wylie & Bisset LLP, attended the business of the Committee as required. The incoming external auditors, Mazars LLP, were appointed by Audit Scotland to undertake the audit of the Annual Report and Accounts for the five years commencing 2016-17. Mazars attended the October 2016 meeting of the Audit Committee to introduce the firm and also attended the June 2017 meeting.

Audit Committee Meetings

Audit Committee meetings were held on the following dates:

- 06 October 2016
- 12 December 2016
- 09 March 2017
- 08 June 2017

Additionally a joint meeting of the Audit and Finance and General Purposes Committee was held on 22 November 2016 to approve the Annual Report and Accounts for Board of Management consideration for the year ended 31 July 2016.

Terms of reference

The Audit Committee Terms of Reference applicable during the period are attached Appendix B. These are reviewed annually with any changes being agreed by the Board of Management. During the course of the 2016-17 Review of Board Effectiveness the external reviewers, Scott-Moncrieff, identified that although the remit stated that members of the Audit Committee could meet in closed session without College representatives, it was not stated that Committee members could sit privately without any non-members present for all or part of a meeting. It was therefore agreed by the Audit Committee that there was a need to change the remit to reflect this. When the Board considered the 2016-17 Report on the Review of Board Effectiveness on 15 March 2017 this change to the remit of the Audit Committee was agreed.

GENERAL EFFECTIVENESS REPORT

Assessment of the effectiveness of the College's financial and other internal control systems

Members have received assurance on the College's control systems through internal and external auditors. The following reports have been considered by the Audit Committee in the current year:

- Internal Audit Reports have been reviewed by the Committee and these are outlined in Appendix A;
- The 2016-17 Governance Effectiveness Review and the Board Development Action Plan were reviewed by the Committee at which point the Committee confirmed the audit findings of robust procedures and that the Board met the spirit of the Code of Good Governance in its entirety;
- The Annual Internal Audit Report 2016-17 confirmed that the auditors were satisfied with the controls and risk management framework in place;
- EMA Audit (Education Maintenance Allowance) 2016-17: the audit confirmed that College systems of control were satisfactory;
- Student Funding Audit 2016-17: the audit confirmed that College systems of control were satisfactory;

- Student Credit Audit 2016-17: the audit confirmed that College systems of control were satisfactory;
- Members of the Committee had the opportunity to meet in closed session with both sets of appointed auditors during 2016-17, enabling the auditors to raise any matters with members without the College management present if felt necessary. No matters of concern were noted by either the external or the internal auditors;
- The Financial Statements Audit Report for 2016-17 was unqualified and the auditors have made no recommendation in relation to the internal controls operated by the College;
- No significant issues arose during the review of the 2016-17 Report and Financial Statement; and A report on the implementation and results of the National Fraud Initiative for 2016-17.

Whistleblowing process

As part of the Audit Committee schedule of business the Whistleblowing Policy and procedures were reviewed in June 2017. A number of recommendations were made and the Policy was presented to the Committee for further consideration and review in September 2017, where it was approved. During the September 2017 Committee meeting it received a report on the number and type of items reported under the College Public Interest Disclosure (Whistle Blowing) Policy. The report did not highlight any reportable instances.

Compliance with corporate governance requirements

Scott Moncrieff were appointed to undertake a Review of Board Effectiveness in December 2016 and presented an Outcome Report at the 15 March 2017 Board meeting. This confirmed that the College has robust procedures in place, that the Board has good self-awareness and not only complied with the Code of Good Governance but met the spirit of the Code in entirety. The Board reviewed the draft report at its meeting on 15 March and resolved at a meeting on 27 March that the Report on the Review of Board Effectiveness, March 2017, by Scott-Moncrieff be approved, forwarded to SFC and published on the College website. It was also agreed that the report would form the baseline for future reviews.

In accepting the recommendations of the Report the Board also noted the proposed amendment to the terms of reference of the Audit Committee referred to on page 3 above.

National Fraud Initiative

During 2016-17 the College participated in the National Fraud Initiative (NFI) which had been piloted in a limited number of colleges during 2015-16. The NFI is a counter-fraud exercise led by Audit Scotland. The Committee considered the questionnaire used by the NFI and the information the College had provided and was pleased to note there were no instances of fraud to report. Mazars LLP had been required by Audit Scotland to review the NFI arrangements in place at the College. The Committee was pleased to note that Mazars LLP had confirmed that they had no concerns and that the College had complied with all the requirements of the NFI reporting.

Review of Committee effectiveness

At the March 2017 meeting the Audit Committee agreed, in conjunction with the internal auditors, on the approach to be taken in regard to the assessment of the effectiveness of the Committee. The Committee considered the key findings of this review at its June 2017 meeting, which confirmed that the members are satisfied with the overall performance and effectiveness of the Committee.

INTERNAL AUDIT SERVICE

Provider

The internal audit service is provided by Scott Moncrieff LLP who have been contracted by the College to provide an internal audit service until July 2018. The internal audit contract allows for a further two year extension to be granted and this will be considered by the Audit Committee during 2017-18.

Report 2016-17

Appendix A contains a table of the internal audit reports presented by Scott Moncrieff during the year to 31 July 2017.

The Audit Committee has reviewed the key findings of the internal audit reports and considered the recommendations and findings contained therein.

The Internal Auditors' Annual Report for 2016-17 was considered at the September 2017 meeting of the Audit Committee, where it was noted that the programme of internal audit activity for 2016-17 was delivered as agreed against the plan. There were no unplanned audit assignments during the year.

Monitoring

The Audit Committee, through the Rolling Audit Action Plan, reviews the progress made by the College in addressing the recommendations made by both internal and external auditors. This systematic approach, which is monitored at each Committee meeting, requires continued support from within the College, as timely closure of recommendations is crucial in maintaining internal control of identified risks. The Committee also reviews and monitors the College management of risk throughout the year and sees this as an essential requirement in providing assurance on audit activity to the Board of Management.

A follow up audit on any outstanding recommendations is carried out at the start of each year. This process allows the internal auditors to satisfy themselves and the Committee that progress is being made in addressing previous recommendations made. External audit also review the recommendations made in the prior year and consider whether these have been addressed.

Effectiveness Review

Following a review in June 2017 the Committee was satisfied as to the effectiveness of the work carried out by Scott Moncrieff and also with their general performance during the period.

Closed Meeting

The Audit Committee met in closed session with the internal auditors, Scott Moncrieff, at the June 2017 Committee meeting. This is considered to be good practice. There were no issues to be reported to the Board following this meeting.

Internal Audit Plan

Scott Moncrieff presented an overall Internal Audit Plan for the period to 2015-18 along with a detailed plan for the period to 31 July 2017. The plan was based upon a process and risk analysis exercise carried out by Scott Moncrieff. The aim of the plan is to provide the Board of Management with the assurance on the effective management of the College's key risks. This means that the internal audit plan covers the full range of systems within the College, not just the financial systems.

A draft 2017-18 internal audit plan was presented to the Committee for consideration at the June 2017 meeting. This plan was discussed and amended based on the feedback received from the Committee and a final plan for 2017-18 was approved at the September 2017 Committee meeting.

EXTERNAL AUDITOR SERVICE

Provider

Wylie and Bisset LLP were appointed by Audit Scotland as the external auditors of West College Scotland with effect from 1 August 2013 until 31 July 2016.

Audit Scotland appointed Mazars LLP to carry out the annual audit of the Financial Statements for the next five year period starting with the 2016-17 year.

The Audit Committee received and accepted Mazars Audit Strategy Memorandum for the year ending 31 July 2017 at the June 2017 meeting.

The External Auditors presented their Annual Report to the Board of Management and the Auditor General for Scotland on the External Audit for the year ending 31 July 2017 to the joint Audit / Finance and General Purposes Committee meeting held on 21 November 2017. The external audit annual report had an unqualified opinion in relation to the financial statements for the year to 31 July 2017.

Cost

The cost of providing the external audit service to the Board of Management for the year to 31 July 2017 was £28,990 (2015-16: £30,000). The agreed external audit fee is within the parameters stipulated by Audit Scotland.

Effectiveness Review

Following a review in March 2017 the Committee was satisfied as to the effectiveness of the work carried out by Wylie and Bisset and also with their general performance during the previous period.

Closed Meeting

The Audit Committee met in closed session with Wylie and Bisset at the November 2016 Joint meeting with the Finance and General Purposes Committee. This is considered to be good practice. Wylie and Bisset confirmed that the information provided to them by the College had allowed them to reach their opinion with confidence. They were of the opinion that the Senior Management Team at West College Scotland was a strong team that worked together well, and were diligent and professional.

Other Audit Coverage

Additional audit work is undertaken to validate a number of mandatory returns required each year by the Student Awards Agency for Scotland (SAAS) and the SFC. The Audit Committee agreed to appoint Wylie and Bisset to carry out these audits for 2016-17. The work shall be subject to a formal tender for the four years commencing 2017-18.

The College is required to submit audit certificates relating to:

1. HE Student Support Funds Returns 2016-17: Wylie and Bisset

Audit certificated submitted to SAAS in line with required deadline.

2. SFC Bursary and Student Support Returns 2016-17: Wylie and Bisset

Audit certificated submitted to SFC in line with required deadline.

3. SFC Credit Return 2016-17: Wylie and Bisset

Audit certificated was submitted to the SFC after the required deadline. This was with the permission of the SFC due to an audit adjustment they required to be made to the College return.

4. EMA Return 2016-17: Wylie and Bisset

Audit certificated submitted to SFC in line with required deadline.

RISK MANAGEMENT

The College Risk Management Strategy was approved by the Board of Management at the October 2015 meeting. An updated Risk Management Strategy was approved by the Audit Committee in December 2016 and presented to the Board in January 2017. The next review of the Risk Management Strategy is due to take place in early 2017-18.

A number of steps continue to be taken to embed the process of risk management within the College:

- The consideration of risk continues to be a standing item on regular Senior Management Team meetings;
- The Strategic Risk Register is considered at all Board and Committee meetings; and
- The College operational planning process has been updated to include consideration of risk and mitigations.

As part of the internal audit plan 2015-16 the internal auditors carried out a review of Risk Management which concluded that *'West College Scotland has developed a robust framework for the management and control of strategic risks, which is in line with best practice.'*

OTHER REPORTING

At its September 2017 meeting the Audit Committee received an annual report on:

- Freedom of Information and Data Protection Acts requests;
- Register of Interests; and
- Hospitality / Gifts Registers

The Committee was satisfied with the content of the reports and had no issues to report to the Board of Management.

COMMITTEE OPINION

The role of the Audit Committee is to support the Board in its responsibilities of risk, control and governance by reviewing the comprehensiveness of assurances in meeting the assurance needs of the Board, and by reviewing the reliability and integrity of these assurances through a process of constructive challenge.

Based on the assessments and reports provided by the internal / external auditors and the College management the Audit Committee is satisfied that its responsibilities to the Board of Management have been satisfactorily discharged.

Signed:

Chair of Audit Committee

Date:

Appendix A - Internal Audit Reports issued during 2016-17

Reference and Name of Report	Audit Sponsor	Status	Quarter	Planned Audit Committee	Actual Audit Committee
A8. Estates and Asset Management	Director of Finance and Estates	Complete	Q3	June 2017	June 2017
B4. Alternative / non SFC funding sources	Director of Business & Enterprise	Complete	Q1	December 2016	December 2016
B5. Student association	Director of Student Services and Communities	Complete	Q2	March 2017	March 2017
B7. Whistleblowing	Director of Organisational Development and HR	Complete	Q1	December 2016	December 2016
C1. Workforce planning	Director of Organisational Development and HR	Complete	Q3	September 2017	June 2017
C4. Timetabling and curriculum planning	Director of Quality, Learning and Teaching	Complete	Q3	June 2017	June 2017
D3. Business continuity and disaster recovery	Director of Finance and Estates; Director of IT	Planned	Q4	September 2017	September 2017
E1. Follow Up	N/A	Planned	Q4	September 2017	September 2017

Appendix B – Audit Committee Terms of Reference

Audit Committee

Statement of Purpose

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

The role of the Audit Committee is to support the Board in its responsibilities of risk, control and governance by reviewing the comprehensiveness of assurances in meeting the assurance needs of the Board, and by reviewing the reliability and integrity of these assurances through a process of constructive challenge.

1. Remit

.1 General

- To provide advice to the Board on the strategic processes for risk, control and governance;
- To review and advise the Board of the Internal Auditor's and External Auditor's assessment of the effectiveness of the College's financial and other internal control systems, including controls specifically designed to prevent or detect fraud or other irregularities as well as those for securing economy, efficiency and effectiveness (value for money);
- To advise the Board on the adequacy of the whistle blowing process and to receive an annual report on any matters raised through this process;
- To consider and advise the Board accordingly on any arrangements for special investigations and the outcomes of such investigations;
- To advise the Board on its compliance with corporate governance requirements and good practice guidance, and in particular its compliance with the Financial Memorandum with SFC, the SPFM and the Code of Good Governance for Scotland's Colleges;
- To consider the College's Annual Financial Statements at a joint meeting with the Finance and General Purposes Committee, and to recommend to the Board for approval;
- To provide an annual report to the Board, timed to support the finalisation of the accounts and the Statement on Internal Control, and summarising its conclusions from the work it has done during the year;
- To report to the Board after each meeting;
- To review its own effectiveness at least annually and to report the results of that review to the Board.

.2 Internal Audit

- To advise the Board on the selection, appointment or re-appointment and remuneration, or removal of the Internal Auditors. The responsibility for selection of the Internal Auditor may be delegated to a Selection Committee as agreed by the Committee;
- To advise the Board on the terms of reference for the Internal Auditors;
- To review the scope, efficiency and effectiveness of the work of the Internal Auditors and to advise the Board on these matters;
- To agree the Internal Audit Plan and review the Internal Audit Annual Report;

- To review the Internal Audit reports, the management response to them and to review implementation of the actions required;
- To review the Rolling Audit Action Plan at each meeting;
- To encourage appropriate liaison and co-ordination between internal and external audit;
- To establish appropriate performance measures and indicators to monitor the effectiveness of the Internal Auditors

.3 External Audit

- To receive information on the general terms and conditions of appointment of the External Auditors who are engaged by Audit Scotland to provide audit services to the College;
- To consider the External Auditors report on the Financial Statements and the management letter prior to submission to the Board, and to review the implementation of the recommendations;
- To review the Statement of Corporate Governance;
- To review the External Audit strategy and plan;
- To establish appropriate performance measures and indicators to monitor the effectiveness of the External Auditors;
- To consider the objectives and scope of any non-statutory audit work to be undertaken by the External Auditors firm and advising the Board of any potential conflict of interests.

.4 Risk

- To review the Risk Management Strategy and recommend to the Board for approval;
- To consider the Strategic Risk Register and to advise the Board accordingly;
- To consider matters of risk at each meeting and to satisfy itself that risks are being managed, including seeking assurances from internal and external audit on the adequacy of their management, and to report to the Board.

.5 Other

- To receive annual reports on Freedom of Information and Data Protection Acts requests; Register of Interests; and Hospitality/Gifts Registers;
- To request any member of the College staff to attend and/or to provide a written report on any matter that falls within the remit of the committee;
- To procure ad-hoc specialist advice at the expense of the College as appropriate and when necessary, subject to budgets being agreed by the Board.

2. Membership

Four Members, at least two of whom shall be members of the Board of Management, one of whom will Chair. The Chair of the Committee shall be a member of the Board of Management.

At least one member should have a background in finance, accounting or auditing but membership should not be drawn exclusively from people with such a background.

The Committee will not include any of the following as members:

- The Principal or other senior post holders
- The Chair of the Board of Management
- Members of the Finance and General Purposes Committee
- Connected parties such as the employee, partner, spouse or family member of the College's solicitors, bankers, auditors, insurers or other professional advisers.

Attending:

The Principal.
Vice Principal Operations
The Director of Finance and Estates
The College's Internal Auditor.
The College's External Auditor.

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

The Committee is empowered to co-opt additional members, subject to approval by the Nominations Committee. Such members will normally be appointed for one year, will be subject to annual review, and may be re-appointed annually up to a maximum of 8 years.

Chairs of other Committees, other than the Chair of the Board of Management, can attend the meetings, with the approval of the Chair of the Audit Committee.

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

Committee members may sit privately without any non-members present for all or part of a meeting if appropriate.

Committee members will meet with the Internal and External Auditors without the Executive Team present at least annually.

External and Internal Auditors will have the right to unrestricted and confidential access to Chair of the Audit Committee.

3. Frequency of Meetings

The committee will meet at least four times per year and will also hold an annual joint meeting with the Finance and General Purposes Committee. Additional meetings will be convened as necessary.

4 Quorum

A quorum will be two Members of the Committee, one of whom must be a member of the Board.

5 Secretariat
Secretary to the Board of Management

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

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

6 Review
The Remit will be subject to review annually.

Approved by Board - 27 March 2017

TITLE: ANNUAL REPORT FROM EXTERNAL AUDITORS

Background: Audit Scotland appointed Mazars LLP to provide external audit services to the College a 5 year period commencing with the audit of the 2016-17 financial statements. Mazars presented their report on the audit of the financial statements for the year ended 31 July 2017 to the Joint Audit/Finance and General Purposes Committee on 21 November 2017.

In asking the Board of Management to consider this report the external auditors highlighted the following matters:

- The financial statements for the year ended 31 July 2017 are unqualified;
- With regard to regularity, which relates to how the College applies the funding it receives, the auditors have issued an unqualified opinion;
- The remuneration and staff report, performance report and governance statement are all unqualified; and
- There are no management recommendations made as a result of the 2016-17 external audit work.

The financial statements that were presented for audit were subject to a late technical adjustment. This matter was discussed at the Joint Audit/Finance and General Purposes Committee meeting on 21 November 2017 and agreed. The impact of the adjustment was technical and did not impact upon the College outturn position for 2016-17.

The Annual Report and Letter of Representation from the External Auditors was received and considered by the Joint Audit/Finance and General Purposes Committee meeting on 21 November 2017 and is presented to the Board for approval.

Action: The Board of Management is requested to approve:

- a) Mazar's Annual Report to the Board of Management and the Auditor General for Scotland on the external audit for the year ended 31 July 2017; and
- b) The Letter of Representation (Annex C) for signing by the Chair of the Board of Management and the Principal.

Lead: David Alexander, Vice Principal Operations

Status: Open

TITLE: LEARNING, TEACHING AND QUALITY COMMITTEE
Minutes of the meeting held on 11 October 2017

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

1. Recommendation

LM229 Committee Remit, Membership and Dates of Meetings - the Committee reviewed its remit and is now proposing some minor adjustments to it. The Committee

RECOMMENDS to the Board that its remit be amended as detailed in the Annex to the minutes.

2. Items for Report

LM230 Update from Vice Principal Educational Leadership – a number of matters were reported at the meeting including:

- The College is one of five colleges in Scotland taking part in the Scottish Government's Improvement Project, the aim of which is to improve retention rates and attainment.
- The Director of Student Services and Communities will attend a future meeting of the Board to provide further information on Corporate Parenting.

LM232 Student Enrolment 2017/18 – the Committee was provided with an update on student enrolment numbers for session 2017/18. This data concentrated on full-time provision. It was noted that overall full-time numbers were down slightly compared to the same point last year but actions are being taken to address this. Some subject areas are showing a decline in demand for places, while other areas are showing an increase in demand. A further report will be made to the Committee later in the session.

