West College Scotland

LEARNING, TEACHING AND QUALITY COMMITTEE

**WEDNESDAY 22 May 2019 at 4.00 p.m. in
Ardgowan 4, Finnart Street, Greenock Campus**

AGENDA

General Business
1. Apologies
2. Declaration of Interests
3. Minutes of the meeting held on 20 February 2019   Enclosed   MH
    Actions from the minutes   Enclosed   MH

4. Matters arising from the Minutes
    (and not otherwise on the agenda)

Main Items for Discussion and/or Approval

5. Update from Vice Principal Educational Leadership
    .1 Activity Update   Oral report   SG
    .2 Quality, Learning and Teaching Update   Oral report   CM

6. Students Association Update and Budget Report   Paper 6   NP

7. Draft Student Association Constitution   Paper 7   NP

8. Regional Outcome Agreement Monitoring   Paper 8   SG

9. Education Scotland Classroom Observation Report   Paper 9   CM

10. Enhancement Plan (EREP) monitoring of actions   Paper 10   CM

11. Curriculum initiatives in receipt of Development Funding   Paper 11   SG

12. SCQF Audit of College Credit Rated Activity   Paper 12   CM

13. Modern Slavery Statement   Paper 13   SG

14. Risk   Paper 14   SG

15. Dates of Meetings in 2019-20   Paper 15   GM

16. Any other business

Next meeting: Wednesday 13 November 2019 at 4.00 p.m. at the Clydebank Campus

Gwen McArthur
Secretary to the Committee

LEARNING, TEACHING AND QUALITY COMMITTEE

MINUTES: 20 February 2019

Present: Jacqueline Henry (in the Chair), Liz Connolly, Nicole Percival, Danny Walls, David Watson.

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

Attending by
Invitation: Janet Campbell, HMI Education Scotland; Ruth Binks, Corporate Director of Education, Communities and Organisational Development, Inverclyde Council.

Apologies: Mike Haggerty, Keith McKellar.

LM298 WELCOME AND MEMBERSHIP CHANGES

The Chair welcomed Janet Campbell, HMI Education Scotland; Ruth Binks, Corporate Director of Education, Communities and Organisational Development, Inverclyde Council; and Nicole Percival, Student President, to the meeting.

It was noted that Mac Murray had stood down from President of the Students Association and Nicole Percival was now the President. Peter Macleod had resigned from the Committee as he had moved to a new post. On behalf of the Committee the Chair thanked Mac and Peter for their contributions and wished them well in the future.

LM299 DECLARATION OF INTERESTS

None

LM300 MINUTES

The minutes of the meeting held on 24 October 2018 were approved.

LM301 ACTIONS FROM THE MINUTES

The Committee noted the actions from the minutes.

LM302 UPDATE FROM VICE PRINCIPAL EDUCATIONAL LEADERSHIP (LM286)

.1 Activity Update

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

- Since the last meeting there had been a number of changes in staffing, including the imminent departure of Anne Campbell, Assistant Principal. Consideration had been given to the staffing structure and there had been some re-allocation of duties and responsibilities. A paper was tabled showing these changes, which included changes for three Senior Management Team (SMT) Directors who would now take on the leadership of a curriculum Sector each in addition to their current roles. There had also been a number of changes at Sector Heads level as well. It was the intention for the SMT and the Sector Heads to meet on a more regular basis so that they could take a more strategic approach to business.
- It was noted that, under the terms and conditions of the agreement reached through National Bargaining, all temporary staff who had been employed by the College for more than two years would become permanent with effect from April 2019. This was a large exercise and all those staff involved would be issued with new contracts to confirm this change.
- The Vice Principal informed the Committee that the Centre for Performing Arts would be moving from their current base in Paisley town centre to accommodation on the Paisley campus. Refurbishment work of the identified space would take place in the period up to Christmas 2019 following which the staff and students would move into this space. This was a positive move for the staff and students which the Committee welcomed.
- The Vice Principal tabled a paper produced by the Scottish Funding Council (SFC) on the key functions and activities of STEM Hubs. It was noted that the STEM Hub Steering Group for the West region was already in place and a lot of activity was already underway. There had been good input from Local Authorities and the University of the West of Scotland but more input from employers was being sought.
- It was noted that applications for next session were now open. It was still the early stages but the number of applications looked positive at present, although there was some concern about the number of applications made to study at the Greenock campus. Consideration was being given to this matter and how best to address this.
- College promotional events, 'Choose Your Career Day', had been held in Clydebank, Greenock and Paisley. These had been different from the traditional 'Open Days' session, being run off-campus, and had been well attended by young people and employers.
- The College had delivered 86% of its target credits already this session and was on course to achieve the target for the year. It was noted that with the decline of young people in the area the College was looking to increase the number of older people who came to study at the College. The College was already reviewing its range of products, as part of the work being undertaken in Future Proofing Our College, and how to improve the delivery efficiency.
- It was noted that the Educational Institute for Scotland (EIS) had held two days of strike action, in January and February, and two more days, both in

March were planned. Actions was being taken to mitigate the impact these strike days would have on students.
- Richard Lochhead, Minister for Further Education, Higher Education and Science, would be visiting the College the following week.