The Committee received the following reports:

- College Leaver Destinations 2015/16 (LM234)
- Student Satisfaction Survey 2016/17 (LM235) – this report has been provided separately to the Board for information
- SQA National Examinations Report 2016/17 (LM237)
- Internal Audit Report on Curriculum Planning (LM240)
- Student Complaints Annual report 2016/17 (LM241).

The Committee welcomed these reports and was pleased with their findings.

Lead: Jackie Henry, Vice Chair of the Learning, Teaching and Quality Committee

Status: Open

LEARNING, TEACHING AND QUALITY COMMITTEE

MINUTES: 11 October 2017

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

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

Apologies: Mike Haggerty, Alison Mitchell, Wilma Bain.

LM225 WELCOME

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

LM226 DECLARATION OF INTERESTS

None

LM227 MINUTES

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

LM228 ACTIONS FROM THE MINUTES

The Committee noted the actions from the minutes.

LM229 COMMITTEE REMIT, MEMBERSHIP AND DATES OF MEETINGS

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

The Committee reviewed its remit and considered some proposed amendments. These amendments had been brought forward to reflect the changes in relation to the new national arrangements now in place for evaluating the quality of learning provision in the sector; to reflect more accurately the elements of the Regional Outcome Agreement that this Committee was responsible for; and to note that the educational committees were currently under review. It was also proposed that, under Section2

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

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

LM230 UPDATE FROM VICE PRINCIPAL EDUCATIONAL LEADERSHIP (LM216)

.1 Activity Update

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

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

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

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

.2 Quality, Learning and Teaching

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

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

.3 Student Services and Communities

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

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

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

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

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

LM231 STUDENTS ASSOCIATION UPDATE (LM217)

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

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

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

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

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

LM232 STUDENT ENROLMENT 2017/18

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

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

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

[Action: SG]

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

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

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

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

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

LM234 COLLEGE LEAVER DESTINATIONS 2015/16 (LM201)

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

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

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

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

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

LM237 SQA NATIONAL EXAMINATIONS REPORT 2016/17

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

LM238 EQUALITY CHALLENGE UNIT PROJECT (LM216.3)

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

LM239 RISK

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

LM240 INTERNAL AUDIT REPORT – CURRICULUM PLANNING

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

LM241 STUDENT COMPLAINTS ANNUAL REPORT 2016/17

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

[Action: CM]

LM242 COMPUTER MANAGEMENT SYSTEM

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

[Action: AP]

LM243 NEXT MEETING

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

GMcA/25.10.17/Final

ANNEX

West College Scotland
Board of Management
Learning, Teaching and Quality Committee

Statement of Purpose

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

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

1. Remit

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

- h) To consider risk relating to the matters that fall within the Committee's remit and to agree what mitigating factors/actions are in place and what further action, if any, needs to be taken to address such matters of risk.

2. **Composition**

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

Attending;

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

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

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

~~Chairs of other Committees~~ **Other Board members** can attend the meetings, with the approval of the Chair of the Learning Teaching and Quality Committee

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

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

3. **Frequency of Meetings**

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

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

4. **Quorum**

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

5. **Secretariat**

The Secretary to the Board of Management.

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

6. **Review**

The Remit will be subject to review annually.

TITLE: **STUDENT SURVEY 2 2016/17 (APRIL 2017)**

Background:

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

This has been reviewed by the Learning, Teaching and Quality Committee.

Internally in the College, individual survey reports are prepared at course level and by Curriculum Sector. Responses are analysed and compared across Sectors and the campuses. Relevant extracts are also provided for individual support areas i.e. Student Funding and IT.

Response rates and satisfaction rates now form part of the Regional Outcome Agreement reportable measures.

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

Lead: Stephanie Graham, Vice Principal, Educational Leadership

Status: Open

WEST COLLEGE SCOTLAND

Student Survey 2 16/17 College Report



Introduction

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

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



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

Below are the response rates for the West College Scotland:



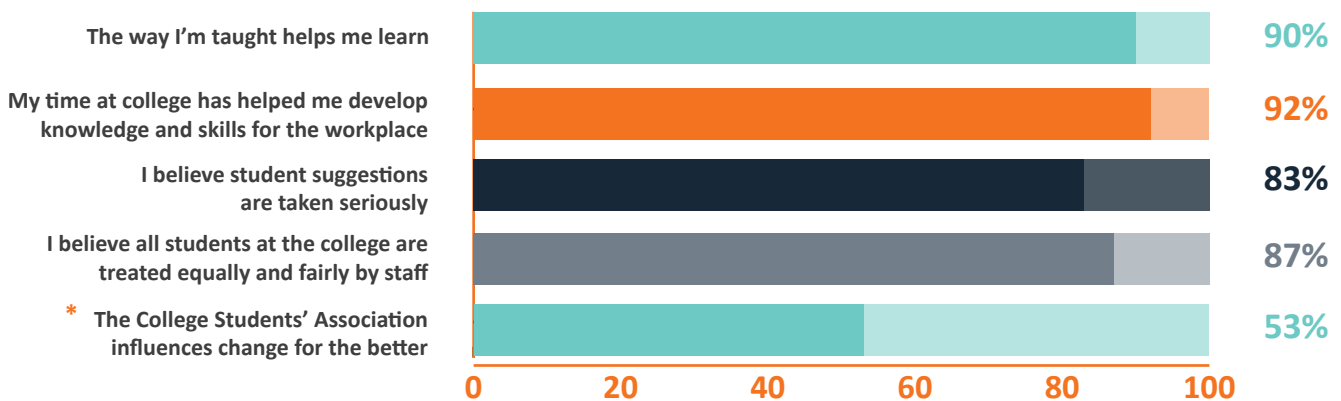
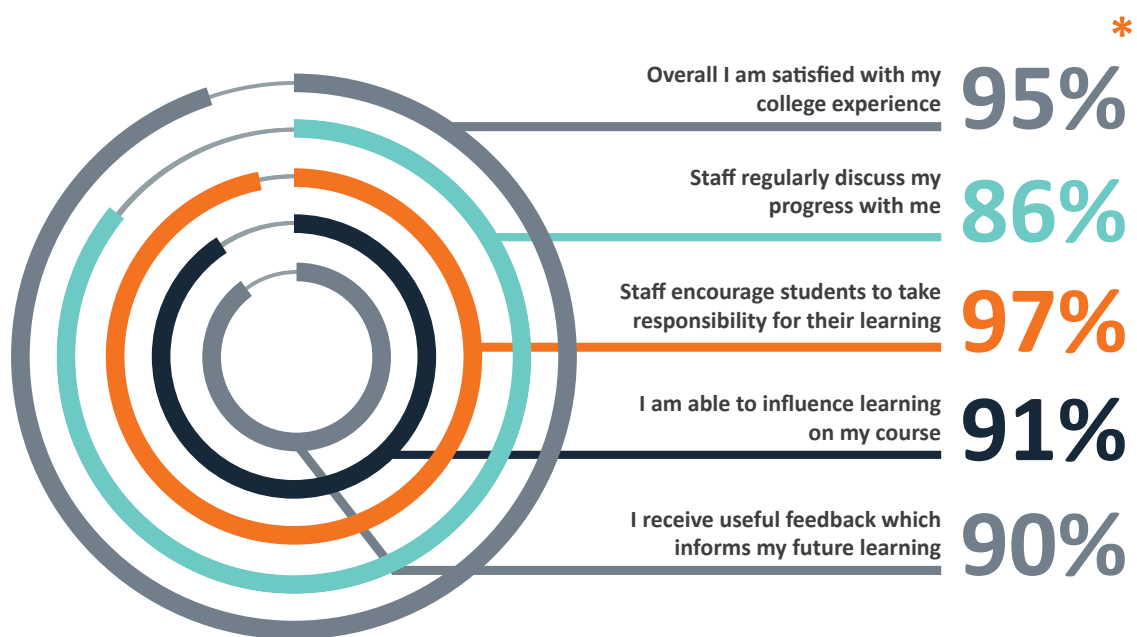
The inclusion of a 'Comments' section within the report is effective in highlighting any trends identified within the survey. The comments are categorised, summarised and then reported 'verbatim' to ensure accurate representation. The sector comments are provided with this report (see Appendix A).



SSES 2016 - 17 Student Survey 2
College Report
 All Campuses

3452 Responses

Student Satisfaction and Engagement



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

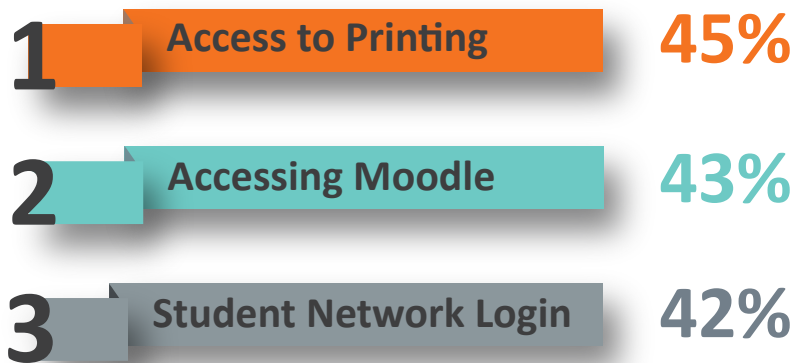
*Question 10 of the Student Satisfaction and Engagement Survey included a 'don't know' answer option. 41% of respondents chose this option.



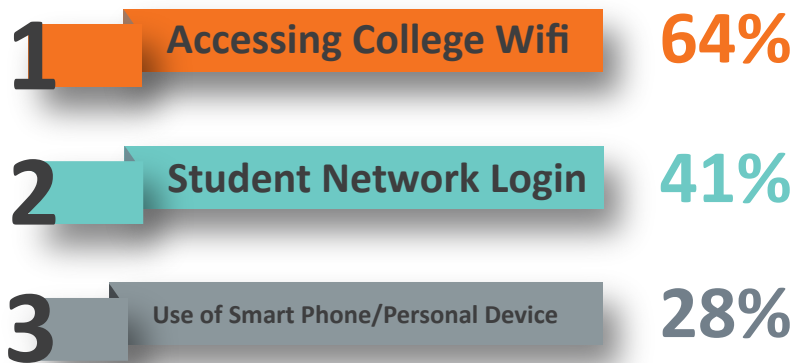
SSES 2016 - 17 Student Survey 2
College Report

Access to I.T

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



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



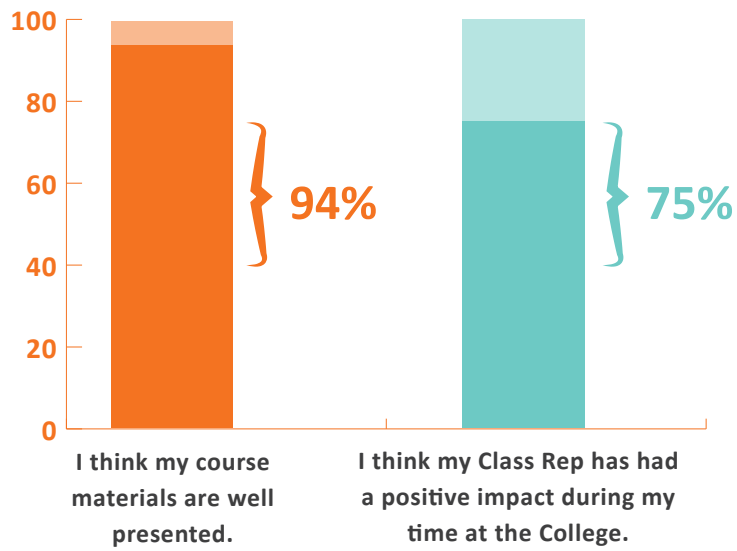
N.B. Students were asked to select three options in each of the above questions. Thus, the total %age values exceed 100%



SSES 2016 - 17 Student Survey 2

College Report

Thinking about my college experience



95%



88%



91%

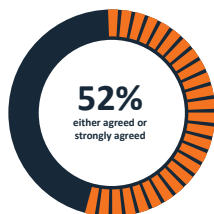


Student Progression

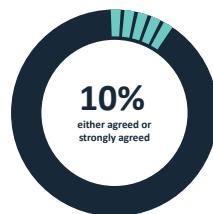
The following three options were selected by students as being what they felt their course helped them the most with



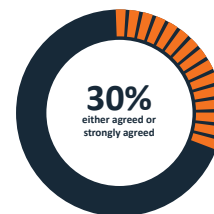
The following results show what students plan to do after they have completed their course.



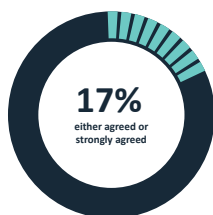
Enrol on another course at this College



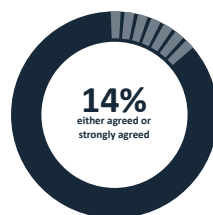
Enrol on another course at a different College



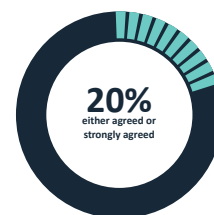
Seek employment



Progress to University



Get advice on what I should do next



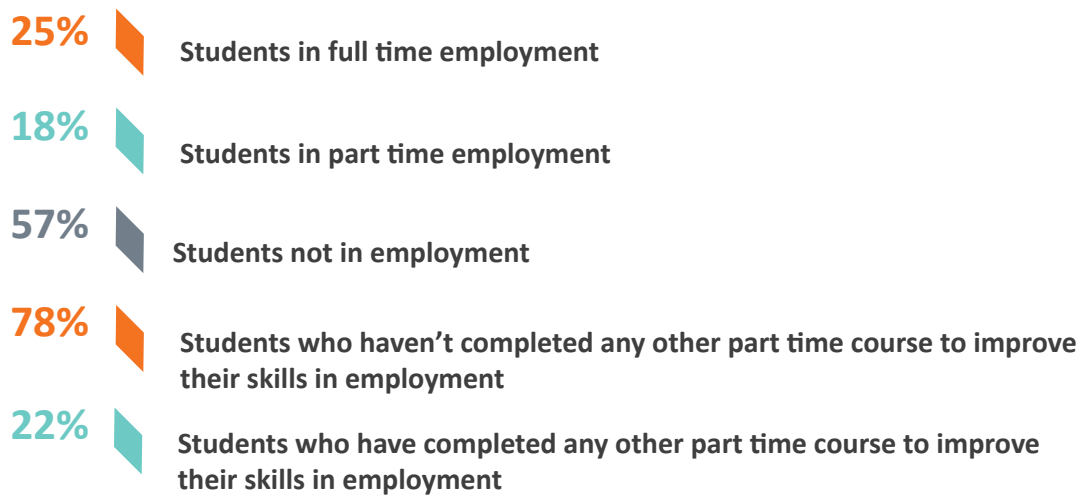
Not known at this time

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

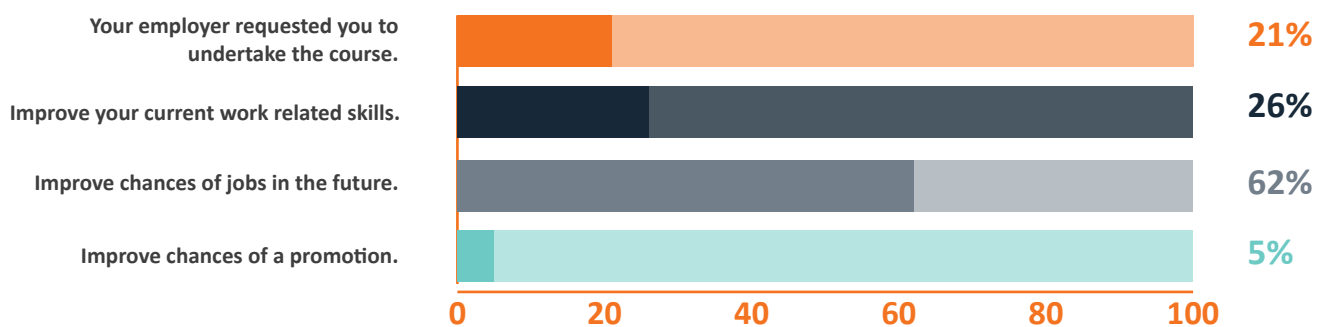
SSES 2016 - 17 Student Survey 2

College Report

Employment



Why did you apply for the course?



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

Comments

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



Curriculum

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



Funding

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



Learning Resources

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



Learning and Teaching Process

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



Assessment and Feedback

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



Guidance and Support

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



Other

Students mentioned various matters out with those mentioned above. These include the students' association, prices in the canteen and estates issues (temperature in classes and car parks). Several school pupils also requested that they are given student cards. Comments included 'My only complaint is that the canteen and café at the college are really expensive', 'No idea what the Student Association actually does', 'The college is too hot which leads to uncomfortable working conditions in classrooms', 'I believe that the cafeteria prices are to high, as most students are on a budget', 'Requests like atms being installed have not been listened to' and 'Numerous common rooms throughout the campus are needed...A hot water urn and some microwaves would be beneficial!'.

SSES 2016 - 17 Student Survey 2

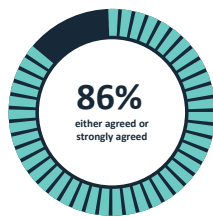
College Report

Clydebank
1216 Responses

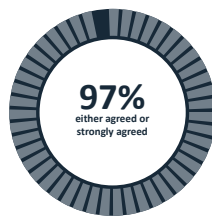
Student Satisfaction and Engagement



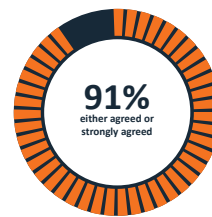
Overall, I am satisfied with my college experience.



Staff regularly discuss my progress with me.



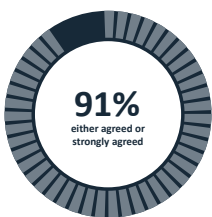
Staff encourage students to take responsibility for their learning.



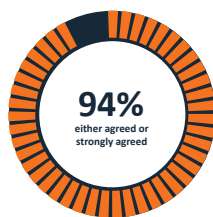
I am able to influence learning on my course.



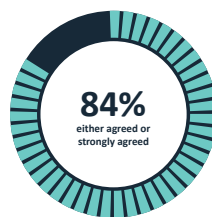
I receive useful feedback which informs my future learning.



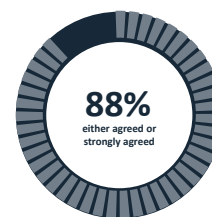
The way I'm taught helps me learn.



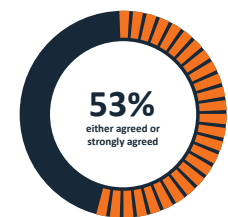
My time at college has helped me develop knowledge and skills for the workplace.



I believe student suggestions are taken seriously.