.2 Quality, Learning and Teaching

Cathy MacNab, Director of Quality, Learning and Teaching, provided a report on the following:
- Preparation for Education Scotland learning and teaching reviews was underway. This would take place over three days, 12/13/14th March 2019, and all campuses would be covered. A series of course team meetings were planned to increase coverage. The College's own Education Scotland trained Associate Assessors (AA) would be involved in the process.
- Professional development of teaching staff through TQFE (5 candidates ongoing) and Teaching in Colleges Today (TiCT) programme (32 with 5 completed successfully) was taking place. College AAs would undertake the learning and teaching observation requirement. There was now a need to grow capacity as the numbers of TiCT candidates increased, and all temporary staff were being reminded of the opportunity to take up the Continuing Professional Development (CPD) on offer. Staff also undertake Learning and Development awards as required for teaching in vocational skills areas.
- The Student Behaviours Framework was currently out for consultation. Also a new Student Association Constitution was under development. It was intended to bring this revised Constitution to the next meeting and then to the Board in June for approval. **[Action: CM; NP]**
- The five colleges involved in the Scottish Government College Improvement Project (CIP) were holding bi-weekly WebEx on-line conferencing meetings, sharing progress on actions for improvement, as well as trying and testing small interventions. Attainment tracking was being used. Staff in West College Scotland were now embedding quality improvement methodology in designing and measuring improvements in their areas, including using tools such as run charts and driver diagrams. The next CIP two day residential meeting would be themed around learning and teaching and would take place at the end of March.
- Evaluative Report and Enhancement Plan (EREP) progress monitoring was continuing with spreadsheet monitoring of evidence, led by SMT and Head on each Quality Indicator from the 'How Good is Our College' framework. Curriculum evaluation and operational planning updates were also well underway and would provide evidence for 2018/19 Enhancement Planning, along with Curriculum Planning Reviews from December 2018 and Performance indicators for 2017/18. Particular emphasis was being placed on testing evidence and ensuring a degree of externality in verifying the evidence and impact.
- An SCQF Audit of college credit rated activity (around 2500 headcount unit enrolments) had been conducted recently, resulting in one immediate

action plus a number of recommendations, mainly relating to suggestions for procedural improvement, had been made. The report on this activity would come to the next meeting.   **[Action: CM]**

.3 Student Services and Communities

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

- Recruitment for Foundation Apprenticeships for 2019/20 and 2020/21 had now opened. So far there had been a good response with applications coming in from across the Region. Skills Development Scotland (SDS) had agreed to support the College in relation to its marketing activity in order to take a more targeted approach. The aim was to keep this as a Regional initiative and work with SDS and the Local Authorities involved so that a joint approach could be taken. It was recognised that it would be easier to recruit to a programme that was for one year, rather than asking young people to commit to two years.

- In relation to schools activity good progress had been made with each of the areas in the Region. In particular a different approach had been taken in Inverclyde which had proved to be more successful.

- There had been some growth in participation with local community engagement in each of the areas within the Region.

- The Student Counselling team were looking at an on-line support tool to help them with delivery of the counselling service.

- 'Gie us a Break Café's' had been launched and had been well attended. Consideration was being given to expanding this activity to include 'Gie us a break-fast' for those who might otherwise not get breakfast.

- Consideration was also being given to rolling out training for staff to help them deal with students who had mental health issues.

- All the sanitary dispenser machines in the College had now been changed so that free sanitary products could be provided to those who needed them.

- The College was the only College member of the Standalone Key Stakeholder Group Scotland. An event had been held at the Scottish Government, Holyrood building, recently which had involved a number of young people and which provided information to MSP's about the issues and difficulties that estranged higher education students experienced. This had been a successful event.

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

LM303 STUDENTS ASSOCIATION UPDATE (LM287)

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

- The Student President had taken part in a roundtable meeting, organised by NUS Scotland, of Student Presidents and Scottish Government Ministers. This meeting had been very positive and many issues had been raised with the Ministers.

- It was noted that an extra £36k was being allocated to Students Associations to train students to help those facing mental health issues. This funding had been provided through the NUS Think Positive strategy.
- Two mental health awareness events had been held in the College on 7 February. These had been run in partnership with the Health and Wellbeing Adviser and feedback obtained from students showed that these had proved to be well received. Further student events would be held on each of the three main campuses during March.
- The process to elect Officers to the Students Association was now underway. There had been quite a bit of interest from students and it was anticipated that elections would be held this year.
- A number of issues had been raised by the students at the Waterfront Campus which had led the Student President to meet with the Catering Manager to discuss the arrangements at the Waterfront Campus. Changes would be made and the situation would be monitored. The Student President had also met with staff from IT and new reporting arrangements had been put in place for reporting IT issues experienced by students at the Waterfront Campus. The Student President confirmed that she was satisfied with the actions taken so far.
- The Student President would shortly be attending a meeting with the SMT to discuss the production of a video campaign on mental health. This would involve both staff and students talking about their experience of mental health and the support that was available.
- The Committee noted the Budget Report from the Students Association.

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

LM304 REGIONAL OUTCOME AGREEMENT 2017-20 MONITORING (LM290)

The Committee noted the monitoring report on the Regional Outcome Agreement (ROA) 2017/18 – 2019/20. The Committee noted a paper provided by the Vice Principal Educational Leadership which summarised the changes to the ROA and provided further data that had not been available for the previous update. It was noted that the enrolments and the success rates for students from the most deprived areas (SIMD10) had both reduced in 2017-18. There had been an increase in the number of care experienced students but a fall in their success rates as well. The College did focus support on these students in order to help them as much as possible but this had not been reflected in their success rates and so this matter was under consideration to identify what other measures the College could take to improve the outcomes for these students. The Committee noted and welcomed the updated ROA monitoring report.