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












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

*42% 'Don't Know'

Access to IT

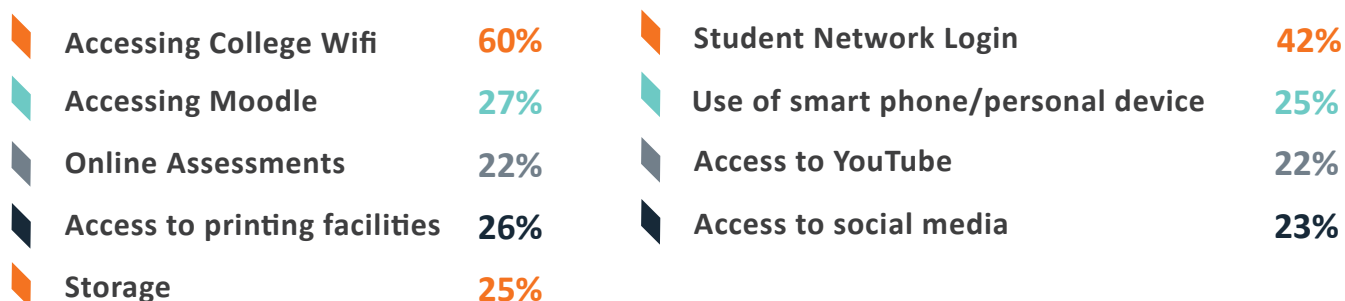
From the following list of I.T. related items, please select 3 which have worked well:

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

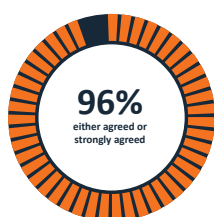
 Accessing College Wifi	40%	 Student Network Login	39%
 Accessing Moodle	37%	 Use of smart phone/personal device	38%
 Online Assessments	25%	 Access to YouTube	28%
 Access to printing facilities	41%	 Access to social media	26%
 Storage	15%		

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

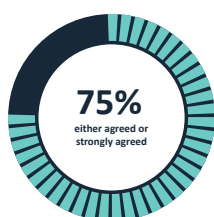
N.B. Students were asked to select three options in the question below. Thus, the total %age values exceed 100%



Thinking about my College Experience



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



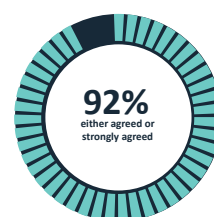
I think my Class Rep has had a positive impact during my time at the college



Lessons on my course have been Interesting



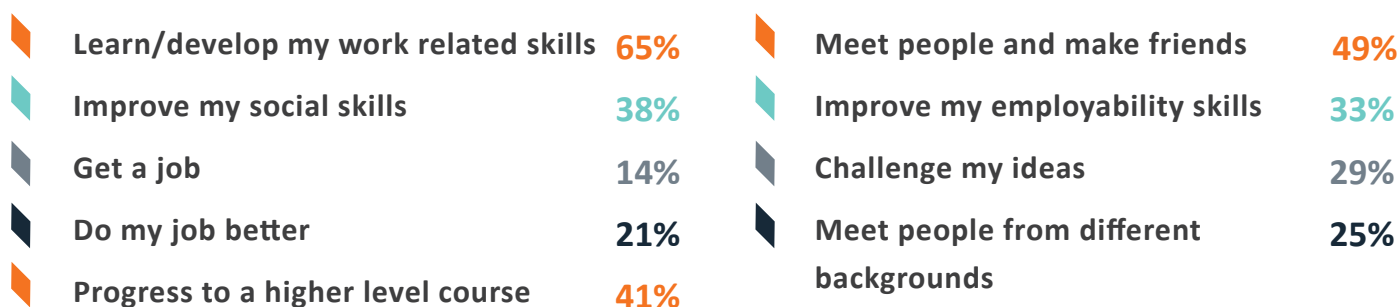
Lessons on my course have been Motivating



Lessons on my course have been Positively Challenging

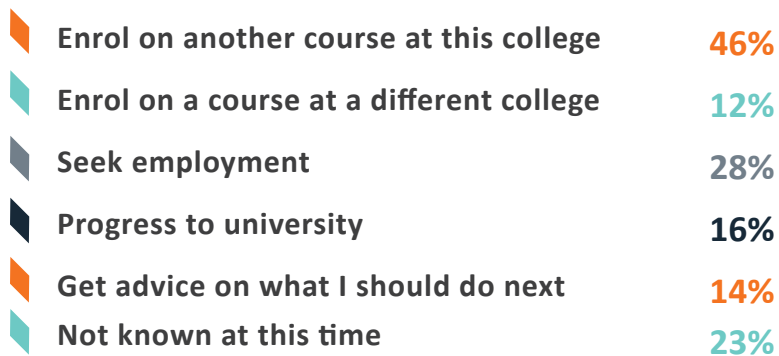
My course has helped me... (choose your top 3)

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



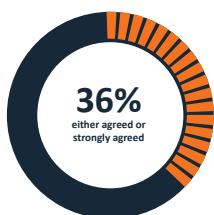
After you have completed this course, what do you plan to do next?

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

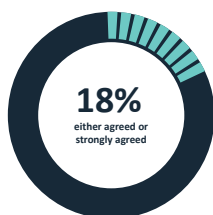


Employment

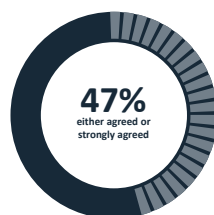
N.B. The employment questions were only included for student studying on a part time basis



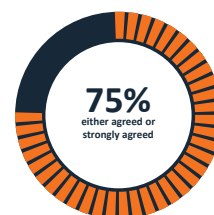
Students in full time employment



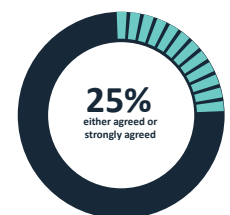
Students in part time employment



Not in employment

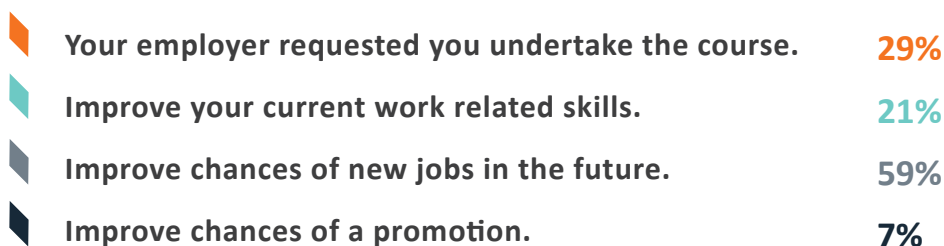


Students who haven't completed any other part time course to improve their skills in employment



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

Why did you apply for the course?



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

SSES 2016 - 17 Student Survey 2

College Report

Greenock
1036 Responses

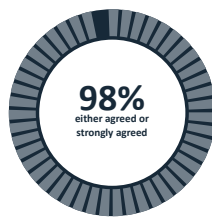
Student Satisfaction and Engagement



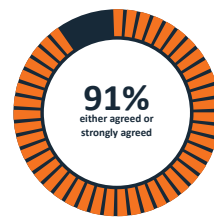
Overall, I am satisfied with my college experience.



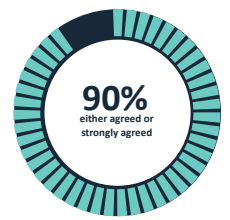
Staff regularly discuss my progress with me.



Staff encourage students to take responsibility for their learning.



I am able to influence learning on my course.



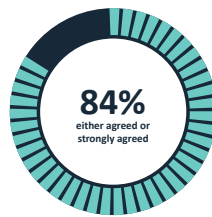
I receive useful feedback which informs my future learning.



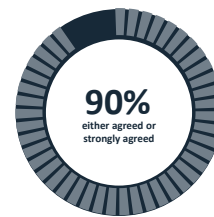
The way I'm taught helps me learn.



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



I believe student suggestions are taken seriously.



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












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

*41% 'Don't Know'

Access to IT

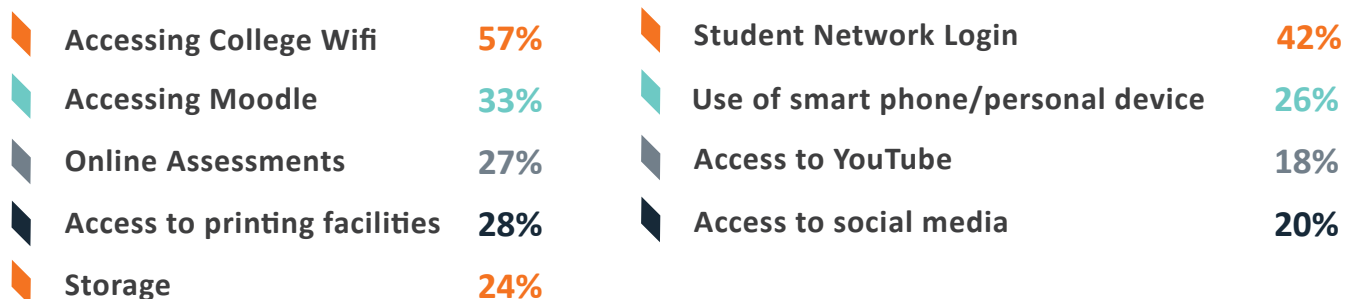
From the following list of I.T. related items, please select 3 which have worked well:

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

 Accessing College Wifi	41%	 Student Network Login	44%
 Accessing Moodle	41%	 Use of smart phone/personal device	35%
 Online Assessments	25%	 Access to YouTube	33%
 Access to printing facilities	46%	 Access to social media	22%
 Storage	17%		

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

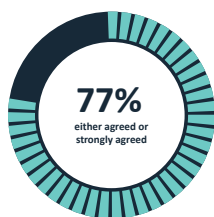
N.B. Students were asked to select three options in the question below. Thus, the total %age values exceed 100%



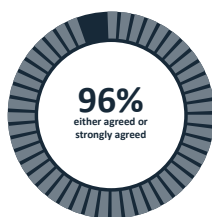
Thinking about my College Experience



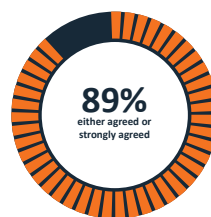
I am Confident I am on track to satisfactorily complete my course



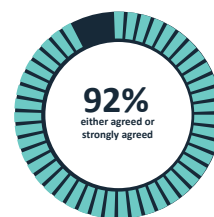
I think my Class Rep has had a positive impact during my time at the college



Lessons on my course have been Interesting



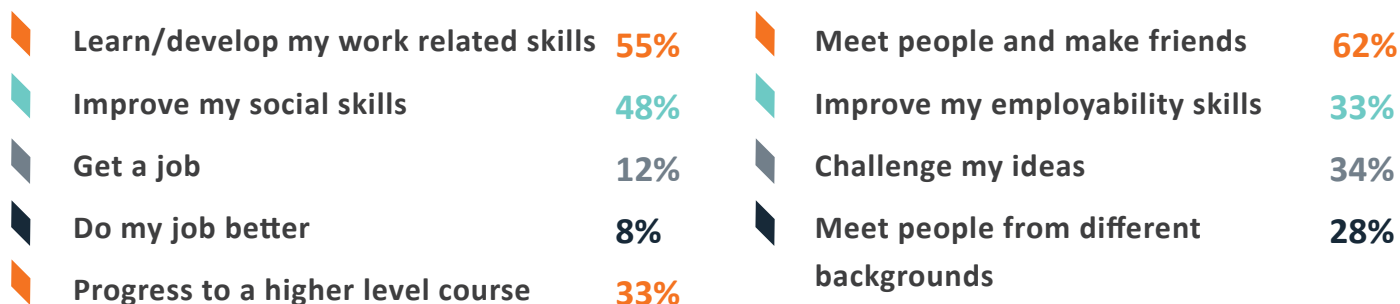
Lessons on my course have been Motivating



Lessons on my course have been Positively Challenging

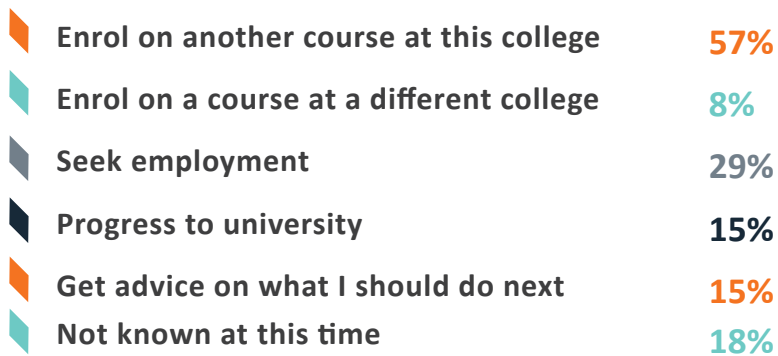
My course has helped me... (choose your top 3)

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



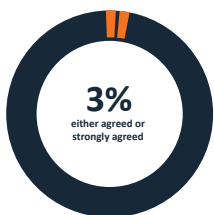
After you have completed this course, what do you plan to do next?

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

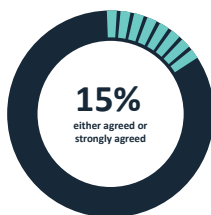


Employment

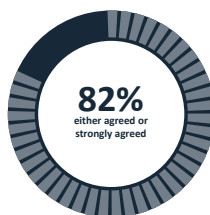
N.B. The employment questions were only included for student studying on a part time basis



Students in full time employment



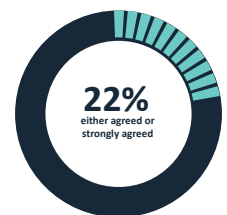
Students in part time employment



Not in employment

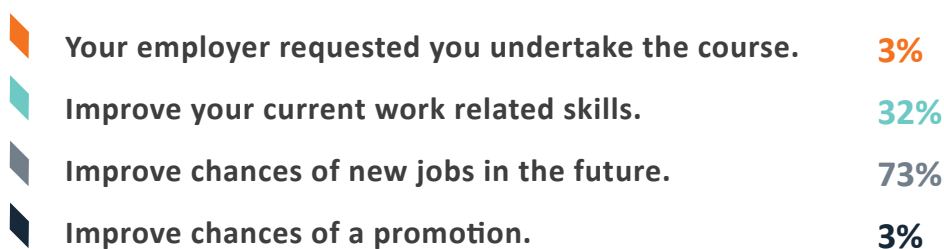


Students who haven't completed any other part time course to improve their skills in employment



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

Why did you apply for the course?



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

SSES 2016 - 17 Student Survey 2

College Report

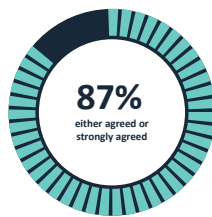
Paisley

1131 Responses

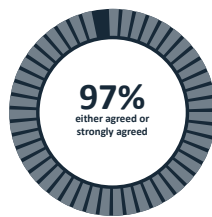
Student Satisfaction and Engagement



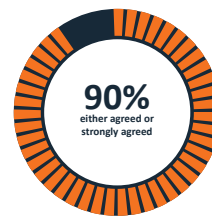
Overall, I am satisfied with my college experience.



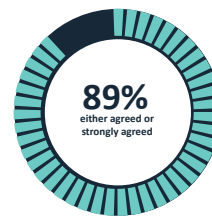
Staff regularly discuss my progress with me.



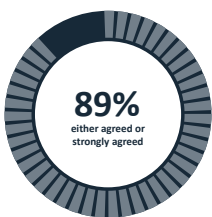
Staff encourage students to take responsibility for their learning.



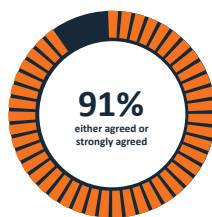
I am able to influence learning on my course.



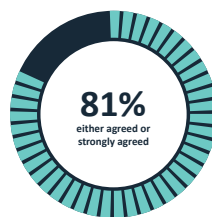
I receive useful feedback which informs my future learning.



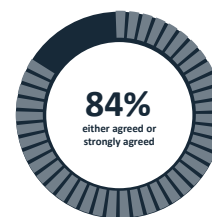
The way I'm taught helps me learn.



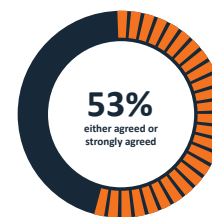
My time at college has helped me develop knowledge and skills for the workplace.



I believe student suggestions are taken seriously.



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












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

*42% 'Don't Know'

Access to IT

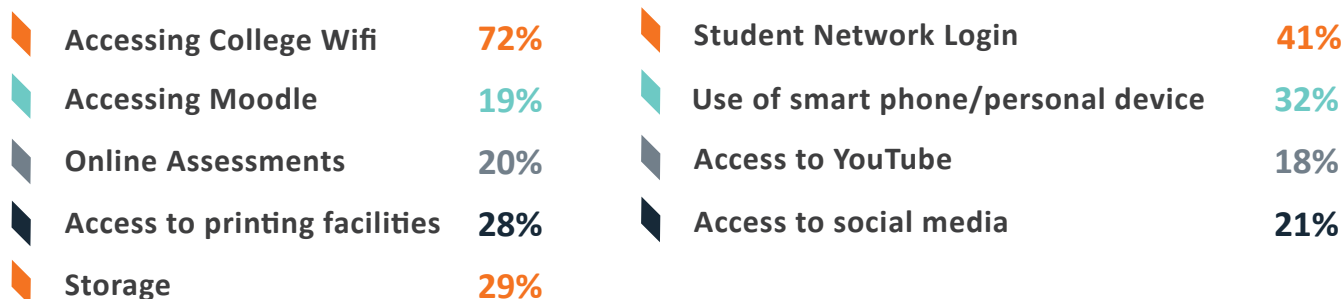
From the following list of I.T. related items, please select 3 which have worked well:

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

 Accessing College Wifi	24%	 Student Network Login	43%
 Accessing Moodle	52%	 Use of smart phone/personal device	31%
 Online Assessments	31%	 Access to YouTube	23%
 Access to printing facilities	49%	 Access to social media	19%
 Storage			

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

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



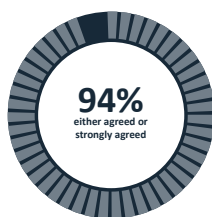
Thinking about my College Experience



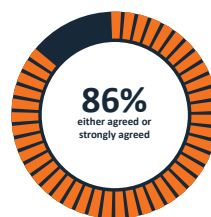
I am Confident I am on track to satisfactorily complete my course



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



Lessons on my course have been Interesting



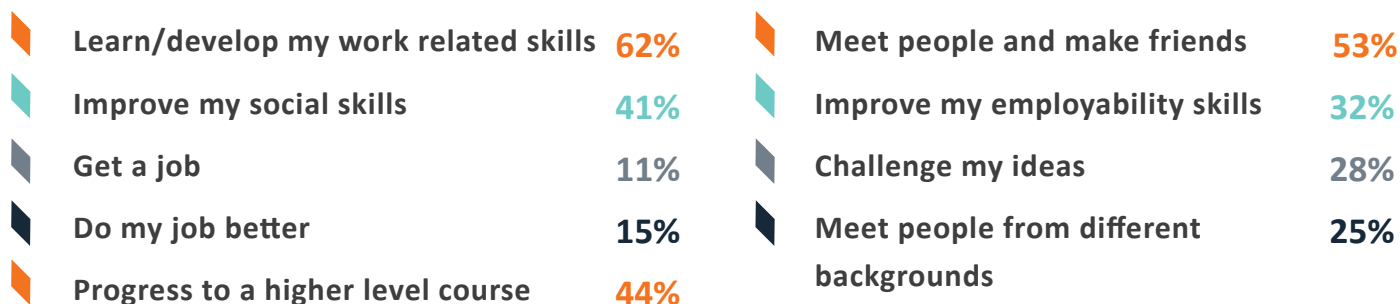
Lessons on my course have been Motivating



Lessons on my course have been Positively Challenging

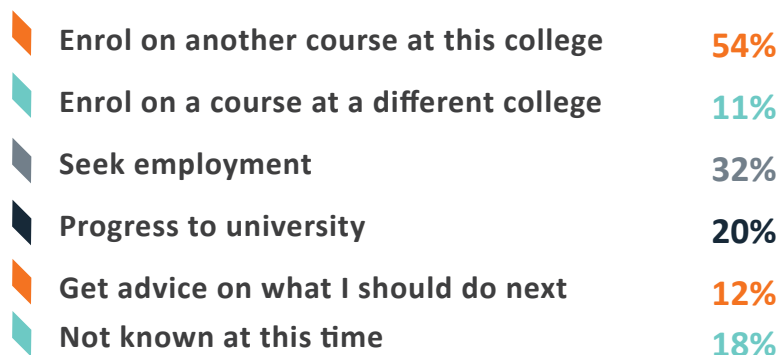
My course has helped me... (choose your top 3)

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



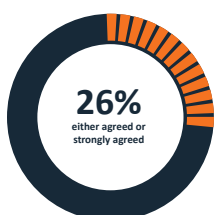
After you have completed this course, what do you plan to do next?