LM305 SECTOR PERFORMANCE AND PROFILE (BM512)

The Vice Principal Educational Leadership presented the Sector Performance and Profile charts that had been issued by the SFC. This had been discussed at the most recent Board meeting on 4 February 2019 where it had been well

received. In terms of success rates the FE full-time student success rate was above sector average but the part-time success rate was below average. For HE students the success rate was better for part-time students than full-time students. Overall the College tended to be mid sector level for both FE and HE success rates. The Committee noted this report.

LM306   ROA MEASUREMENT TABLE TARGETS

The Committee noted a table showing the targets set in the Regional Outcome Agreement (ROA) that had been achieved in 2016/17 and 2017/18, the targets that had been agreed for session 2018/19 as well as the targets for sessions 2019/20 and 2020/21. The College was required to review and update the targets in the ROA each year for the measurement table. The guidance issued by the SFC asks Colleges to consider setting 'more ambitious and challenging targets' in the ROA. The Committee discussed the targets in more detail and particularly those areas where the College was facing challenges in meeting the current target. The Committee supported the approach taken by the College team in deciding the targets to aim for. It was noted that the Vice Principal Educational Leadership would provide further information on the targets in the next edition of the ROA which would be considered at the next Board meeting in March prior to submission to the SFC.   **[Action: SG]**

LM307   EVALUATION REPORT AND ENHANCEMENT PLAN (LM289)

The Director of Quality, Learning and Teaching confirmed that the Evaluative Report 2017-18 and Enhancement Plan 2016/17 – 2020/21 had been submitted to the SFC by the end of October 2018 deadline. This report had been updated in light of the performance indicators produced in January 2019, which had helped the College to update the report and make the grading assessments. The updated report had been re-submitted to the SFC and had been endorsed. The College team were now working on actions within the Enhancement Plan.

Janet Campbell, HMI for the College, presented information to the Committee which summarised the process involved, the next steps that the College would need to take and the role of Education Scotland in the process. The Committee noted that the College would not need to submit another Evaluative Report this year and it already had an Enhancement Plan in place for the three year period. Education Scotland worked collaboratively with the colleges to finalise the reports and encouraged colleges to benchmark themselves against the sector data. West College Scotland used SMART objectives which Education Scotland welcomed and encouraged, which allowed the College to be realistic about its performance and outcomes. It was hoped that all the college reports would be published the following week which would allow colleges to compare their performance with others in the sector. It was also the intention of Education Scotland to produce an overview report which would identify any themes emerging from this process.

Education Scotland would continue its schedule of regular visits to colleges in order to monitor progress with the Enhancement Plan. Assessors from Education Scotland would be in the College in the next few weeks to observe teaching. Following this statement of assurance would be issued by Education Scotland which would cover the three main areas contained in the report, i.e. outcomes and impact; delivery of learning and services to support learning; and leadership and quality culture.

The Committee welcomed this information and thanked Janet Campbell for her presentation.

LM308 CURRICULUM PLANNING AND REVIEW SUMMARY 2018
The Committee noted the report on the outcomes of the Curriculum Planning and Review Summary 2018.

LM309 STUDENT FEEDBACK AND PROGRESSION BENCHMARKING
The Committee noted the Student Feedback and Progression Benchmarking Report 2018.

LM310 RISK (LM294)
The Committee noted the Strategic Risk Register which had been approved by the Board at its meeting on 4 February 2019. The Committee noted the information and had no changes to make.

LM311 NEXT MEETING
Wednesday 22 May 2019 at 4.00 p.m. at the Greenock Campus.

GMcA/1.03.19/Final

Learning, Teaching and Quality Committee: Meeting of 20 February 2019

Actions from the Minutes

Date of Meeting	Min Ref	Matter for Action	Responsible Person	Action Taken	Timescale (where applicable)
20 Feb 2019	LM302.2	Students Association Constitution – revised SA Constitution to be brought to next meeting	C MacNab N Percival		May meeting
	LM302.2	SCQF Audit of College credit rated activity – report to be brought to next meeting	C MacNab		May meeting
	LM306 290	ROA Measurement Table Targets – further information on targets to be included in next edition of ROA which would be presented to Board at its March meeting	S Graham	Revised ROA including further information on targets was provided to Board at its meeting on 25 March	Complete
		Action from previous minutes			
24 Oct 2018	LM281 268.2	'I Reflect' software – progress report to be provided to next meeting	C MacNab		May meeting in CM update
	LM286	Update from Vice Principal Educational Leadership – work coming through this Committee to be a theme for discussion at a future Board meeting	S Graham C MacNab I Forster-Smith	Full discussion of Regional Outcome Agreement held at February 2019 Board meeting.	Future meeting
	LM273 253	Education Scotland – Committee to receive regular updates on progress in addressing actions in Education Scotland report	C MacNab	Progress report provided to October meeting and February 2019	May meeting
11 Oct 2017	LM230.1	Activity Update from Vice Principal i.Scottish Government's Improvement Project – progress report to be provided to future meeting.	S Graham	i.Progress report provided to March 2018 meeting (LM248.1) The College is hosting the final event for all colleges on 5 June 19	Sector final report to be brought to the October meeting assuming it is published by then

7 Dec 2016	LM183.1 165.1	Dedicated E-assessment centres – funds provided and Committee to be kept informed of progress	S Graham	Moving forward with the last campus & Greenock will be operational by the autumn	Update will be provided in May meeting
12 Oct 2016	LM167.1	Vice Principal Update Further information on operation of Educational Committees to be provided	S Graham	Committees & groups have been reviewed by SMT. Committees are being replaced by Project Action Groups.	Update will be provided in the May meeting

GMcA/2.04.19/Updated 13.05.19

TITLE: **STUDENTS ASSOCIATION REPORT**

Action: The Committee is invited to consider and note the report from the Students Association. The updated budget report will be provided at the meeting.

Lead: Nicole Percival, President, Students Association

Status: Open

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

The SA are working on the development of the Student Association in partnership with NUS Scotland and the quality department. We are currently working on the constitution being updated and this has involved it being reduces in size. We are also working on developing a strategic plan for the SA which will be a way of providing some sustainability to the SA something which we do not currently have when new teams come in. Due to this and at the request of our incoming team we will be putting forward a business cases or a part time staff member, we are aware of financial difficulties which could be an issue however we have ways we believe could make this work. This would ensure that the sustainability of the SA is consistent whilst giving the elected officers the ability to continue in their own manifesto points.

Our second round of Student Rep Council (SRC) meetings were held in March however, we didn't have a high interest in these and due to this we have spoken to our student reps and discussed how we could make these meetings more effective. We discussed drops ins, department reps and changing the meeting times to over lunch. The most popular option was changing the time to 12-1 with lunch provided and we are trialling doing these this week and will pass the results onto the new incoming team.

We are working closely with the Student Services, in particular Scott Campbell with regards to the Going Further for Student Carers: Recognition Award. This is an award that the SA are very passionate about, the President in particular, due to previously being a carer for over 20 years. This award will ensure the college has support in place for our student carers, this is something we realise already exists, but we aren't promoting it as well as we can. We are hoping to have everything organised and will be looking to launch this in October 2019 during a week we have planned called 'Care Aware Week'.

The Student Association attended both the NUS Scotland and UK conferences this year and we are happy to announce we won 'Officer Team of The Year' at the NUS Scotland awards. Students who are our incoming officers also were able to attend at least one conference each which has meant they already have connections within the student movement to support them next year. Next year's Scotland President will again be Liam McCabe and UK President will be Zamzam Ibrahim.

Healthy Body, Healthy Mind is an ongoing campaign we have been working towards with the new Health and Wellbeing Advisor Kirsty. We have recently submitted our report and evidence for 3 stars

and we feel this is something which we can achieve, however, lack of physical activity is something we are aware may cause us not to get the full 3 stars. However, we are proud of the work we have done in partnership with Kirsty and are extremely happy to have a fantastic college colleague to work with when it comes to our student's mental health.

The SA has continued to have internal department meetings every month and this involved representation from various different departments within the college. This is also a great way to work in partnership with other departments on the issue and campaigns that the SA are planning to run. We did however identify that the people who attended this were from 3 departments as due to this we decided to invite heads, SMT and execs along to our planning meeting in June to look at how we can better involve them.

May marks mental health awareness and in partnership with HR and Student Services we have been running a month of mental health awareness with each week having a theme, week 1 was mental health awareness with some fun activities which included a rodeo bull and an assault course on campus. Week 2 is an online campaign around body image, healthy diet and stress management. Week 3 will look at additions and finance and we will have different organisations on campuses providing information and support to our students. Week 4 will be around gender based violence (GBV) and we will have organisations as well as NUS Scotland Women's Officer Shuwanna on campus making students aware of what GBV is as well as providing any support needed. We will then round the month up with an online general mental health support campaign.

Finally, with this being the last LTQ committee meeting that the current SA team will attend, we would like to thank everyone for their support.

Any questions are welcome.

TITLE: **STUDENT ASSOCIATION CONSTITUTION 2019-2022**

Background:

The Student Association Constitution has been reviewed. This paper presents the Draft version 1 of the revised approach and has been completed in partnership with National Union of Students (NUS).

Action: The Committee are asked to note, seek clarification and comment on the paper. If satisfied with the revised Students Association Constitution then the Committee is asked to recommend to the Board that it be approved for implementation with effect from 1 August 2019.

Lead: Nicole Percival, Student Association President.

Status: Open

TITLE: **REGIONAL OUTCOME AGREEMENT 2017-20 MONITORING**

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

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

Summary of progress:

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

Action: The Committee is invited to consider the performance to date on the measures within the new Regional Outcome Agreement.

Lead: Stephanie Graham, Vice Principal Educational Leadership

Status: Open.