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

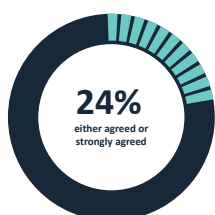


Employment

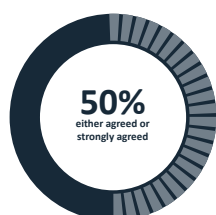
N.B. The employment questions were only included for student studying on a part time basis



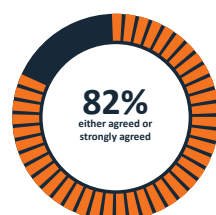
Students in full time employment



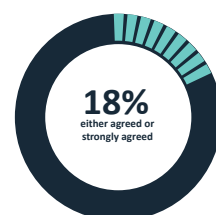
Students in part time employment



Not in employment

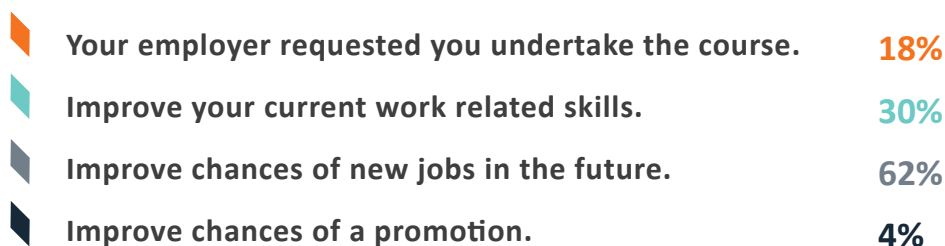


Students who haven't completed any other part time course to improve their skills in employment



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

Why did you apply for the course?



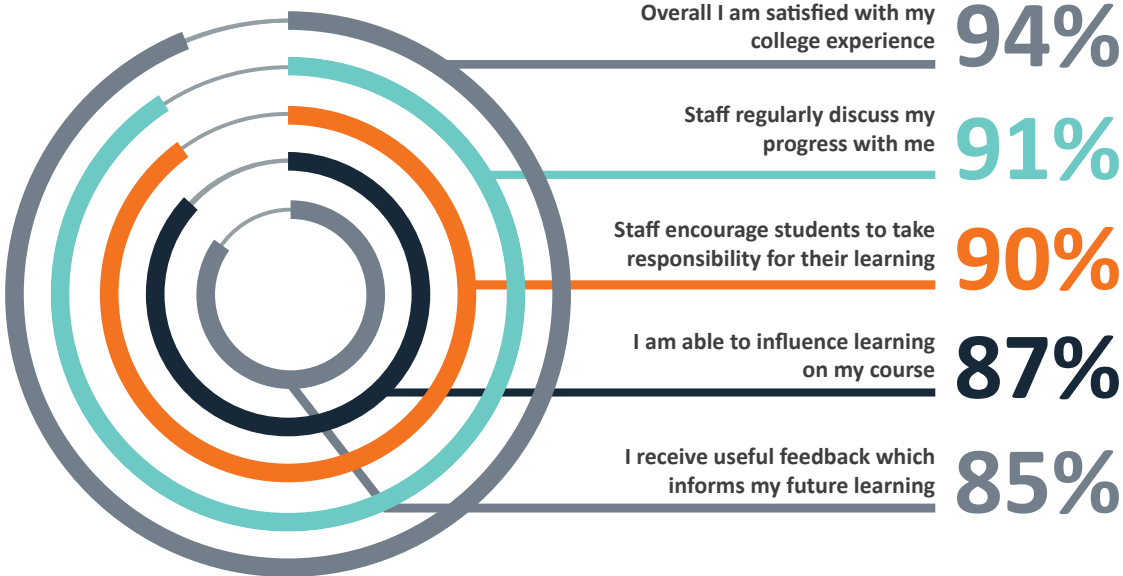
N.B. Students were asked to select as many options that applied. Thus, the total %age values exceed 100%



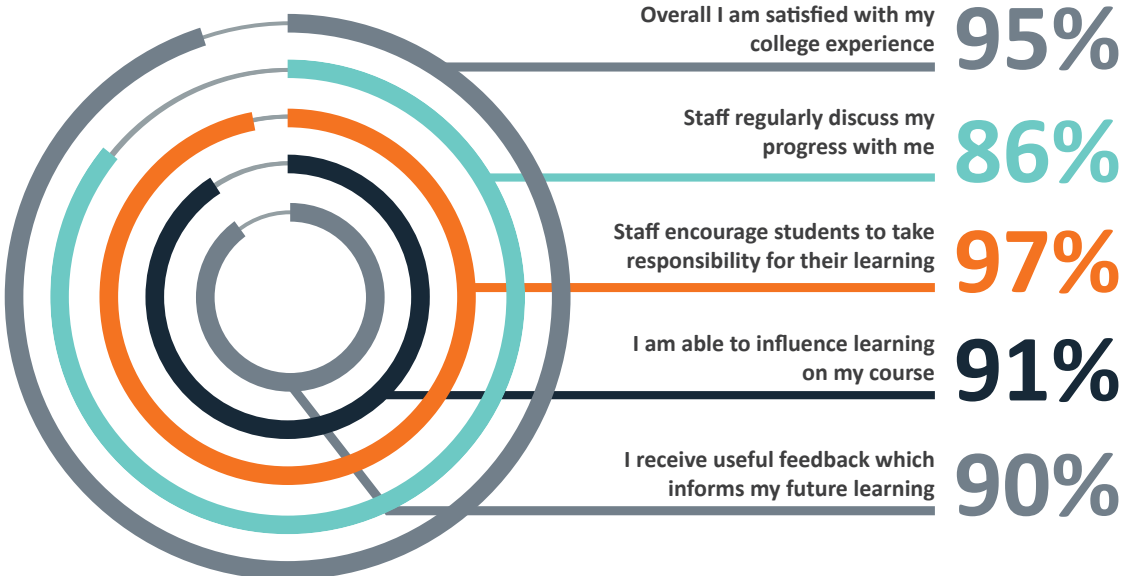


Trend Analysis

2016

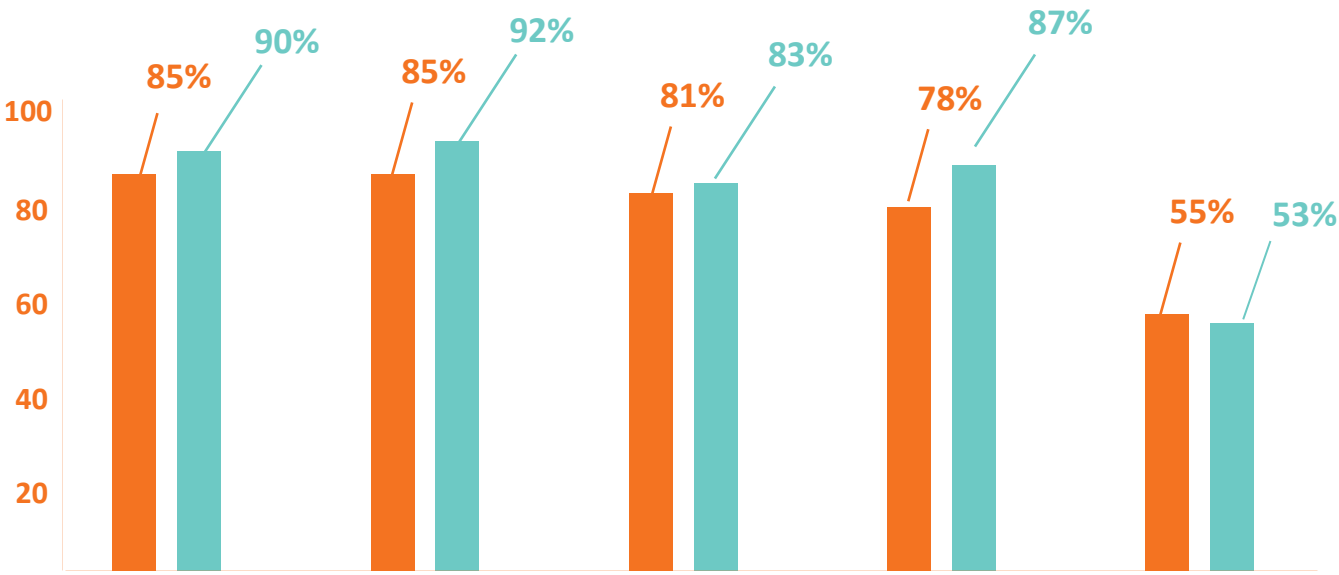


2017



Trend Analysis

2016
2017



The way I'm taught helps me learn

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

I believe student suggestions are taken seriously

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

The College Students' Association influences change for the better



5%

7%

2%

9%

2%

Trend Analysis

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

2016

- 1 Accessing Moodle
- 2 Access to printing facilities
- 3 Student Network Login

2017

- 1 Access to printing facilities
- 2 Accessing Moodle
- 3 Student Network Login

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

2016

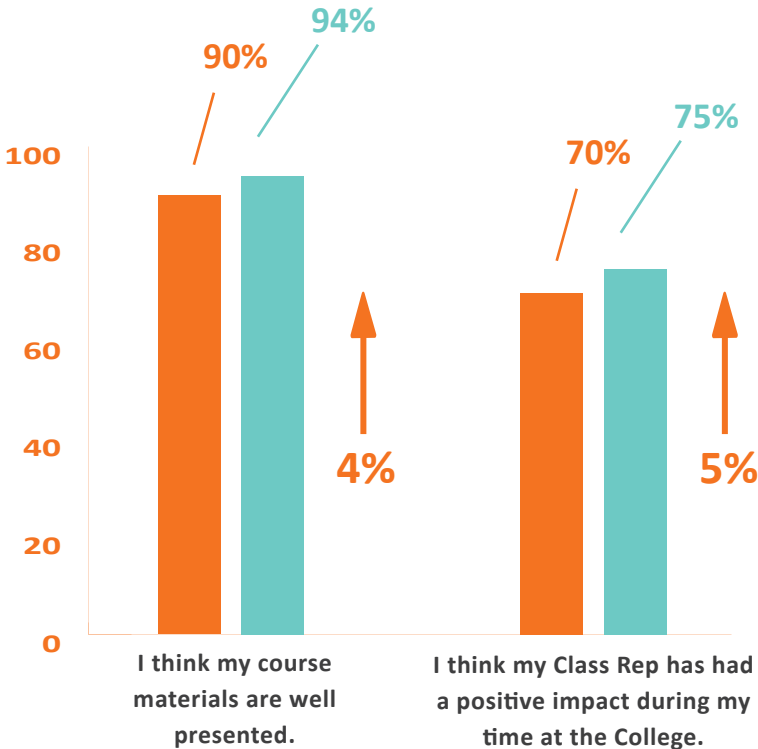
- 1 Accessing College WiFi
- 2 Student Network Login
- 3 Use of Smart Phone/Personal Device

2017

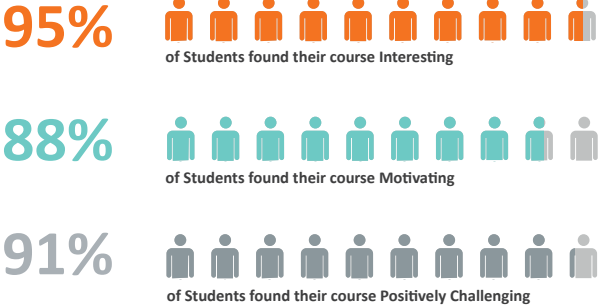
- 1 Accessing College WiFi
- 2 Student Network Login
- 3 Use of Smart Phone/Personal Device

Trend Analysis

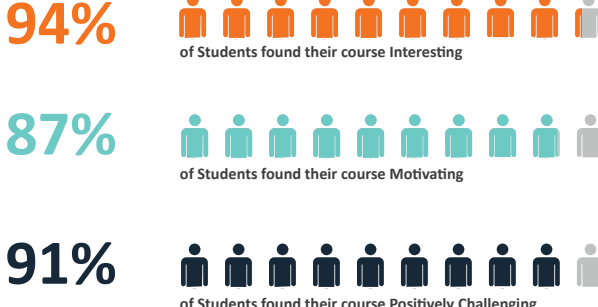
2016
2017



2016



2017



Trend Analysis

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

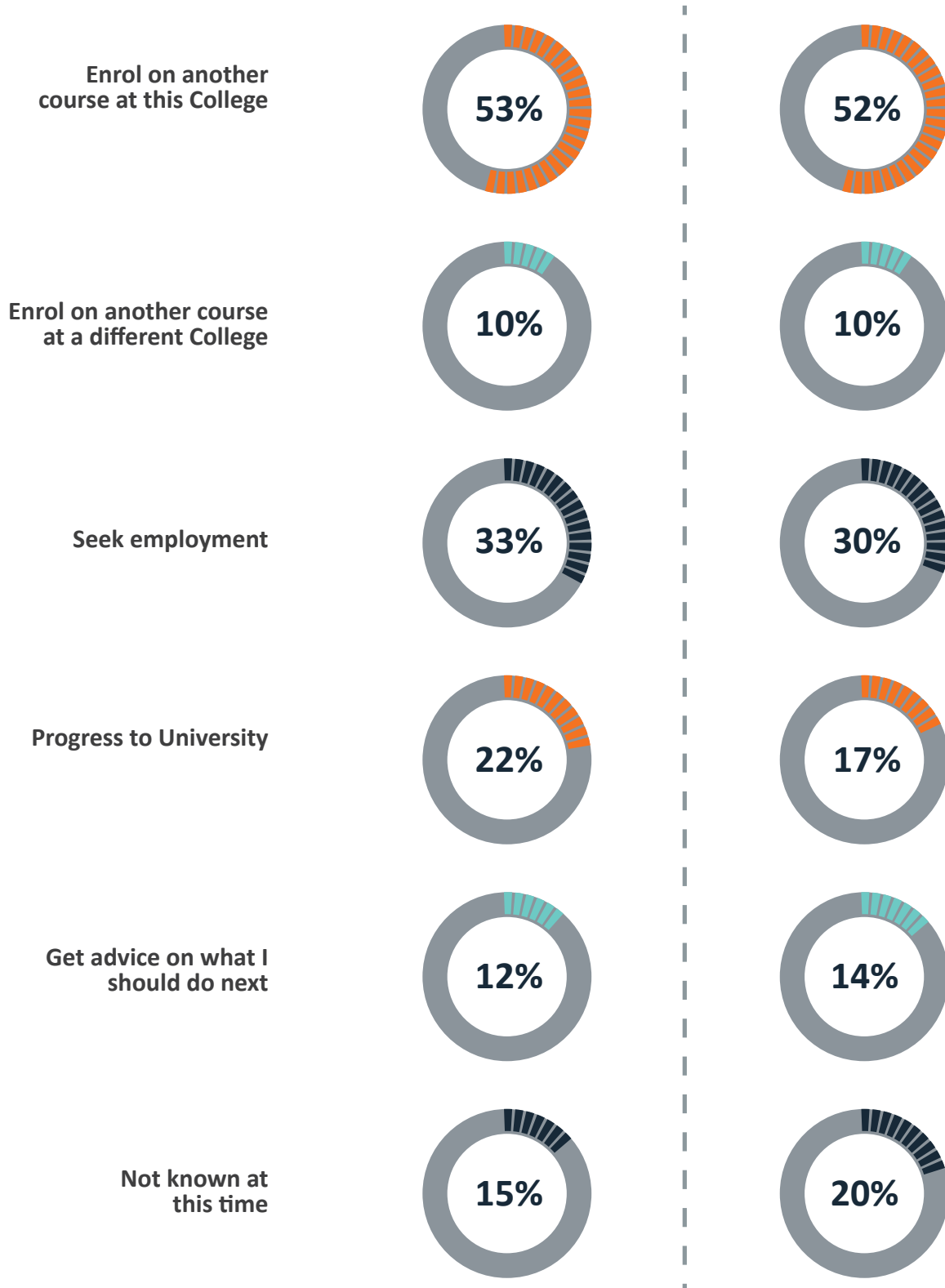
2016



2017



Trend Analysis



Trend Analysis

SURVEY RESPONSE RATES

2016

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

2017

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



TITLE: **ORGANISATIONAL DEVELOPMENT AND HR COMMITTEE**
Draft Minutes of the meeting held on 8 November 2017

Action: There are no recommendations but there are a number of items for report.

The Committee noted progress with a number of matters including:

- The College Improvement Plan (OM168.1).
- National Bargaining – and the decision to conduct a national job evaluation for Support staff in the sector (OM168.2).
- Building Our Collective Future – a framework has been developed that sets out core behaviours expected of staff (OM168.3).
- People Strategy (OM169).

OM170 Health and Safety Audit Report: Report from Internal Audit

The Committee welcomed the positive Health and Safety Audit report produced by Internal Audit following an audit of Health and Safety within the College. The Committee was pleased to note that the internal auditors had identified a number of areas of good practice and only a few low level recommendations for action had been proposed. Actions were already underway to address these recommendations.

OM171 HSE Improvement Notice

The Committee considered an improvement notice that had been issued to the College by the Health and Safety Executive on 18 October 2017. The Committee received a full report on the incident that had occurred and the corrective action that was being taken. A further report would be made to the next meeting.

OM172 EU General Data Protection Regulations (GDPR)

The Committee noted a report on progress with the actions required in light of the new GDPR that would come into force in May 2018. The College is supporting the creation of a shared Data Protection Officer and further information on the provision of a shared service will be provided to the Committee members.

Lead: Lyndsay Lauder, Chair, Organisational Development and HR Committee

Status: Open

ORGANISATIONAL DEVELOPMENT & HR COMMITTEE

MINUTES: 8 November 2017

Present: Lyndsay Lauder (in the Chair)
Linda Johnston and Keith McKellar.