REGIONAL OUTCOME AGREEMENT
THE WEST REGION

Academic years 2017-18 to 2019-20

Monitoring progress report for the Learning, Teaching & Quality Committee

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

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

Index	Page	Updated	Progress	Index	Page	Updated	Progress
Credits	2	Oct 18		**Quality**			
				• Student Outcomes and Retention	10	Oct 18	
Access				• **Articulation**	12	**May 19**	
• Deprivation	3	Jan 19		**Skills and Employability**			
• Disability	4	Oct 18		• STEM	13	Oct 18	
• Gender	5	Jan 19		• Work Experience	13	Jan 19	
• Age	7	Oct 18		• Apprenticeships, Employability and SDS	14	Oct 18	
• Ethnicity	7	Oct 18		**High Performing Institutions**			
• Corporate Parenting	8	Jan 19		• Student Association	14	Oct 18	
• Caring Responsibilities	8	Feb 18		• College Leaver Destination Survey	15	Feb 18	
• School College Programme	9	Jan 19		• Student Satisfaction and Engagement	16	Aug 18	

Monitoring performance

Credits

Measure		Actual 14-15	Actual 15-16	Actual 16-17	Target 17-18	Actual 17-18	Target 18-19	Target 19-20	Progress commentary
1a. Credits delivered	Core	159,434	159,175	159,048	159,025	160,293	157,855	157,855	
	ESF	7,086	7,086	7,086	7,086	7,086	6,368	6,368	
	Childcare				1,269				**On track to achieve target for 2018-19**
	Total	**166,520**	**166,261**	**166,134**	**167,380**	**167,479**	**164,223**	**164,223**	

Access - Deprivation

Measure		Actual 14-15	Actual 15-16	Actual 16-17	Target 17-18	Actual 17-18	Target 18-19	Target 19-20	Progress commentary
1c. Volume and Proportion of Credits delivered to learners in the most deprived 10% postcode areas	Volume	46,369	45,464	45,349	47,300	41,664			Credit target from SIMD10 students not met for 17-18 and a reduction on the previous years. Analysis added into ROA
	Proportion	**27.8%**	**27.35%**	**27.26%**	28.5%	**24.8%**	28.5%	29%	

Enrolments	WCS 13-14	WCS 14-15	WCS 15-16	WCS 16-17	WCS 17-18	Progress commentary
Full time students from the 10% most deprived postcodes	29.9%	30.7%	**30.5%**	30.6%	27%	There was an increase in students from SIMD10 for Renfrewshire but a decrease for our other local authority areas.
Full time FE students from the 10% most deprived postcodes	33.2%	34.4%	**34%**	34%	30%	The reduction in FE students may have an impact on the HE figures for 2018-19.
Full time HE students from the 10% most deprived postcodes	24.4%	24.7%	**25.8%**	24.9%	23%	
Full time students from the 20% most deprived postcodes	48.5%	49.4%	**48.8%**	48.6%	46.5%	Overall, whilst there has been a reduction, the College still has an exceptionally high proportion of students from SIMD10 and 20 compared to other colleges.
Full time FE students from the 20% most deprived postcodes	52.6%	54%	**54.5%**	52.9%	49.7%	
Full time HE students from the 20% most deprived postcodes	41.6%	41.9%	**41.4%**	41.7%	41.5%	

Commitment	Progress commentary
During the period of the Outcome Agreement, the College will work with Local Authorities and partners to deliver more provision specifically targeted to students from SIMD10 and 20 postcodes.	Undertaking work for Renfrewshire through Poverty Commission funding. Increased work with community learning in Inverclyde and Renfrewshire In-school delivery in across Inverclyde, Renfrewshire, WDC programme for disengaged learners
The College will undertake more detailed analysis of enrolments at curriculum level, to inform specific curriculum initiatives within the School College programme or within community learning and marketing approaches to particularly target students from deprived areas.	The College is using our involvement in the Scottish Government Improvement in Retention and Attainment project and will have some focus on SIMD10

Outcomes and Retention Courses over 160 hours 15-16	Completed successful 15-16	Completed successful 16 17	Completed successful 17-18	Completed partial success 15-16	Completed partial success 16-17	Completed partial success 17-18	Early withdrawal 15-16	Early withdrawal 16-17	Early withdrawal 17-18
From SIMD10	**57.6%**	**64.9%**	**61.4%**	**78.3%**	**80.8%**	**74.9%**	**6.9%**	**6.9%**	**6.4%**
Not from SIMD10	58%	67.1%	69.8%	85.2%	86.2%	80.1%	4.6%	4.2%	4.8%
Progress commentary	Improvements were made in retention and attainment for students not from SIMD10 but performance fell for those from SIMD10. This was more marked for HE courses. The gap in attainment widened for 2017-18. Early retention figures however became more similar with improvements for SIMD10 students.								

Disability

Measure	Disability	Actual 14-15	Actual 15-16	Actual 16-17	Target 17-18	Actual 17-18	Target 18-19	Target 19-20	Progress commentary
1d. Volume and Proportion of Credits relating to learners from different protected characteristic groups	Credits Proportion	28,435 **17.1%**	29,082 **17.5%**	29,267 **17.6%**	18%	33,442 **20%**	18.5%	19%	Increase in the credits and percentage of activity for students with a disability.

Commitment	Progress commentary
Seek project funding in partnership with Volunteering Matters to support learning disabilities students to engage in volunteering and access work experience, develop new networks and participate in community activities.	Funding from Volunteering Matters is no longer a possibility. The partnership, however, has provided opportunities for students. We have also established positive links with Engage Renfrewshire, Engage and other voluntary organisations who are keen to work with the Learner Development Sector.
Work with Gateways to design and market a pre employability programme for adults with mental health issues for inclusion in the 2017-18 portfolio.	A New pre employability course was successfully piloted from August 2017. However, the people referred from Mental Health partners had significant health challenges and discussions are ongoing about the target cohort for future provision. Discussions are ongoing about expanding this provision in Renfrewshire.
Provide staff CPD sessions on meeting the range of additional support needs including support for those students with Autism Spectrum Disorder.	This has not yet happened formally. However, Sector staff do provide advice and strategies for Servicing areas and staff across the College as required.

For courses lasting 160 hours or more	Students with a declared disability					Students without a declared disability		
	WCS 2014-15	WCS 2015-16	WCS 2016-17	Sector 2016-17	WCS 2017-18	WCS 2015-16	WCS 2016-17	WCS 2017-18
Completed Successfully and Partial success	83.9%	84.2%	84.6%	78.8%	85.5%	86.9%	85.1%	83.4%
Completed Successfully	62.5%	60.2%	68.1%	66.5%	67.4%	55.1%	66.4%	67.9%

Progress commentary

A very small reduction in overall success for students with a disability in 2017-18 but still retained a good level overall.
Success rates are in line with those students without a disability

Gender

Measure		Actual 14-15	Actual 15-16	Actual 16-17	Target 17-18	Actual 17-18	Target 18-19	Target 19-20	Progress commentary
1d. Volume and Proportion of Credits relating to learners from different protected characteristic groups and care leavers.	Male	72,207 **43.4%**	70,239 **42.25%**	74,204 **44.3%**	42%	74,205 **44.31%**	42%	42%	Further increase in percentage of activity for males. (Male participation is an SFC priority for the updated ROA)
	Female	94,219 **56.6%**	95,882 **57.67%**	92,696 **55.3%**	58%	92,697 **55.35%**	58%	58%	

West College Scotland Superclass	2015-26		2016-17		2017-18		Target 2019-20		Progress commentary
	Male	Female	Male	Female	Male	Female	Male	Female	
Vehicle Maintenance/Repair	91%	9%	94%	6%	93%	7%	86%	14%	In line with SFC Gender Action Plan, the College aims to increase by 5% the majority share in each superclass.
Electrical Engineering	97%	3%	98%	2%	98%	2%	92%	8%	
Mechanical Engineering	96%	4%	93%	7%	91%	9%	91%	9%	
Engineering/Technology (General)	91%	9%	92%	8%	93%	7%	86%	14%	Gender balance in 2017-18 improved most significantly in Mechanical Engineering, Construction and IT. It became more marked in Engineering and Child Care.
Building Services	99%	1%	99%	1%	99%	1%	94%	6%	
Building/Construction Operations	95%	5%	99%	1%	97%	3%	90%	10%	
Construction (General)	94%	6%	95%	5%	91%	9%	89%	11%	
IT: Computer Science/Programming/Systems	80%	20%	87%	13%	75%	25%	75%	25%	
Child Care Services	5%	95%	4%	96%	3%	97%	10%	90%	
Hair/Personal Care Services	3%	97%	4%	96%	4%	96%	8%	92%	

Commitments for enrolments	Progress commentary
Build on the work with employers to promote gender equality in their industries.	Construction continued to engage school pupils in tasters and involvement in 'Women into Construction'

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

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

Courses lasting more than 160 hours	Completed successful					Further withdrawal				Early Withdrawal				Progress commentary
	WCS 14-15	WCS 15-16	Sector 15-16	WCS 16-17	WCS 17-18	WCS 14-15	WCS 15-16	WCS 16-17	WCS 17-18	WCS 14-15	WCS 15-16	WCS 16-17	WCS 17-18	Success rates for FE males were significantly improved but almost the same for FE females and a greater gap, with females achieving less well. In HE however females had a better success rate and the HE male success dropped. Retention in HE was worse for both males and females
FE females	61.7%	51.2%	64.9%	64%	63.7%	12.1%	9.7%	10.1%	12%	7.1%	5.2%	5.1%	5%	
FE males	60.8%	60.8%	69.5%	66.6%	71.1%	12.1%	10.5%	9.4%	9%	5.7%	5.2%	5.2%	4.6%	
HE females	72.2%	68.2%	75.1%	72.3%	73.9%	10.8%	14.6%	11.8%	12.3%	4.6%	5.9%	5%	6.5%	
HE males	61.8%	63.7%	71.7%	70.5%	66.5%	9.9%	16%	10.4%	11.9%	5.4%	4.4%	3.4%	5.8%	

Commitment to improving attainment	Progress commentary
Connect students with mentors of the same gender within the curriculum or role models in the industry	Continued contribution to ECU Attracting Diversity project.
Ensure work-placements are well considered and supportive of gender equalities, including providing appropriate facilities.	WCS has been involved in national project (College and University) to develop guidance for ROA equality impact assessments.
Offer assertiveness/resilience training to minority genders	
Involve the Equality and Diversity Manager one to one meetings with students to ensure we are fully meeting their needs and to consider any appropriate adaptations to either suit them or other students studying in the curriculum.	
Analyse gender retention and attainment at course level and using student performance and feedback to inform any curriculum changes.	
Contribute to, and learn from the work of other educational institutions in, the ECU 'Attracting Diversity' cross sector project.	