Attending: Audrey Cumberland (Principal); David Gunn (Director Organisational Development & HR) and Drew McGowan (Secretary to the Committee).

Apologies: Liz Connolly (VP Corporate Development) and Jim Hannigan.

OM165 DECLARATION OF INTERESTS

No interests declared.

OM166 MINUTES

The minutes of the meeting held on 13 September 2017 were approved.

OM167 ACTIONS FROM THE MINUTES

The Committee noted the actions taken since the last meeting.

OM168 UPDATE FROM DIRECTOR, ORGANISATIONAL DEVELOPMENT & HR

The Director Organisational Development and HR reported on the following matters:

.1 College Improvement Plan: Update (OM155.1)

The Vice Principal Corporate Development tabled a report to update the Committee on the College Improvement Plan. The Director, Organisational Development and HR, provided an update of the staff-related projects within the College Improvement Plan in the Vice Principal Corporate Development's absence. The Committee noted that the progress of a number of staff-related projects were delayed due to industrial action in the College's previous term and the deferred roll-out of the Building Our Collective Future framework. The Committee **agreed** that it would be updated on progress of the College Improvement Plan at a future meeting. **[Action: LC]**

.2 National Bargaining: Update (OM155.2)

The Principal provided an update on the ongoing national bargaining negotiations with the Colleges Scotland Employers' Association and trade unions representing support and lecturing staff. The National Joint Negotiating Committee met on 5 October 2017 to discuss the outstanding elements of the May 2017 agreement; however, no final agreement was

reached and a future meeting is due take place in November. The Principal informed the Committee that the Scottish Government and the Scottish Funding Council had undertaken a “lessons learned exercise” with representatives of the Employers’ Association and the trade unions with the view of using the findings to improve national bargaining in the future. The Principal also spoke of her concerns regarding a national job evaluation in the sector, as the College had gone through a local job evaluation recently and the structures of Scotland’s 26 colleges are, naturally, different from one another. The Committee **agreed** that it would continue to be kept abreast of developments in the national bargaining negotiations at an appropriate future meeting. **[Action: AC]**

.3 Building Our Collective Future

The Director, Organisational Development and HR, presented the draft of the College’s new Building Our Collective Future framework – a set of core behaviours that focuses on how staff treat one another and provide services to students and other customers. A Working Group including trade union representatives will now focus its efforts on the implementation of the new framework. The Committee **agreed** that this significant piece of work would be brought to the Board’s next meeting in the Principal’s update and that the Committee would be kept updated on the implementation of the framework. **[Action: DG/AC]**

OM169 PEOPLE STRATEGY: PROGRESS REPORT (OM156)

The Director, Organisational Development and HR, tabled a report to update the Committee on the progress of the implementation of the People Strategy 2016-19 and provided an overview of recent developments. The Committee **agreed** that future progress reports would include a RAG system for reporting the status of work within the People Strategy and that a demonstration of the ODHR portal would be given at the next meeting. **[Action: DG]**

OM170 HEALTH AND SAFETY AUDIT REPORT (OM157)

The Director, Organisational Development and HR, tabled the College’s Internal Audit Report 2017/18 produced by Scott-Moncrieff. The Committee welcomed the very positive report, which acknowledged a number of areas of good practice in the College, and noted that the internal auditors had identified 6 low-level actions to be taken. The Director, Organisational Development and HR, provided more detail on the low-level actions and assured the Committee that work was already underway to address these issues. The Committee **agreed** that a report would be tabled at a future meeting on centrally held staff development information relating to health and safety. **[Action: DG]**

OM171 HSE IMPROVEMENT NOTICE

The Committee noted the Improvement Notice issued to the College by the Health and Safety Executive on 18 October 2017. The Director, Organisational Development and HR, provided a detailed summary of the incident and reported to the Committee that the HM Inspector of Health and Safety had stated that materials involved were relatively low risk and any potential exposure was likely to be minimal. Corrective action was being taken forward. The trade union representing the staff members involved has indicated that they are happy with the College's proposed corrective actions. The Director plans to meet the HM Inspector of Health and Safety along with the Director of Finance and Estates, Head of Estates and Head of OD and HR at the earliest possible opportunity to discuss the College's response. The Committee agreed that a further update would be given at the next meeting. **[Action: DG]**

OM172 EU GENERAL DATA PROTECTION REGULATIONS (OM159)

The Director, Organisational Development and HR, tabled a second update on the EU General Data Protection Regulations, which will come into force in the UK on 25 May 2018, for the Committee's information. The College is supporting the creation of a shared Data Protection Officer and is currently undertaking awareness raising within the College. The Committee **asked** that the Director clarify the details of a shared service of a Data Protection Officer to members via email. **[Action: DG]**

OM173 RISK

The Committee noted the Strategic Risk Register and no changes were proposed.

OM174 REPORTS FROM SUB-COMMITTEES

The Committee noted the reports from the following sub-committees:

- i. Joint Consultative and Negotiating Committee for Lecturing Staff meeting of 6 September 2017
- ii. Joint Consultative and Negotiating Committee for Support Staff meeting of 6 September 2017
- iii. Health and Safety Committee meeting minutes of 21 September 2017.
- iv. Equality, Diversity and Inclusion Committee meeting minutes of 21 September 2017.

OM175 NEXT MEETING

The next meeting of the Committee will take place on Wednesday 14 February 2017 at 16:00 at the Paisley campus.

Chair's Signature: **Date:**

TITLE: ESTATES COMMITTEE
Draft Minutes of the meeting held on 14 November 2017

Action: There are no recommendations but there are a number of matters for report.

EM250.4 Inchinnan/Oakshaw Project – the Committee was pleased to note that, of the 7 sub-projects involved, 5 were now complete; the sixth would be completed by Christmas, and the seventh project was currently out to tender and would be complete early in 2018. It was expected that the project would be completed within the overall budget.

EM250.5 Cladding on College Buildings - the firm of architects that had investigated this matter on behalf of the College had confirmed that they were of the view there was no reason to suspect that the original specification had been changed and that the cladding used complied with all safety requirements. Not only had they reviewed the original specification for the buildings, but they had followed up with individual contractors involved in the projects as far as they could. The Committee was of the view that the College had done all it could to satisfy itself that the cladding was safe and indeed had gone beyond what other institutions had done.

EM251 Emerging Opportunities – the Committee was updated on the various discussions that College staff were having with a range of other organisations regarding potential developments linked to each of the 3 main campuses.

EM252 Estate Strategy 2016-26 – the Committee welcomed the report on progress in implementing the Estate Strategy.

EM253 SFC Backlog Maintenance and Building Condition Studies – it was noted that SFC had commissioned a survey of backlog maintenance and building conditions for each of the Colleges in Scotland. The Committee had been disappointed by the initial report on the College as it was not complete and did not appear to include all the buildings or all the associated costs. This had been raised with SFC.

EM254 Estates Maintenance Plans 2017-22 – the Committee noted an update report on the College Estates Maintenance Plan 2017-2022. The 5 year Maintenance Funding plan showed that, due to the level of funding provided by SFC, the available funds in 2017/18 were having to be directed to support the high priority and essential estates maintenance areas of expenditure. This meant that, at this moment, there was no funding available to support teaching space improvements or equipment upgrades in 2017/18. However, if further funding became available during the course of the year then the funding plans could be revisited.

Lead: Nick Allan, Chair of Estates Committee

Status: Open, except for items EM259 & 260 which are restricted as they are commercially sensitive.

DRAFT

ESTATES COMMITTEE

MINUTES: 14 November 2017

Present: Nick Allan (in the Chair), and John McMillan.

Apologies: Audrey Cumberford, Andrew Hetherington, Keith McKellar, Stephanie Graham.

Attending: David Alexander (Vice Principal Operations), Alan Ritchie (Director of Finance and Estates), Peter Thorne (Head of Estates) and Gwen McArthur (Secretary to the Committee).

EM248 DECLARATION OF INTERESTS

John McMillan and David Alexander declared an interest as Trustees of the West College Scotland Foundation. David Alexander also declared an interest as a member of the Council of the Scottish Funding Council (SFC).

EM249 MINUTES

The minutes of the meeting held on 12 September 2017 were approved, subject to an amendment to Annex 1. In Annex 1, 3 Paisley Campus, paragraph 1, second sentence should be amended to read: "It was noted that the College was having to take short term decisions....".

EM250 ACTIONS FROM THE MINUTES

The Committee noted the actions taken since the last meeting and updates on the following matters:

.1 Community Empowerment (Scotland) Act 2015 (EM209) - the Head of Estates reported that the College had not received any requests from external bodies/parties regarding the use of any College facilities or possible transfer of assets. Having recently attended a seminar on the topic he was also able to report that, to his knowledge, no college in Scotland had received any such request. The situation would continue to be monitored and the Committee would be informed if any such requests were received in the future.

.2 Room Utilisation (EM222) – it was noted that the first part of the twice-yearly survey of room utilisation had been conducted the previous week. The Head of Estates informed the Committee that he had received the preliminary results the previous day and a report would be brought to the next meeting.

[Action: PT]

.3 Clydebank District Heating System (EM234.1) – the Director of Finance and Estates reported that West Dunbartonshire Council continued to progress the installation of a District Heating System. A planning application to install

the power plant on land adjacent to the Clydebank Campus of the College had been submitted for approval. The College was still waiting for feedback from the Council regarding any involvement the College could have with this project. The Committee was disappointed and concerned that there had been no response from the Council on this matter. The College was keen to work with West Dunbartonshire Council and this project was considered to be a high priority for the College, particularly as it would help achieve the targets set in the Carbon Management Plan. The Director of Finance and Estates would continue to seek to progress matters with the Council and would keep the Committee informed of progress. **[Action: AR]**

.4 Inchinnan /Oakshaw Project - update (EM234.3) – the Head of Estates provided a progress report on the Inchinnan/Oakshaw refurbishment project. It was noted that, of the 7 sub-projects involved, 5 were now complete; the sixth would be completed before Christmas; and the seventh was a project to create external storage area which was currently out for tender. The Head of Estates was confident that the project would be completed within the overall budget. The Committee welcomed this information and a further update would be provided to the next meeting. **[Action: PT]**

.5 Cladding on College Buildings (EM244) – the firm of architects that had investigated this matter on behalf of the College had confirmed that they were of the view there was no reason to suspect that the original specification had been changed and that the cladding used complied with all safety requirements. Not only had they reviewed the original specification for the buildings, but they had followed up with individual contractors involved in the projects as far as they could. The Committee noted that the architects report had been submitted to SFC. While there remained an element of risk associated with this matter the Committee was of the view that the College had done all it could to satisfy itself that the cladding was safe and indeed had gone beyond what other institutions had done. This would be reported to the Board for information. **[Action: NA]**

.6 Estates Performance Indicators (EM235) – it was noted that the Corporate Development Committee was developing appropriate key performance indicators (KPI's) for the College. It was noted that each Committee had developed KPI's relevant to their area which might not be included in the Board level KPI's. A further report from the Corporate Development Committee would be made to the Board in February.

EM251 EMERGING OPPORTUNITIES (EM238, 246, 247)

The Vice Principal Operations provided the Committee with an update on a range of estates matters. The College had undertaken, and continued to undertake, a significant programme of engagement with partners in seeking to progress emerging estates opportunities and models. Specific updates were provided in relation to:

- i) Paisley Campus** – discussions had been held with Renfrewshire Council on a number of matters and particularly in relation to their development plans for the area. Discussions regarding possible developments at the Chivas Brothers site continued and it was noted that a meeting would be held with a range of partners on 17 November to discuss this matter further. There was, as yet, no clear view of how this site would be developed in the future once Chivas Brothers relocated. Talks had also been held with the University of the West of Scotland regarding the development of an Innovation Centre, which was included within the Outline Business Case for the development of the Paisley Campus which had been submitted to SFC. SFC had acknowledged receipt of this Outline Business Case and talks between the College and the SFC were continuing.
- ii. Clydebank Campus** – it was noted that the College was delivering some aspects of the 2017/18 sports curriculum at the new leisure centre development at Queens' Quay, Clydebank. Discussions were also on-going with the Golden Jubilee National Hospital in progressing key partnership opportunities and the Vice Principal Operations had now joined the Expansion Programme Board for the redevelopment and expansion of the hospital. The Programme Director for this project would be addressing the College Senior Management Team at its meeting on 12 December 2017 to discuss this project and ways in which the College could work with the Hospital in progressing this.
- ii) Greenock Campus** - discussions with the Greenock Morton Community Trust were continuing regarding the development plans for Cappielow Stadium and the surrounding area and the possible involvement of the College in these. The Committee was aware that the Outline Business Case for the development of the Greenock Campus had been submitted to SFC more than a year ago and, to date, SFC had not confirmed how, or if, the College could proceed with these plans. Numerous discussions with various interested parties, including Inverclyde Council and Scottish Futures Trust, had been held but SFC were continuing to seek more information on a number of strategic matters. The Committee was disappointed that this was taking so long to reach a decision and supported the College Team in continuing to maintain the Campus until a decision was reached.

The Committee noted and welcomed the update on these developments and opportunities and supported the College team in continuing to work with partners in taking these forward.

EM252 ESTATE STRATEGY 2016-2026: PROGRESS REPORT (EM191)

The Committee received an update on progress with the implementation of the Estate Strategy 2016-2026. It was pleased to note that progress had been

made in relation to all 4 strategic objectives and 17 of the associated 18 outcomes/indicators of success during the first year of implementation. The 1 strategic outcome that had been recognised as not achieving the progress required to date related to 'the estate being fit for purpose and of an acceptable standard'. This was an on-going challenge to the College and was the main reason behind the development of Outline Business Cases for both the Greenock and Paisley Campuses. The case for support had been made to the SFC and a decision was awaited. In the meantime the College was doing the best it could with the limited funding available to it to maintain the buildings at an acceptable standard.

In discussion it was noted that:

- While other reports had shown there was still some further investment required in IT infrastructure this report showed that Estates had engaged with the IT Team to deliver the facilities and estates developments undertaken during the previous year to support the needs of the College;
- Key performance indicators had been identified for the Committee;
- It was noted that sector benchmarking was not in place across the sector. The Principal intended to raise this matter with Colleges Scotland to determine if progress could be made;
- Circosense pumps had been installed at the Clydebank Campus and, so far, appeared to be working well and reducing costs. It was the intention to install them in some buildings on the Paisley Campus next.

The Committee noted the report and welcomed the progress made in implementing the Estate Strategy.

EM253 SCOTTISH FUNDING COUNCIL: BACKLOG MAINTENANCE AND BUILDING CONDITION STUDIES

It was noted that SFC had undertaken a desktop survey of backlog maintenance and building conditions for each of the Colleges in Scotland. Gardner & Theobald had been engaged by SFC to conduct this survey who had, in turn, subcontracted the work to MAMG. The information provided by MAMG had been issued to the College for verification. The information in the report would be used to inform the SFC's decision-making and funding methodologies for the future.

The Committee was disappointed by the initial report provided as it did not include all the buildings of the College nor did it appear to include costs associated with redevelopment or enhancement of the estate, and other information, including professional fees, VAT and contingencies. This had already been raised with SFC but there had been no further contact from Gardiner & Theobald so far. The College had been asked to confirm agreement with the SFC by 17 November in relation to this exercise but could not do so until all the information was provided and the College was satisfied with it and had an understanding of how any costs had been arrived at. The Committee

was disappointed that the report was incomplete and supported the Estates Team in their discussions with SFC. It was hoped that a satisfactory outcome could be reached soon. The Committee would be informed of the outcome of these discussions. **[Action: DA; PT]**

EM254 ESTATES MAINTENANCE PLANS 2017-2022 AND CARBON MANAGEMENT (EM239, 223)

The Committee noted a report which provided an update in relation to the College Estates Maintenance Plan 2017-2022 and included an update on Carbon Management/Sustainability initiatives. The 5 year Maintenance Funding plan showed that, due to the level of funding provided by SFC, the available funds in 2017/18 were having to be directed to support the high priority and essential estates maintenance areas of expenditure. This meant that, at this moment, there was no funding available to support teaching space improvements or equipment upgrades in 2017/18. However, if further funding became available during the course of the year then the funding plans could be revisited. The 5 year Maintenance Funding Plan income and expenditure was included in the Management Accounts that would be considered by the Finance and General Purposes Committee and the Board. This showed that the condition of the current estate was now impacting on teaching and learning.

The Committee was advised that the College had to submit the Annual Climate Change Report to the Scottish Government by the end of the month. While the College was making good progress to reduce its carbon footprint over the next 5 years, this would become harder with each year that passed unless there was significant investment in the College estate. The College had already raised this with SFC.

The Committee noted the report and supported the Estates Team in their efforts.

EM255 STRATEGIC RISK (EM242)

The Committee noted the updated strategic risk register. In discussion the Committee was of the view that some of the mitigating actions at Risks 2 and 3 should be updated as further actions had been taken. However, this did not affect the overall scores attributed to these risks. **[Action: AR]**

EM256 INTERNAL AUDIT PLAN 2017/18

The Committee noted the Internal Audit Plan 2017/18.

EM257 SCHEDULE OF BUSINESS 2016/17 (EM243)

The Committee noted its Schedule of Business for 2017/18.

EM258 NEXT MEETING

Tuesday 27 February 2018 at 4.00 p.m. at the Paisley Campus.

RESERVED BUSINESS

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

[REDACTED]

[REDACTED]

TITLE: **FINANCE AND GENERAL PURPOSES COMMITTEE**
Draft Minutes of the meeting held on 21 November 2017

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

.1 Recommendation

FPM152 Remit – the Committee

RECOMMENDS to the Board that the proposed amendments be made to its remit as set out in Annex 1 to the minutes.

.2 Matters for Report

FPM151 SFC Financial Forecast Return (FFR) – it was noted that the FFR had been submitted to the SFC following agreement at the Board meeting in October. It was accepted that the College could not start to plan its future Financial Strategy until it had further information from the SFC.

FPM154 Vice Principal Update – the Committee noted an update on a range of matters relating to the financial position of the College and an update on IT Developments.

FPM156 Management Accounts to 31 October 2017 – the Committee approved the Management Accounts which would be brought to the Board for information – see Paper 14.1.

FPM157 Financial Statements 2016/17 – the Committee considered these prior to the Joint meeting with the Audit Committee.

The Committee also received a number of reports for noting:

- Procurement – Annual Strategy and Report Update (FPM155)
- Audit Scotland Report (FPM158)
- Bad Debt Report 2016/17 (FPM160)
- Annual Review of Banking Arrangements (FPM161)
- Annual Report on Taxation Matters (FPM162)
- Internal Audit Report on Estates and Asset Managements (FPM163.1).

Lead: Jim Hannigan, Chair, Finance and General Purposes Committee

Status: Open, except for FPM166 which is restricted as it is commercially sensitive.

DRAFT

FINANCE AND GENERAL PURPOSES COMMITTEE

MINUTES: 21 November 2017

Present: Jim Hannigan (in the Chair), Audrey Cumberland, John Leburn.

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

Apologies: Angela Wilson, Keith McKellar.

FPM148 DECLARATION OF INTERESTS

Audrey Cumberland and David Alexander declared an interest as Trustees of West College Scotland Foundation. David Alexander declared an interest as a member of the Council of the Scottish Funding Council (SFC) and Chair of the SFC Audit and Compliance Committee.

FPM149 MINUTES

The minutes of the meeting held on 6 June 2017 were approved.

FPM150 ACTIONS

The Committee noted a report on actions taken since the last meeting, and in particular the following matters:

- .1 Operational Planning (FPM118)** – the Vice Principal Operations informed the Committee that the Corporate Development Committee had oversight of this matter and was currently working on this. It was also the intention to review and refresh the Corporate Plan which would be brought to the Board for consideration later in the session, probably after Easter 2018. There was, therefore, no further action required from the Committee at this time.
- .2 Oakshaw/Inchinnan Project (FPM131.2)** – the Committee was pleased to note that the Oakshaw/Inchinnan project was proceeding to plan and would be completed within budget. Of the 7 sub-projects: 5 were now complete; 1 would be completed by Christmas; and the final sub-project was out for tender and would be completed by February 2018. A post-occupancy review would be conducted at a later stage and the findings used to inform future projects.
- .3 Performance Dashboard Indicators (BM397; FPM137)** – the Committee had agreed the 3 main key performance indicators (KPI's) that it would monitor, these being: the overall financial performance of the College; cash and working capital management; and cost control. These indicators were

incorporated into the Management Accounts pack allowing the Committee to monitor them. The Corporate Development Committee was developing a performance dashboard for the Board which would come forward for consideration later in the session.

FPM151 SFC FINANCIAL FORECAST RETURN (BM402; FPM140)

At its last meeting in June 2017 the Committee had agreed the Budget for 2017/18 and recommended it to the Board where it had been approved, along with the 5 year Financial Strategy. However, following this meeting the SFC had requested that further financial modelling be undertaken for the next 5 year period by all colleges in completing and submitting the Financial Forecast Return (FFR). The Finance Team had worked on the FFR over the summer and, due to the reporting timescale involved, the Board had considered this at its meeting in October. The FFR had been submitted to SFC following the Board meeting but, to date, no feedback had been provided to the College.

It was accepted that the College could not start to plan its future Financial Strategy until it had further information from SFC, and was able to consider this along with the wider strategic discussions that were ongoing with the SFC. The Committee had approved a balanced underlying operating budget for 2017/18, but was aware that the financial position of the College would become more challenging in future years. The Finance Team would continue to monitor spend and report as necessary, incorporating further information from the SFC as and when this becomes available. **[Action: DA; AR]**

FPM152 REMIT, MEMBERSHIP AND DATES OF MEETINGS IN 2017/18

The Committee considered its remit and membership and noted the dates of meetings in 2017/18. It was noted that Angela Wilson had agreed to join this Committee. In considering the Committee remit some amendments were proposed.

The Committee

RECOMMENDS to the Board that the proposed amendments be made to its remit as set out in Annex 1 to the minutes. **[Action: GMcA]**

FPM153 MONITORING OF REGIONAL OUTCOME AGREEMENT (FPM141)

The Committee noted a paper which identified the elements in the Regional Outcome Agreement (ROA) 2017/18 – 2019/20 that fell within its remit and the processes that would be used to monitor progress against these outcomes. The Committee **agreed** the processes to be used in monitoring progress against the relevant outcomes in the ROA.

In discussion it was acknowledged that the Board had responsibility for the ROA and **agreed** that the Committee Schedule of Business for 2017/18

enabled the Committee to monitor progress against those areas of the ROA that fell within its remit. **[Action: DA]**

FPM154 VICE PRINCIPAL UPDATE (FPM133)

The Vice Principal Operations provided the Committee with an update on a range of matters relating to the financial position of the College and IT development, including the following:

- .1 Funds arising from net depreciation** - the College Budget for 2017/18, previously approved by this Committee and the Board, had agreed that funds arising from net depreciation would be used to support:
 - i. the repayment of bank loans [REDACTED];
 - ii. to maintain levels of student support funding [REDACTED];
 - iii. to meet the cost of essential estates works [REDACTED].

These priorities had been discussed and agreed in principle with SFC, but SFC still required to secure formal approval from the Scottish Government, which was still awaited. The Committee was aware that any cash arising from net depreciation could only be used to support the areas identified above.

- .2 Student Support Funding** - a review of Student Support Funding had recently been conducted and the Review Group had published an outcome report the previous day. This would be considered further and a report on this would be brought to the next Committee meeting in March, by which time the Scottish Government's views and a sector position might be available.

[Action: DA; AR]

- .3 Dialogue with SFC** - the College was continuing its dialogue with SFC on a number of matters including the financial sustainability of the College and the actions required to achieve a sustainable College. It was hoped that the next meeting with the SFC would be held in December where the main topics for consideration would centre round curriculum strategy, workforce planning and estates. The Senior Management Team were preparing a Development Plan for SFC in order to aid the discussions. The Committee, and the Board, would be kept informed of progress with these discussions. **[Action: AC; DA]**

- .4 National Bargaining** - the Vice Principal Operations provided the Committee with an update on progress with National Bargaining. It was noted that a pay deal for 2017/18 had been reached with the support side, and that a job evaluation exercise would be undertaken nationally. The Committee was disappointed by this as the College had previously undertaken a job evaluation exercise following regionalisation and would now have to undertake another exercise.

In relation to teaching staff it was noted that no agreement had been reached on a pay deal for 2017/18. In relation to the agreement on national harmonisation of pay, terms and conditions, the first 25% of this had been paid in July 2017, with the next 25% due to be paid in 2018 subject to final agreement being reached on a deal, but this was still under discussion at national level. The Vice Principal Operation would continue to update the Committee on progress as and when appropriate.

.5 IT Development – the Director of IT informed the Committee that an update report on implementing the IT Strategy would be brought to the next meeting for consideration. In the meantime he provided the Committee with an update on the following matters:

i. Skype for Business – following a procurement exercise the College had appointed Exactive to support the initial implementation of the Skype for Business project. A number of pilots would run across the College in 2018 following which it was anticipated that there would be a full implementation in 2018/19. The Committee welcomed this information and noted the project would provide a unified communications platform that enabled instant messaging, audio and video conferencing, online meetings and real time presence. The aim was to change the way the College worked, not just for staff but for students also as it could be used to support teaching and learning.

ii. Internal Audit: IT Security Health Check – the Committee was pleased to note that Internal Audit had conducted a health check review of IT security in the College. The report from this review would be provided to the Audit Committee at its next meeting in December and would be brought to the next meeting of this Committee. **[Action: DA; DB]**

iii. Scottish Cyber Resilience Consultation – it was noted that the Scottish Government had recently issued consultation papers to all public sector bodies on an intended Cyber Resilience Action Plan. This Action Plan included 6 key actions on public sector bodies and was supported by an Implementation Toolkit. A timeline for plan implementation ran until October 2018, with regular milestone activities scheduled along the way. A further update on this would be brought to the next meeting along with the IT Strategy update. **[Action: DB]**

iv. Technology One Finance System – the Committee noted that the implementation of the Technology One Finance System had been delayed. While Technology One would provide an improved reporting system assurances around the levels of expertise and support required to implement this system were still being sought. In the meantime the College was continuing to use the existing system, Symmetry. The College was

currently taking advice on this matter and a progress report would be brought to the next meeting. **[Action: AR]**

The Chair thanked the Vice Principal Operations for his report and the Directors of IT and Finance and Estates for their input.

FPM155 PROCUREMENT – ANNUAL STRATEGY AND REPORT UPDATE (FPM124; 100)

The Committee received an update on the implementation of the Procurement Strategy 2016 – 2020 and the Annual Procurement Report which covered the period 1 January to 31 July 2017. The Annual Report was a requirement of the Procurement Reform Act and required to be made publicly available. It was noted that in the future the annual reports would cover the period 1 August to 31 July each year. The Committee was pleased to note the progress made in relation to the Procurement Strategy objectives. In looking ahead the Committee noted the objectives set for the coming year. However, it was also noted that not all regulated procurements were under the control of the College as some of these, such as utilities, were within the control of the Scottish Government. The procurement processes would develop further over the period of the Strategy. It was also noted that PCIP had directed the College team to speak to Clyde College regarding best practice in procurement. The Committee welcomed this report.

FPM156 MANAGEMENT ACCOUNTS TO 31 OCTOBER 2017 (FPM136)

The Committee received the Management Accounts for the first quarter to 31 October 2017. The Management Accounts presented forecast a financial deficit of £973,000 which was consistent with the deficit approved by the Board of Management at its meeting in June 2017 (BM374). They also showed an underlying operating break even position after accounting adjustments. The Committee noted this information and **approved** the Management Accounts for the period to 31 October 2017 which would be presented to the Board at its meeting in December for information. **[Action: DA; AR]**

FPM157 FINANCIAL STATEMENTS 2016/17

The Committee received the draft Performance and Accountability Report and Financial Statements for the year ended 31 July 2017. These would be discussed later at a joint meeting with the Audit Committee. The Committee was pleased to note that the College continued to generate a small operating surplus, had sufficient cash at bank to meet its on-going capital requirement, and continued to manage its debtors and creditors.

The Committee **agreed** that it was satisfied with the information provided and that the Performance and Accountability Report and Financial Statements 2017 be approved for presentation to the Joint meeting of the Audit Committee and this Committee. **[Action: DA; AR]**

The Committee also expressed their thanks to the Vice Principal Operations, the Director of Finance and Estates, the Head of Finance and Student Funding and their team for all their hard work in achieving such a good result for the College.

FPM158 AUDIT SCOTLAND REPORT (FPM99)

The Committee noted the Audit Scotland Report – Scotland’s Colleges 2017. Audit Scotland had made a number of recommendations for the Scottish Government, SFC and colleges. It was noted that a key recommendation for colleges was the need for 5 year financial planning to be in place, which the College already had in place.

FPM159 STRATEGIC RISK REGISTER (FPM142)

The Committee noted the Strategic Risk Register and was of the view that all the matters it contained were being addressed.

FPM160 BAD DEBT REPORT 2016/17 (FPM107)

The Committee noted the report on bad debt collection and write-off in 2016/17. The Committee noted the procedures in place and that all actions complied with College Financial Regulations.

FPM161 ANNUAL REVIEW OF BANKING ARRANGEMENTS (FPM103)

The Committee noted a report on the banking arrangements for the College, including the completion of the transfer to the Scottish Government’s banking service operated by the Royal Bank of Scotland, the bank loan agreements/covenants currently in place, and the bank signatories.

FPM162 ANNUAL REPORT ON TAXATION MATTERS (FPM106)

The Committee noted the annual report on taxation matters.

FPM163 INTERNAL AUDIT REPORTS

.1 Estates and Asset Management

The Committee noted the Internal Audit Report on Estates and Asset Management.

.2 Internal Audit Plan 2017/18

The Committee noted the Internal Audit Plan 2017/18.

FPM164 SCHEDULE OF BUSINESS 2017/18

The Committee noted its schedule of business for 2017/18.

FPM165 NEXT MEETING

Tuesday 6 March 2018 at 4.00 p.m. at the Clydebank Campus.

RESERVED BUSINESS

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

[Redacted content]

GMcA/22.11.17/Draft v2

ANNEX 1

West College Scotland

Board of Management

Finance and General Purposes Committee

Statement of Purpose

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

The main purpose of the Finance and General Purposes Committee will be to approve all key decisions taken in relation to finance, procurement, information technology and matters of a general nature that do not fall to other standing Committees. The Committee will further ensure that all areas of the College's financial performance, procurement and information technology are subject to best practice controls and review, ensuring solvency, sustainability, efficiency and innovation.

1. Remit

Finance

- To advise the Board of Management on key issues of the College's financial and resource management including:
 - solvency of the College
 - College cashflow
 - effectiveness and appropriateness of the utilisation of College resources
 - Financial Strategy
- To review and approve the Financial Regulations on an annual basis, or more frequently if required.
- To consider and advise the Board on:
 - financial forecasts and budgets in relation to the West Region Outcome Agreement.
 - any relevant taxation issues
- To consider the College's annual financial statements (at a joint meeting of the Audit and Finance and General Purposes committees).
- To monitor:
 - the College's financial performance against agreed budgets and consider ~~make recommendations on~~ major variations
 - all income
 - all material financial issues
 - ~~monthly~~ the management accounts.

- To advise the Board on investments and borrowing and to seek appropriate external advice.
- To ensure adherence to statutory requirements related to the College's financial affairs and compliance with the Financial Memorandum, Scottish Public Finance Manual (SPFM), and related guidance.
- To receive a regular report on bad debt write offs
- To consider, review and recommend to the Board, pension arrangements for College staff, in consultation with the Organisational Development and HR Committee.
- To receive an **annual** update on banking arrangements, including the Scottish Government banking arrangements and to **annually** approve the bank signatories.

Information Technology

- To agree and approve IT strategy and policies, ensuring these support the priorities and outcomes of the College;
- To advise the Board of Management on key issues relating to the College's information technology.
- To consider and promote the effective and efficient use of IT services.
- To consider information technology initiatives and innovations for use within the College, the resources required to implement these and to identify risks and opportunities associated with proposals.

Procurement

- To agree and approve financial regulations which ensure compliance with legal obligations in respect of tendering and contract procedures
- To agree and approve procurement strategy and policies that reflect best practice, ensuring these support the priorities and outcomes of the College and the achievement of efficiencies.
- Approve the awarding of contracts above £250,000
- To support development of:
 - supplier management and contract monitoring
 - electronic procurement systems
 - procurement performance management systems
 - collaborative opportunities

Risk

- To consider risk relating to the matters that fall within the Committee's remit and to agree what mitigating factors/actions are in place and what further action, if any, needs to be taken to address such matters of risk.

General Purposes

- Any other factors as required by the Board of Management

2. Membership

Membership of the Committee will comprise:

Three members of the Board of Management, one of whom will Chair, and the Principal.

Attending:

Vice Principal Operations

The Director of Finance and Estates

The Director of Information Technology

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

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

~~Chairs of other Committees~~ Other Board members can attend the meetings, with the approval of the Chair of the Finance and General Purposes Committee.

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

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

3. Frequency of Meetings

Normally will meet four times per year, but at least three times per year. Additional meetings will be convened as necessary.

4. Quorum

A quorum will be two members of the Board of Management.

5. Secretariat

Secretary to the Board of Management.

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

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

6. Review

The Remit will be subject to review annually

TITLE: **MANAGEMENT ACCOUNTS TO 31 OCTOBER 2017**

Background: This paper presents to the Board of Management the Management Accounts for the 3 month period to 31 October 2017. The management accounts were considered and approved by the Finance and General Purposes Committee on 21 November 2017.

Action: The Board of Management is requested to consider the Management Accounts to 31 October 2017.

Lead: David Alexander, Vice Principal Operations

Status: Open

1. Introduction

1.1 The Board of Management in June 2017 approved the 2016-17 budget which showed a deficit of £973,000. The deficit budget was created as a direct result of expenditure associated with utilising cash arising from net depreciation. This spend was previously referred to as net depreciation expenditure and is now referred as cash for other priorities.

1.2 The SFC considers that any deficit created through the spending of cash for other priorities to be a technical deficit and this is the case with the 2017-18 West College Scotland budget as shown below:

	2017-18 Budget	2017-18 Forecast as at October 2017
	£'000	£'000
Financial accounts deficit	(973)	(973)
Add back: Resource spend	1,012	1,012
Surplus after accounting adjustments	39	39

Table (1): Surplus before accounting for resource expenditure (Cash for other priorities)

1.3 The underlying operating position of the College is considered by the SFC and Audit Scotland to be a key indicator of the financial sustainability of the organisation. As can be seen from the table below the College budgeted for a small underlying operating surplus of £39,000 when the resource expenditure was adjusted for. This represents 0.1% of total income and is considered as a break even position.

For the year ended 31 July 2018	Actual 2016-17	Budget 2017-18	Forecast 2017-18
	£'000		
Surplus before adjustments	1,848	1,518	1,518
Depreciation	(4,758)	(4,698)	(4,698)
Deferred capital grant	1,771	1,691	1,691
Deficit after net depreciation adjustment	(1,139)	(1,489)	(1,498)
SFC historical estates maintenance release	1,216	1,529	1,529
Underlying operating surplus	77	39	39
Resource spend (net depreciation)	(1,172)	(1,012)	(1,012)
Pension adjustment at year end	(1,416)	0	0
Actuarial gain on pension valuation	1,572	0	0
Financial deficit after accounting adjustments	(939)	(973)	(973)

Table (2): Underlying Operating Surplus

1.4 The Management Accounts pack also includes information on:

- Performance indicators;
- Key risks associated with delivery of the 2017-18 budget;
- Cash flow analysis;
- Debtor information; and
- Student funding income and expenditure.

1.5 The College continues to maintain sufficient cash (approximately 30 days) to ensure that the operations of the organisation are not impacted. The management accounts include a cashflow indicating current cash holding and anticipated cash holdings over the next three quarter periods.

2.0 Conclusion

2.1 The Management Accounts were approved by the Finance and General Purposes Committee on 21 November 2017 and are presented to the Board of Management for consideration.

TITLE: JOINT MEETING OF AUDIT AND FINANCE AND GENERAL PURPOSES COMMITTEES
Minutes of the meeting held on 21 November 2017

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

1. Recommendations

.1 AFM11 Audit Report/Letter of Representation from External Auditors – the Committee agreed that the External Auditors report be approved and be forwarded to the Board for information, and **Recommends** to the Board that the Letter of Representation be approved and the Chair and the Principal be authorised to sign this on behalf of the Board.

.2 AFM12 Performance and Accountability Report/Financial Statements 2016/17 – the Committee **Recommends** to the Board that the Financial Statements for the year ended 31 July 2017 be approved and that the Chair of the Board and the Principal be authorised to sign these on behalf of the Board.

Both of these matters will have been discussed earlier at agenda item 10.

2. Matters for report

The Committee considered and approved the following reports:

- 2016/17 Credit Audit Report (AFM6)
- Student Support Funds 2016/17 Audit Report (AFM7)
- EMA 2016/17 Audit Report (AFM8)
- Internal Auditor Annual Report (AFM9)
- Audit Committee Annual Report (AFM10).

Lead: John McMillan, Chair of the Joint meeting of the Audit Committee and the Finance & General Purposes Committee

Status: Open

DRAFT

**JOINT MEETING OF AUDIT COMMITTEE AND
FINANCE AND GENERAL PURPOSES COMMITTEE**

MINUTES: 21 November 2017

Present: John McMillan (in the Chair)

Audit: Andrew Hetherington, Robin Downie, Stephen Vere, Graeme Bold.

FGP: Jim Hannigan, Audrey Cumberland, John Leburn.

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

Attending by invitation:

Stephen Pringle, Wylie & Bisset LLP (External Auditor for items at AFM6, 7 & 8) Lucy Nutley, Mazars LLP (External Auditor for items at AFM11 & 12).

Apologies: Angela Wilson.

AFM1 CLOSED SESSION

[Redacted]

[Redacted]

[Redacted]

[Redacted]

AFM2 WELCOME

The Chair welcomed everyone to the joint meeting of the Audit Committee and the Finance and General Purposes Committee.

AFM3 DECLARATION OF INTERESTS

John McMillan, Audrey Cumberland and David Alexander declared an interest as Trustees of the West College Scotland Foundation. David Alexander declared an interest as a Council member of the Scottish Funding Council (SFC) and Chair of the SFC Audit and Compliance Committee. Stephen Vere declared an interest as a Director of C3 Investments in Ayrshire College Education Limited.