Age

Measure		Actual 14-15	Actual 15-16	Actual 16-17	Target 17-18	Actual 17-18	Target 18-19	Target 19-20	Progress commentary
1b. Volume and Proportion of Credits delivered to learners aged 16-19 and 20-24	16-19	69,867 42%	66,254 40%	67,333 40.5%	40%	64,698 38.6%	40%	40%	A reduction in the proportion and credits for 16-19 year olds but increase for 20-24 year olds.
	20-24	36,211 21.7%	36,272 22%	35,305 21.3%	22%	37,315 22.3%	22%	22%	

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

Ethnicity

Measure		Actual 14-15	Actual 15-16	Actual 16-17	Target 17-18	Actual 17-18	Target 18-19	Target 19-20	Progress commentary
1d. Volume and Proportion of Credits relating to learners from different protected characteristic groups	BME students	676	801	765		954			An increase in the number and proportion of credits relating to students from black or ethnic minority backgrounds. Student demographics compare well with the local region, where approx. 2% of residents are BME. Student success rates for BME students improved although were still lower than for other students.
	Credits Proportion	6,232 3.7%	5,904 3.6%	6,730 4.1%	4.5%	7,596 4.5%	5%	5.5%	
	Student success rates	59.4%	60.2%	60.8%		63.3%			

Corporate Parenting

Measure		Actual 14-15	Actual 15-16	Actual 16-17	Target 17-18	Actual 17-18	Target 18-19	Target 19-20	Progress commentary
1d. Volume and Proportion of Credits relating to care leavers. (all ages)	**Credits** **Proportion**	870 0.52%	3,788 2.28%	3,119 1.88%	3,850 2%	2,463 1.47%	4,175 2.5%	5,010 3%	Reduction in credits for care experienced students of all ages. A very good increase in the number of care experienced students aged 16-26.
Number of Care Experienced 16-26		52	70	137		256			
Proportion of FT Care Experienced students successfully achieving a recognised qualification	**FT FE** **FT HE**	64.7% 71.4%	53.8% 66.7%	58.4% 55.6%	58% 64%	54.2% 50%	60% 66%	62% 68%	This success all for age groups and not just the 16-26 age group directly supported. Success rates reduced for both FE and HE and were significantly below those of other students.

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

Caring Responsibilities

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

School College Partnership

Measure		Actual 14-15	Actual 15-16	Actual 16-17	Target 17-18	Actual 17-18	Target 18-19	Target 19-20	Progress commentary
2a. Number of senior phase age pupils studying vocational qualifications delivered by colleges	Number	178	115	97	120	342	130	150	The number undertaking vocational as defined by SFC for this measure increased. This now includes Foundation Apprenticeships
2b. Volume and proportion of credits delivered to senior phase age pupils studying vocational qualifications delivered by colleges	Volume		398	610	700	1,373	750	800	
	Proportion		0.2%	0.4%	0.42%	0.8%	0.45%	0.5%	
2c. Volume and proportion of credits delivered to learners at S3 and above as part of 'school-college' provision.	Volume Proportion	6,227 3.7%	6,399 3.8%	6,855 4.1%	7,000 4%	7,400 4.5%	7,515 4.5%	8,350 5%	Target achieved and an increase in activity overall.
2d. Volume and proportion of Credits delivered at HE level to learners from SHEP schools	Volume Proportion	-	-	4.4%		5%			Enrolment forms did not require previous school to be completed prior to 17-18 onwards. Increase in student numbers 2017-18
4c. Proportion of senior phase age pupils successfully completing a vocational qualification	Proportion	59%	52.2%	67.8%	68%	68.2%	72%	74%	Improvement in attainment and in line with FT college rates and target

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

Quality - PIs
Student Outcomes and Retention

Measure		Actual 14-15	Actual 15-16	Actual 16-17	Target 17-18	Actual 17-18	Target 18-19	Target 19-20	Progress commentary
4a. Proportion of enrolled students successfully achieving a recognised qualification (FT & PT)	Full-time FE	59.7%	63.7%	68.7%	67%	69.3%	70%	73.5%	All figures increased and over target
	Part-time FE	64.3%	52.5%	67.6%	69%	72.3%	72%	74%	
	Full-time HE	67.1%	65.4%	68.7%	69%	69.1%	72%	74.5%	
	Part-time HE	76.5%	74.1%	76.9%	77%	79.9%	78%	79%	
4b. Proportion of enrolled SIMD10 students successfully achieving a recognised qualification (FT & PT)	Full-time FE	57.6%	61.1%	64.5%	64%	65.5%	66%	67.5%	All figures increased and over target other than full time HE
	Part-time FE	59.4%	53%	64.7%	65%	68.6%	68%	70%	
	Full-time HE	63.6%	61.7%	65.6%	66%	64.4%	68%	70.5%	
	Part-time HE	67.1%	69.1%	74.8%	73%	80.9%	74%	75%	

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

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

Early withdrawal

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

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

Articulation

Measure		Actual 14-15	Actual 15-16	Actual 16-17	Target 17-18	Actual 17-18	Target 18-19	Target 19-20	Progress commentary
7. Number and proportion of successful learners who have achieved HNC or HND qualifications articulating to degree level courses with advanced standing	Number Proportion	231 45.8%	275 49.2%	208 40.3%	274 48.2%	274 48.2%	270 49%	290 52%	**Top level data has recently been provided but SFC have not yet provided access to full database to allow further analysis**