AFM4 MINUTES

The minutes of the Joint meeting of the Audit Committee and the Finance and General Purposes Committee held on 22 November 2016 were approved.

AFM5 ACTIONS FROM THE MINUTES

The Committee noted that all actions arising from the previous minutes had been completed.

AFM6 2016/17 CREDIT AUDIT REPORT

The Committee received the Credit Audit Report for 2016/17 and was pleased to note that the External Auditors had issued an unqualified certificate which had been submitted to the Scottish Funding Council (SFC) on 27 October 2017. The External Auditors had confirmed that “the College has reasonable procedures and controls over the collection of data for the Credits return and assurance can be taken that the Credits count for the College is not materially mis-stated. The systems used by the College are satisfactory”. They also confirmed that of the 5 recommendations made in the 2015/16 report, 4 of these were now fully implemented and could be removed from the College’s Rolling Audit Action Plan. The 2016/17 report contained 1 low priority recommendation for action which would be built into the College’s Rolling Audit Action Plan and would be monitored by the Audit Committee.

It was noted that there had been a delay in submitting this report to SFC as there had been a late adjustment requested by the SFC. The College and Auditors had to wait until the SFC had confirmed that they were satisfied with this adjustment.

The Committee welcomed this information and **agreed** that the 2016/17 Credit Audit Report be approved and the 4 recommendations from the previous year that were fully implemented be removed from the Rolling Audit Action Plan.

[Action: AR]

AFM7 STUDENT SUPPORT FUNDS 2016/17 AUDIT REPORT

The Committee received the Student Support Funds Audit Report for 2016/17 and was pleased to note that the External Auditors had confirmed that the

College had used these funds in accordance with the guidance issued by SFC and that they were satisfied with the systems and controls of the administration and disbursement of these funds. There were no recommendations made in the 2016/17 report, and the Auditors had confirmed that the 1 recommendation from the previous year's report had been fully implemented.

The Committee welcomed this information and **agreed** that the Student Support Funds Audit Report for 2016/17 be approved and the 1 recommendation from the previous year be removed from the College's Rolling Audit Action Plan. **[Action: AR]**

AFM8 EMA 2016/17 AUDIT REPORT

The Committee received the Education Maintenance Allowance (EMA) Audit Report for 2016/17 and was pleased to note that the External Auditors had confirmed that they were satisfied with the systems and controls in place for the administration and disbursement of these funds and that the funds had been used in accordance with the guidance issued by SFC. It was noted that the Auditors had confirmed that the 1 recommendation from the previous report had been fully implemented and could be removed from the College's Rolling Audit Action Plan, and there was 1 low priority recommendation in this Audit Report that would be added to the College's Rolling Audit Action Plan and would be monitored by the Audit Committee.

The Committee welcomed this information and **agreed** that the Education Maintenance Allowance (EMA) Audit Report for 2016/17 be approved and the 1 recommendation arising from the previous report be removed from the College's Rolling Audit Action Plan. **[Action: AR]**

Mr Pringle left the meeting.

AFM9 INTERNAL AUDITOR ANNUAL REPORT

The Committee received the Annual Report for 2016/17 from the Internal Auditors and was pleased to note that this was a positive report. The Internal Auditors had confirmed that they were satisfied that the College "has an adequate and effective framework of governance, risk management and internal control, and proper arrangements are in place to promote value for money and deliver best value in the achievement of organisational objectives".

The Audit Committee had already reviewed this report and had been satisfied with it.

The Committee **agreed** that the Internal Auditor Annual Report 2016/17 be approved and be forwarded to the Board for information.

AFM10 AUDIT COMMITTEE ANNUAL REPORT

The Committee noted the Annual Report from the Audit Committee for the year to 31 July 2017 which was **approved** and would be forwarded to the Board for information.

AFM11 AUDIT REPORT/LETTER OF REPRESENTATION FROM EXTERNAL AUDITORS

Ms Nutley presented the External Auditors Report and Letter of Representation from the External Auditors, Mazars, for the year ending 31 July 2017. The Committee was pleased to note that the External Auditors were satisfied and had issued an unqualified audit opinion. The Committee also noted that there were no management recommendations arising from the 2016/17 audit.

[REDACTED]

The Committee noted that Mazars had also considered other matters and provided an opinion on financial management, financial sustainability, governance and transparency and value for money.

The External Auditor confirmed that she had received excellent support from College staff and particularly from the Finance Team and wished to record her thanks to them.

The Committee **agreed** that the External Auditors report be approved and be forwarded to the Board for consideration, and

RECOMMENDS to the Board that the Letter of Representation be approved and the Chair and the Principal be authorised to sign this on behalf of the Board. **[Action: DA; GMcA]**

AFM 12 PERFORMANCE AND ACCOUNTABILITY REPORT/FINANCIAL STATEMENTS 2016/17

The Committee received the Performance and Accountability Report and the Financial Statements for the year ended 31 July 2017. The Finance and General Purposes Committee had discussed the Performance and Accountability Report and the Financial Statements at its meeting earlier in the day and had been satisfied with the information presented (FPM157).

In discussion the following points were raised:

- The College had achieved an underlying operating surplus of £77k, which was effectively a break even position.
- The College was compliant with the Scottish Government banking arrangements and had moved its account to the Royal Bank of Scotland. There had been no impact on the Bank Covenants the College had in place.
- The External Auditor had confirmed that the Financial Statements had been prepared to a very high standard and the Committee could be assured by the information presented.

The Committee was satisfied with the information provided and, subject to some minor amendment to the wording around the valuation of fixed assets in the covering paper,

RECOMMENDS to the Board that the Financial Statements for the year ended 31 July 2017 be approved and that the Chair of the Board and the Principal be authorised to sign these on behalf of the Board. **[Action: AR; GMcA]**

AFM13 THANKS

The Chair thanked the members of the Committee and the External Auditors for their attendance at the meeting and their input to the business before the Committee. He also thanked the Vice Principal Operations, the Director of Finance and Estates, the Head of Finance and Student Funding and their team for all their efforts in producing the information for this meeting.

TITLE: RISK MANAGEMENT – STRATEGIC RISK REGISTER

Background: Under the Corporate Governance Code the Board of Management is tasked with ensuring a framework of risk management and control is in place. This paper:

- Presents to the Board of Management the considerations of Board Committees and the College Senior Management Team regarding the current Strategic Risk Register; and
- Provides a summary of other assurances regarding the adequacy of the management of risk within the College.

Action: The Board of Management is requested to review and approve the Strategic Risk Register and consider:

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

Lead: David Alexander, Vice Principal Operations
Alan Ritchie, Director of Finance and Estates

Status: Open

1. Risk Management Strategy

- 1.1 The West College Scotland Risk Management Strategy was approved by the Board of Management on 5 October 2015. The Strategy covers the period 2014-17 and was reviewed by the Board of Management Audit Committee in December 2016 with no material amendments made.

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

- 2.1 In reviewing the Strategic Risk Register the Senior Management Team have taken into account feedback from the following Board Committee's:

- Corporate Development;
- Finance and General Purposes;
- Joint Audit / Finance and General Purposes;
- Estates;
- Organisational Development and HR; and
- Learning, Teaching and Quality.

- 2.2 Each Committee considered that the strategic risk register captures the main strategic risks faced by the College. Some updates were suggested in relation to the mitigating actions – such as recognising for Estates risks that an outline business case has now been submitted to the Scottish Funding Council (SFC) for the Paisley Campus and work undertaken in regard to Business Continuity Planning - and these are reflected in the attached risk register.

- 2.3 The highest strategic risks are currently considered to be:

- 1) The impact of SFC funding changes;
- 2) Failure to secure estates capital funding for future investment or refurbishment;
and
- 3) Business cases for the development of the estate are delayed, impacting upon ability of College to recruit students/retain staff.

3. West College Scotland Risk Management Training and Assurance

- 3.1 As part of the ongoing development of College risk management systems the following training will be carried out during the coming period:

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

3.2 At the 21 November 2017 meeting of the Joint Audit/Finance and General Purposes Committee further assurance was provided to the Board of Management by the College internal auditors. The annual internal audit opinion must conclude on the overall adequacy and effectiveness of the organisation's framework of governance, risk management and control, and the internal audit opinion for 2016/17 stated the following:

"In our opinion WCS has an adequate and effective framework of governance, risk management and internal control, and proper arrangements are in place to promote value for money and deliver best value in the achievement of organisational objectives."

3.3 The 2016/17 Annual Audit report tabled by the College's external auditors, Mazars, at the Joint Audit/Finance and General Purposes Committee also stated the following in terms of governance, control and evaluation of risk:

- Mazars confirmed an unqualified opinion concerning:
 - The financial statements for the year ending 31 July 2017;
 - The regularity of income and expenditure; and
 - The remuneration and staff report, performance report and governance statement.
- The 2016/17 external audit report also considered that the College has:
 - effective arrangements, including budgetary control, that help Board members scrutinise finances;
 - adequate financial planning arrangements in place;
 - governance arrangements in place that provide appropriate scrutiny of decisions made by the Board; and
 - an effective performance management framework in place that supports progress towards the achievement of value for money

4. Conclusion

4.1 The Board of Management is requested to review and approve the strategic risk register and consider:

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

WEST COLLEGE SCOTLAND STRATEGIC RISK REGISTER 2017-18

Risk No.	Strategic Priority	Risk	Assessment pre mitigation			Mitigating Controls and Actions	Assessment post mitigation			Executive Responsible
			Risk Probability	Risk Impact	Risk Score		Risk Probability	Risk Impact	Risk Score	
1	1,2,3,11	Impact of SFC funding changes including credit, European, ELS, student support and estates maintenance funding.	5	4	20	1) Financial scenario planning undertaken along with development of 5 year financial plan 2) Robust budgetary / forecasting including production of monthly management accounts 3) Estates Strategy including objective to improve / rationalise the College estate 4) Commercial Development Group reporting to Corporate Development Committee. 5) Robust monitoring of current and future curriculum delivery plans (CMAP) including staffing needs 6) Significant work undertaken to embed Workforce Planning into College operations / planning. Positive internal audit report highlighting solid base position. 7) On going discussions and modelling with SFC. 8) Active involvement in external review groups - Credit review, Access and Inclusion, Rural and remoteness Premium and Student Funding.	4	4	16	VP Operations / VP Educational Leadership
2	1,2,3,11	Failure to secure estates capital funding for future investment or refurbishment.	5	4	20	1) College Estate Strategy submitted to SFC, reviewed by internal audit and Year 1 implementation update provided to Board of Management Estates Committee. 2) Continued engagement with SFC regarding the basis of the funding methodology for the allocation of estate maintenance resource. 3) Participation in SFC/sector Capital Working Group 4) Submission of Outline Business Case for Greenock campus to SFC; awaiting review. 5) Development of draft Outline Business Case for the future development of the Paisley campus. 6) Engagement on-going with SFC in relation to national estate condition survey review.	4	4	16	VP Operations
3	1,2,3,11	Business case for development of estate are delayed, impacting upon ability of College to recruit students / retain staff.	5	4	20	1) The College continues to actively engage with SFC, SFT and other key stakeholders. 2) College Estate Strategy highlights required estate investment for consideration by SFC and Scottish Government. 3) Option Appraisal and Outline Business Case considering future options for College estate in Greenock submitted to the SFC. 4) Outline Business Case for College estate in Paisley now concluded for review and submission to SFC. 5) Ongoing prioritisation of College estates funding in a way which links to priority projects, with update reports being provided to each meeting of the Board of Management Estates Committee. 6) Ongoing involvement in sector/SFC capital working group enables WCS input to ongoing discussions re SFC estates maintenance allocation methodology and capital allocations. 7) Engagement on-going with SFC in relation to national estate condition survey review.	4	4	16	VP Operations

Risk No.	Strategic Priority	Risk	Assessment pre mitigation			Mitigating Controls and Actions	Assessment post mitigation			Executive Responsible
			Risk Probability	Risk Impact	Risk Score		Risk Probability	Risk Impact	Risk Score	
4	3, 11	Impact and outcomes of National Pay Bargaining for both teaching and support staff	6	3	18	<ul style="list-style-type: none"> 1) WCS representation and involvement in national college Employers Association and national joint negotiating committee (NJNC). 2) Financial impact assessment / planning scenarios with the financial impacts of National Bargaining under ongoing discussion with the SFC. 3) Planning for impact of industrial action, with specific strike business continuity plans in place. 4) Local trade union negotiating committees for support and teaching staff continuing to meet on an ongoing basis in order to maintain positive College industrial relations. 5) Robust college sector and WCS communication plan. 6) Local workforce planning arrangements subject to positive internal audit review (May 2017) 	6	2	12	Principal
5	1, 3, 5, 6	Unable to meet student targets leading to a failure to deliver stated Regional Outcome Agreement objectives	5	3	15	<ul style="list-style-type: none"> 1) Robust internal monitoring, tracking and reporting procedures in place, including through College operational planning process and ongoing monitoring through the Board of Management and sub-committees. 2) Detailed Curriculum Development Planning and review process. 3) Ongoing engagement with SFC in relation to ROA outcomes. 4) Involvement with SFC advisory group on 'One Plus' 5) Blended approach to delivery of teaching and learning including distance and online learning. 6) Curriculum offering is reviewed to ensure employer and student needs are met and appropriate courses delivered. 	4	3	12	VP Educational Leadership
6	2, 11	Inadequate business continuity / contingency planning	3	4	12	<ul style="list-style-type: none"> 1) Internal audit report on Business Continuity Planning highlighted areas for development. Plans in place to action recommendations. 2) Communications to staff of procedures to be followed in the event of an incident. 3) Effective estate security procedures. 4) Adequate insurance cover. 5) Embedding of risk assessments. 6) Planned preventative measures in place, including alarms. 	3	3	9	VP Operations

Risk No.	Strategic Priority	Risk	Assessment pre mitigation			Mitigating Controls and Actions	Assessment post mitigation			Executive Responsible
			Risk Probability	Risk Impact	Risk Score		Risk Probability	Risk Impact	Risk Score	
7	2, 9, 11	Unable to develop and commence the implementation of an Estates Strategy that achieves the agreed criteria for size, quality, flexibility and carbon emissions	3	4	12	<ul style="list-style-type: none"> 1) Estate Strategy 2016-2026 approved by Board of Management and submitted to SFC. 2) Plans to improve infrastructure and equipment are in place. 3) Minimise possibility of unplanned closures through regular maintenance of physical assets. 4) On going discussions with funders and other stakeholders to identify potential funding / development opportunities. 5) 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 developed the College Estate Strategy 2016-26. 	3	3	9	VP Operations
8	3, 4, 11	Inability to maintain good staff relations	4	3	12	<ul style="list-style-type: none"> 1) Internal audit report on Workforce Planning indicated sound building blocks. 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 / negotiations 4) "Ask Audrey" staff engagement session and staff surveys undertaken. 5) Local trade union negotiation committees in place for teaching and support staff and meet on an ongoing basis 	3	3	9	Principal
9	3, 4,	Failure to implement a systematic approach to workforce planning resulting in lack of appropriate resources and skills to achieve strategic priorities	4	3	12	<ul style="list-style-type: none"> 1) Detailed teaching resource planning through use of curriculum mapping tool (CMAP). 2) Resourcing of support staff structures reviewed on an ongoing basis by Executive Management Team to ensure alignment with operational and strategic priorities. 3) Itrent HR and Payroll software developed to provide staff data and reports. 4) Professional Development Policies are aligned to strategic priorities. 5) Roll out of CPD review process now underway and supports succession planning, leadership development and assists in mitigating the impact of the loss of key staff. 6) Internal audit reviewed workforce planning as part of 2016/17 audit plan. 	3	3	9	VP Educational Leadership VP Operations
10	1,2,3,11	Failure to invest sufficient resource (financial / staff) into delivery of Carbon Management Plan (CMP) resulting in negative publicity for College.	3	3	9	<ul style="list-style-type: none"> 1) Approval of CMP by Board of Management in October 2016 with this subsequently being submitted to SFC. 2) Specific resource - staff and funding - allocated to allow CMP to be implemented. 3) Creation of Sustainability Group involving staff and student representatives. 4) CMP Plan and targets will be kept under review and revised should further funding become available. 	2	3	6	VP Operations

Risk No.	Strategic Priority	Risk	Assessment pre mitigation			Mitigating Controls and Actions	Assessment post mitigation			Executive Responsible
			Risk Probability	Risk Impact	Risk Score		Risk Probability	Risk Impact	Risk Score	
11	2, 3	Failure to maintain or acquire and use IT systems and infrastructure to support strategic improvement in business and learning processes	4	3	12	<ul style="list-style-type: none"> 1) IT Strategy, Policies / Procedures and system access processed in place. 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. 	3	2	6	VP Operations
12	5, 6, 8, 11	Inability to specify, deliver and implement effectively an approach to generation of alternative income	3	3	9	<ul style="list-style-type: none"> 1) Development of strong partnerships with local employers and stakeholders. 2) Development of operation plans. 3) Adaption of course portfolio to meet student / employer needs. 4) Financial strategy and financial planning. 5) Review of resources required within Curriculum Development Planning procedure. 6) Annual financial target is agreed and closely monitored by the Corporate Development Committee. 7) Commercial Development Group reporting to Corporate Development Committee. 	3	2	6	VP Corporate Development
13	11	Inability to ensure a holistic response to data and information governance, including compliance with the General Data Protection Regulations (GDPR).	3	3	9	<ul style="list-style-type: none"> 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 will have oversight of the information risk assessment process. 3) Update reports to SMT and OD&HR Committee on progress made. 4) Active engagement across the College to ensure collaborative approach to addressing issues raised. 5) Data Protection concepts and principles already embedded within the operations of the College. 6) Working with other Colleges to pool resources and minimise duplication of effort. 	3	2	6	Principal
14	1, 3, 5, 6	Normal business activities are unduly affected due to the complexity of sequencing estates investment works	4	2	8	<ul style="list-style-type: none"> 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
15	1, 3, 5, 8	Investment plans do not reflect future requirements. Sector and/or market expectations do not materialise or are markedly different resulting in changes to future delivery plans.	3	3	9	<ul style="list-style-type: none"> 1) Developed environmental scanning process in place 2) Operational planning process in place linked to resource requests. 3) Detailed resource allocation process and ability to address ad hoc requests. 	2	3	6	VP Educational Leadership VP Operations

Risk No.	Strategic Priority	Risk	Assessment pre mitigation			Mitigating Controls and Actions	Assessment post mitigation			Executive Responsible
			Risk Probability	Risk Impact	Risk Score		Risk Probability	Risk Impact	Risk Score	
16	9, 10, 11	Failure to analyse and respond effectively to changes such as ONS implications, net depreciation / resource impact, year end and insurance	3	2	6	1) Participation in a number of sector working groups. 2) Established team and knowledge base to allow impact of changes to be assessed. 3) Developed budget / forecasting models. 4) Further areas of review expected - commercial insurance and allocation of cash arising from net depreciation - WCS represented on sector Financial Directors group in order to provide input to these key areas of consideration.	1	2	2	VP Operations

STRATEGIC PRIORITIES

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

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

Risks - Probability x Impact Score Grid

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

TITLE: REVIEW OF RECENT COURT JUDEGMENTS

Background: The Board will recall that the Scottish Government removed all bar 1 member of the Board of Management at Clyde College. The staff member of the Clyde Board took legal action in light of this decision and sought a Court ruling on the matter. A summary of the Court ruling is attached for information along with a paper produced by the Good Governance Steering Group which considered these findings and the implications for the future development of the Code of Good Governance for Scotland's Colleges. It should be noted that in addition to the legislation the Court referenced the Code of Good Governance in reaching its decision. Some of the main points emerging from this case are:

- The Code of Good Governance sets out the framework within which all colleges are expected to operate;
- The collective responsibility of Boards;
- Board members are not appointed to represent particular groups, their responsibilities are to the Board;
- Board members need to be clear about the statutory nature of the role and their responsibilities;
- The importance of Board papers for transparency and effective governance.

Action: The Board is asked to note the information emerging from the recent Court judgements and the additional comment made by the Good Governance Steering Group (of Colleges Scotland).

Lead: Keith McKellar, Chair, Board of Management

Status: Open

4.2 - Review of Recent Court Judgements/Rulings

Interaction between *Laverie v The Scottish Ministers* Decision and *Code of Good Governance for Scotland's Colleges*

This paper aims to highlight points arising from the decision in *Laverie v The Scottish Ministers* which interact with or may be useful to consider in the future development of the *Code of Good Governance for Scotland's Colleges*. Details of the case and the Court's decision is outlined in Annex 1.

1. The Code was effectively endorsed and referenced by the Court as making provision for various governance aspects which were identified as being issues in the circumstances of the *Laverie* case. As highlighted in Annex 1, the issues that form the background to the *Laverie* case are largely already addressed in the Code and for the most part the facts outlined in the case appear to show failures to observe the Code rather than any omission or lack of clarity in the Code.
2. There is a balance to be struck between making sure Board Members (and potential Board Members) are aware of their responsibilities and avoiding Board candidates from being put off from the role by making it appear too onerous or challenging by over-emphasising the scale of the commitment and the risk of removal/disqualification.
3. The Code is drawn in terms of general principles, providing a framework within which individual colleges must develop their own specific policies and procedures to ensure adherence to the principles of the Code. It would not necessarily be practical for the Code to be too prescriptive around the detail of how colleges should implement the Code in practice. However, it is important that Boards ensure that they are aware of the content of the Code, what that requires of them and the practical steps their college has taken to implement the Code. **One way in which the Code could be developed to help Board members might be to identify practical steps which colleges/Boards could consider taking in response to the principles set out in the Code.**
4. One of the key points from the *Laverie* decision is the emphasis placed by the Court on the collective responsibility of Boards. In response to Mr *Laverie's* efforts to argue that he personally bore no responsibility for the shortcomings of the Board identified by the Cabinet Secretary, the Court was unequivocal that collective responsibility is a central feature of the Board's governance – mismanagement or failures/ breakdowns of governance are the responsibility of a Board as a whole, and all members are potentially liable and therefore at risk of removal and disqualification in these circumstances. **Although the Code does acknowledge collective responsibility, it may be worth adding a specific principle expanding on what this means in practice** (e.g. making clear that absence of individual culpability is irrelevant, tying in the obligation to act on concerns, identifying that particular roles/areas of expertise do not absolve other Board members from responsibility for those aspects).
5. As part of his case, Mr *Laverie* argued that he would be prevented from exercising his role as a Trade Union representative as a result of his disqualification from serving as a Board member in the future. In rejecting this argument, the Court made clear that there is no "representative element" to serving as a Board member. Although Mr *Laverie* was elected by the college staff, his duties were to the Board and the college as a Board member and charity trustee, and his role did not carry with it any representative capacity – his duty was to act in the best interests of the college, not to represent the views of or guard the interests of any particular constituency (be that the staff generally or his Union). This is a point which can often be misunderstood by appointees/nominees to Boards generally. Although the Code

identifies the requirement to act in the best interests of a college rather than in the interests of any specific group at paragraph D.3, **it may be helpful to elaborate on and specifically address the “non-representative” point in the context of staff and student appointees.**

6. One of the points which the Court made in its decision in the Laverie case was that role of Board member is a public office provided for by statute, and the need for Board members to be aware of the statutory background in terms of their responsibilities and duties, and that they are voluntarily submitting to the legislative regime which includes provision for removal and disqualification. **Should the Code place more emphasis on the importance of awareness and understanding of the statutory nature of the role and the requirements of the legislation in terms of Board Members’ duties and responsibilities, and the consequences of failure to discharge them?**
7. The Code identifies (para C.4) that Board Members may be removed but does not currently mention the prospect of disqualification as a consequence of removal. **It may be appropriate to add reference to disqualification** as this was a particular issue highlighted by Mr Laverie, given his Trade Union involvement and possible wish to remain involved in a governance role in the college sector.
8. The reasons identified by the Cabinet Secretary for removal of the Board of Glasgow Clyde College (as referenced in the Laverie case) are as follows:

- Inadequate Board papers – specifically agendas and minutes

The importance of proper Board papers for transparency and effective governance, the Board’s responsibility for ensuring their production and publication, and the requirement for agendas are already provided for at paragraph C.7 of the Code. **Would it be worth adding emphasis that this goes beyond a purely administrative concern and is fundamental to evidencing the functioning of the Board?**

- Failure to replace the Board Secretary timeously

The importance of the role, detail around the functions of the Secretary, and the need to ensure the role is properly deputised in the Secretary’s absence are all already provided for in paragraph D.14 of the Code. It is not clear more could be done in the Code to address this point.

- Failure to observe specified limits on legal expenditure

In particular, the Court highlighted the Board’s improper delegation of responsibility for ensuring the limits were not exceeded as a failing. Ultimate responsibility for compliance lay with the Board and the Board should have exercised proper scrutiny of the costs rather than delegating this to the college executive. Paragraphs C.22 and C.23 of the Code recognise the Board’s obligation to ensure compliance with the SFC Financial Memorandum and Scottish Public Finance Manual, and include reference to effective monitoring arrangements and reporting of financial matters by college staff. These are broad principles rather than detailed rules, but it is perhaps impractical to include in the Code any detail around particular spending limits, controls and lines of reporting, as these arrangements will vary from college to college. **It is clearly fundamentally important that Board members are aware of the financial parameters within which their college operates and continuously monitor the college’s financial position. Arguably, the importance of financial management and monitoring could possibly be given more prominence in the Code.**

- Improper delegation of functions to a Board member

The delegation to a single Board member of the decision to suspend the Principal appears to have been identified by the Cabinet Secretary as one of the relevant factors behind the removal Order. The Code makes provision for a scheme of delegation to be developed and acknowledges that incorporated and regional Boards have no power to delegate functions to individual Board Member at paragraph C.8.

- Relationship with students

The Laverie case does not elaborate on the nature of the difficulties behind the decision to remove. Section B of the Code is entirely concerned with the relationship between a college and its students. In addition, in relation to student Board Members, paragraph D.4 makes clear that student Board Members are “full” members of the Board and should not be excluded except where there is a clear conflict of interest.

Next Steps

Good Governance Steering Group members are invited to review this paper, discuss the points highlighted and advise on any further developments to the Code or exemplars.

Good Governance Steering Group
August 2017

Laverie v The Scottish Ministers – Case Summary/Comment

1. Mr Laverie challenged the decision by the Scottish Government to remove all but one member of the Board of Management of Glasgow Clyde College, along with the consequent disqualification from serving as a Board Member in the further and higher education sector in future.
2. Mr Laverie’s arguments were grouped under two main headings:
 - 2.1 Firstly, that the Order was contrary to Mr Laverie’s human rights and therefore unlawful. This argument stems from the principle that the Scottish Parliament/Scottish Government’s power to legislate is limited by a requirement that any piece of legislation is consistent with the European Convention on Human Rights (“ECHR”), and is open to challenge if it is not. There were three strands to this argument, each based on a right from an Article of ECHR:
 - Article 6 – in relation to determination of civil rights and obligations, everyone is entitled to a fair hearing by an independent and impartial body. The Court rejected that the office of Board Member constituted a “civil right” on the basis that the right had no personal or economic character, and was an elected, unpaid role rather than analogous to employment. The right of college staff to participate in a process of election to a college Board was not a civil right. In any event, the Court also rejected the argument that the process was unfair – see comments below on process.
 - Article 11 – the right to freedom of peaceful assembly and association, including to form and join trade unions. The Court determined that the disqualification Order did not in any way restrict this right. Mr Laverie’s status as an EIS member was completely independent from his election as a Board Member. In no sense was Mr Laverie representing his union, nor did he have any differentiated status on the Board as a consequence of his union membership.
 - Article 1 Protocol 1 – the right to peaceful enjoyment of possessions. The Court rejected the argument that the office of Board Member was a possession capable of being protected by this Article, on the basis that the role does not constitute a right or economic interest or asset with any monetary value or which can be transferred or disposed of.
 - 2.2 Secondly, challenges to the decision-making process, primarily on the following grounds:
 - The removal of Mr Laverie was an irrational and unreasonable decision given that no personal or individual failure on his part was suggested. In rejecting this argument, the Court made clear the collective responsibility of all Board Members for the proper discharge of the Board’s responsibilities. The decision for the Cabinet Secretary was whether the Board’s discharge of its governance responsibilities as a whole had fallen sufficiently short of the required standard to justify removal, not the role or extent to which that collective failure was attributable to any individual. The Court found that the decision to remove was within the range of reasonable responses to the circumstances, and one which the Cabinet Secretary was entitled to make. The decision had to be so unreasonable as to be irrational in order for Mr Laverie to succeed on this point and it could not be described as such.
 - The process by which Mr Laverie was removed was not sufficiently transparent, fair and impartial, and the procedures were materially unfair. The Court determined that removal had been effected in line with the statutory procedure for such a decision (barring one procedural issue around timing of the Order, which the Court did not consider material), and had allowed for representations to be made by Board Members, both individually and collectively. The right afforded to Mr Laverie to challenge the Order by the proceedings before the Court constituted sufficient opportunity for review. Following an alternative process which allowed

Board Members the opportunity to resign before a removal Order was made would defeat the purpose of the disqualification provided for in the legislation.

Key Points/Comments from the Court's Decision

3. The Court very clearly emphasised the principle of collective responsibility of Boards of Management:
"[122]...collective responsibility is a central feature. Where the petitioner in his submissions or the Board (in its responses to the Cabinet Secretary) refer to not being responsible for particular matters, this simply fails to recognise that responsibility for the management of the affairs of the college rests with the Board of Management."
4. Board Members do not represent the parties to whom they owe their appointment to the Board:
"[133] As to the petitioner's argument that he was a representative of the academic staff, the reality is that his obligations as a member of the Board were not to the constituency from which he was elected. As the key documents demonstrate, the Board of Management does not operate on the basis of members representing individual constituencies."
5. The importance of Board papers. Among the arguments advanced by Mr Laverie was a suggestion that some of the failings identified by the Report into the governance issues at Glasgow Clyde College were relatively minor issues. This was very clearly rejected by the Court:
"[134] Agendas and minutes of Board meetings have particular importance. They are certainly not minor or immaterial aspects of the Board's functions. These documents are open to inspection, including by members of the public. That is a normal consequence of the need for transparency in a process which involves responsibility for the spending of substantial amounts of public money. The statute, the Code and the Constitution attach importance to agendas and minutes, and these are plainly significant documents. The Board had to make sure that the such documents were available and that other Board members were informed of their contents."
6. Overall responsibility of the Board for matters within its remit.
"[135]...it is clearly intended by the various governance and constitutional documents that it is the Board which is responsible for seeing to it that things are actually done in accordance with the rules and requirements. Indeed, that is the point of having a Board of Management. Proper management must involve the scrutiny and challenge of matters relevant to the Board's functions, such as the absence of the Board Secretary. On any view, the position of the Secretary is of major importance. Ultimately, this issue and indeed all aspects of management of the College come back to the Board as the executive body of the college."
7. Importance of public responsibility and accountability for Board Members:
"[156]... The simple reality is that those who serve on boards of management of this kind, which have important public responsibilities and duties, must recognise that they expose themselves to collective responsibility for the board's performance. That is repeatedly made clear in the governance and constitutional documents and the legislation provides that removal can be a consequence of mismanagement."
8. Board membership is not directly analogous to company directorship and comparisons between the role of Members of a Board of Management and the powers and duties of a company director should be treated with caution:
"[112] The petitioner's suggested analogy between the position of board member and that of company director is of no assistance. Members of the Board do not have powers of the sort that a company director has, whether executive or non-executive. Powers cannot be delegated to individual board members such as the petitioner. A company director will generally be remunerated and many directors have a contractual relationship with the company. A board member receives no remuneration and is not an employee."

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

Background: I have attached the following information which the Board is asked to note:

1. Committee membership, which has been updated in light of recent changes – see Annex 1.
2. The proposed Schedule of Business for 2017/18 – see Annex 2.
3. Dates of meetings in 2017/18 – see Annex 3.

Action: The Board is asked to note this information.

Lead: Gwen McArthur, Secretary to the Board

Status: Open

ANNEX 1

COMMITTEE MEMBERSHIP AND ATTENDING OFFICERS 2017-18

1. Audit Committee

Membership

John McMillan (Chair)
Andrew Hetherington
Robin Downie (co-opted)
Stephen Vere (co-opted)
Graeme Bold (co-opted)

Attending Officers

Audrey Cumberland, Principal
David Alexander, Vice Principal Operations
Alan Ritchie, Director of Finance and Estates
Gwen McArthur, Secretary

Internal Auditor – Chris Brown & Elizabeth Young, Scott Moncrieff
External Auditors – Lucy Nutley, Mazars

2. Corporate Development Committee

Membership

Mark Newlands (Chair)
Jim Hannigan (Vice Chair)
Jenifer Johnston
Audrey Cumberland
Keith McKellar (*ex officio*)

Attending Officers

Liz Connolly, Vice Principal Corporate Development
Sara Rae, Director of Business & Enterprise
Diarmid O'Hara, Director of Communications, Policy & Planning
Gwen McArthur, Secretary

3. Estates Committee

Membership

Nick Allan (Chair)
Andrew Hetherington (Vice Chair)
John McMillan
Audrey Cumberland
Keith McKellar (*ex officio*)

Attending Officers

David Alexander, Vice Principal Operations
Stephanie Graham, Vice Principal Educational Leadership
Alan Ritchie, Director of Finance and Estates
Peter Thorne, Head of Estates
Gwen McArthur, Secretary

4. Finance & General Purposes Committee

Membership

Jim Hannigan (Chair)
Audrey Cumberland
John Leburn
Angela Wilson
Keith McKellar (*ex officio*)

Attending Officers

David Alexander, Vice Principal Operations
Alan Ritchie, Director of Finance and Estates
David Black, Director of Information Technology
Vivienne Mulholland, Head of Finance and Student Funding
Gwen McArthur, Secretary

(**Plus** Internal and External Auditors receive papers)

5. Learning, Teaching & Quality Committee

Membership

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

Attending Officers

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

(**Plus** papers go to David Alexander, Vice Principal Operations)

6. Organisational Development & HR Committee

Membership

Lyndsay Lauder (Chair)
Audrey Cumberland
Linda Johnston
Keith McKellar (*ex officio*)

Attending Officers

David Gunn, Director of Organisational Development & HR
Gwen McArthur, Secretary

(**Plus** papers to go to David Alexander, Vice Principal Operations)

7. Nominations Committee

Membership

Keith McKellar (Chair)

Nick Allan

Mike Haggerty

Jacqueline Henry

Lyndsay Lauder

John McMillan

Mark Newlands

Alison Mitchell

Matthew Marsden, Student President

Attending Officer

Gwen McArthur, Secretary

8. Remuneration Committee

Membership

Mark Newlands (Chair)

Keith McKellar

Nick Allan

Mike Haggerty

Jacqueline Henry

Lyndsay Lauder

John McMillan

Attending Officer

David Gunn, Director of Organisational Development & HR

Gwen McArthur, Secretary

As at 16 November 2017

ANNEX 2

BOARD OF MANAGEMENT: SCHEDULE OF BUSINESS 2017/18

Date of meeting	Agenda items	Deadline for Papers
9 October 2017 Greenock Campus	<p>Main items of business Equality and Diversity Key Performance Indicators Board Development Action Plan SFC/Education Scotland Quality Arrangements: Evaluative Report and Enhancement Plan Estates development plans for Paisley Campus Corporate Parenting Regional Outcome Agreement Review Report 2016/17</p> <p>Committee reports Audit; Corporate Development; Estates; Organisational Development & HR; Nominations; Remuneration</p> <p>Development session: CONSENT and PREVENT</p>	27 September
4 December 2017 Paisley Campus	<p>Main items of business Feedback on Evaluation Report and Enhancement Plan Student Satisfaction Survey Outcomes Management Accounts</p> <p>Financial Statements for the year ending 31 July 2017 Report from External Auditor Annual Report from Audit Committee Annual Report from Internal Audit</p> <p>Committee reports Estates; Finance & General Purposes; Learning, Teaching & Quality; Organisational Development & HR.</p>	21 November
5 February 2018 Paisley Campus	<p>Main items of business Draft Regional Outcome Agreement 2017-20 Review of Risk Management Strategy and Strategic Risk Register Key Performance Indicators update</p> <p>Committee Reports Audit; Corporate Development</p>	24 January

<p>26 March 2018 Clydebank Campus</p>	<p>Main items of business Final Regional Outcome Agreement 2017-20 Corporate Parenting Update and Action Plan HR Annual Report Dates of meetings 2018/19</p> <p>Committee Reports Audit; Corporate Development; Estates; Finance & General Purposes; Learning, Teaching & Quality; Organisational Development & HR</p>	<p>14 March</p>
<p>April/May 2018 – date to be confirmed</p>	<p>Strategic and Development Session Strategic Review of Corporate Plan Review of Board Development Action Plan and annual effectiveness review</p>	
<p>18 June 2018 Paisley Campus</p>	<p>Main items of business Annual Review of Corporate Plan 2015-2020 Budget 2017/18 and Financial Strategy (including Budget for Students Association) Committee Reports on Progress against Regional Outcome Agreement</p> <p>Schedule of Business 2018/19</p> <p>Committee reports Audit; Corporate Development; Estates; Finance & General Purposes; Learning, Teaching & Quality; Organisational Development & HR</p>	<p>6 June</p>

PAPER 18 - ANNEX 3

Dates of Meetings in 2017/18

Committee	Aug	September	October	November	December	January	February	March	April	May	June
BOARD Mondays at 4.00 p.m.			9 G		4 P		5 P	26 C			18 P
Audit Thursdays at 4.00 p.m.		7 G			14 P			8 P		24 P	
Joint Audit & Finance				21 4.00 p.m.							
Finance and GP Tuesdays at 4.00 p.m.				21 2.00 p.m.				6			5
Corporate Development Tuesdays at 4.00 p.m.		5			12		20			22	
Estates Tuesdays at 4.00 p.m.		12 P		14 G			27 P			29 C	
OD&HR Wednesdays at 4.00 p.m.		13		8			14			16	
LTD Wednesdays at 4.00 p.m.			11 C				28 G			23 C	

NOTE: the venue for the Board and some Committee meetings will alternate between different Campuses as indicated above.

C = Clydebank; G = Greenock; P = Paisley.