Commitments	Progress commentary
The Student Advisory Services will continue to work closely with university partners to identify and promote articulation and transition opportunities, including open days, study facilities for OU students, summer schools, new programmes and enhanced articulation agreements.	Formal links with Glasgow School of Art being secured for a range of Creative Industries courses following joint meeting of agreement. **Articulation meetings held with Glasgow University and Stirling University.** **Successful validation of BA Drama with Queen Margaret University**

Skills & Employability

STEM

Measure		Actual 14-15	Actual 15-16	Actual 16-17	Target 17-18	Actual 17-18	Target 18-19	Target 19-20	Progress commentary
3. Volume and proportion of Credits delivered to learners enrolled on STEM courses	Volume Proportion	35,462 **21.3%**	34,433 **20.7%**	38,814 23.4%	36,500 22%	39,400 **23.5%**	38,410 23%	40,080 24%	Exceeded target Credits % of STEM: 21% IT (2% drop), 12% Science & Maths, 25% Construction (2% increase), 42% Engineering.

Work experience

Measure	Actual 14-15	Actual 15-16	Actual 16-17	Target 17-18	Actual 17-18	Target 18-19	Target 19-20	Progress commentary
6. Number of full-time learners with high quality work placement or workplace 'experience' as part of their programme of study		1,208 16.7%	3,114 41.9%	20%	3,001 41.1%	50%	55%	Increase in numbers of students with work placement within their courses. Ambitious targets to increase further in the future

Commitments	Progress commentary
Adopt a joint approach involving schools and local authorities with shared responsibility to grow work experience within senior phase vocational pathways.	Work with Local Authorities and Schools for Foundation Apprenticeships.
The Sector of Hospitality, Tourism and Languages will develop a sector specific standard to use with employers to agree expectations.	
The Learner Development Sector will map unit learning outcomes to career management skills for all courses to identify any gaps and make career management skills explicit for staff and students.	A template mapping the student, college and has been developed. By mid-October, curriculum teams will have identified current activity under the three headings. Once this data has been captured and by December 2017, an improvement plan to enhance current practices will be completed.
Formal links to Golden Jubilee Hospital including work experience, student placement and live project working	Formal Agreement reached through GJH Board and WCS. Project work commenced through Creative Industries and Construction areas leading to Easter and Summer student work placements
The College will further develop its partnership agreement with SDS to maximise opportunities to enhance the provision of Career Management Skills, individual and group careers guidance and advice, employability and enterprise skills and knowledge, and improve data sharing protocols to enable more effective support to students.	

Apprenticeships, Employability and SDS

Measure		Actual 14-15	Actual 15-16	Actual 16-17	Target 17-18	Actual 17-18	Target 18-19	Target 19-20	Progress commentary
5. Number of starts for direct contracted apprenticeships (including industry bodies such as CITB and SECTT)	CITB	214	302	297	269	306	278	288	Target not achieved for SDS contract but overall increase for 2017-18
	SECTT	227	321	367	340	368	353	365	
	SNIPEF	34	36	47	54	65	56	58	
	SDS contract	217	179	175	233	178	241	249	Contracts associated with CITB, SECTT and SNIPEF are not as yet signed for 2018-19. **This is a national issue and discussions are ongoing with contract leads.**
	Total	**692**	**838**	**886**	**896**	**917**	**928**	**960**	

Commitments	Progress commentary
Continue to develop new Foundation Apprenticeship frameworks and seek to continue to provide a minimum of 10% of all FAs available across the country	Foundation Apprenticeship partnership bid agreed and successful for 300 places for 2018-20. Staff recruited to support the development of Foundation Apprenticeships. Recruitment targets were not achieved for 2018-19

Foundation Apprenticeship partnership bid agreed and successful for 272 places for 2019-21**, recruitment however is low and these numbers will not be achieved** |
| Seek to become an early adopter of Graduate Level Apprenticeships | Meeting held with SDS |

High-performing institutions

Students' Association

Commitments	Progress commentary
The Students' Association has an action plan aligned to the national Framework for Developing Strong and Effective Student Associations and are using the new Self Evaluation tool kit as a method for continuous monitoring and review of activity. This will be a key driver in the development of a Student Partnership Agreement and annual revision of the Student Engagement Strategy.	Student partnership Agreement signed at the Board. The Student Association has been working with NUS Scotland on creating a new SA Constitution, fit for purpose in a regional college landscape. This work is potentially of national interest and has a completion target date of May 2018.
The College is committed to ensuring the Students' Association are encouraged and supported to play an increasingly active role in strategic and operational planning across the College.	The Student Association President has been actively involved in developing our college approach on the new quality framework HGIOC.
The College will continue to improve the cross-college recruitment of course representatives and work in partnership with the Students' Association to address their training needs and strengthen their engagement and contribution to overall college quality enhancement.	Course and class representatives have been recruited across all campuses and trained to carry out their roles by the College Student Experience Assistants in partnership with the Student Association. Training for specific interest groups has been delivered using tailored training materials. Faculty Rep councils have taken place on each campus.

College Leaver Destination survey

Measure		Actual 14-15	Actual 15-16	Actual 16-17	Target 17-18	Actual 17-18	Target 18-19	Target 19-20	Progress commentary
8. Number and proportion of full-time college qualifiers in work, training and/or further study 3-6 months after qualifying	FT FE	2,065 **96.1%**	2362 **96.2%**	96%	97.5%		98%	98%	FE FT – positive destinations in to work (FT or PT) or to further study is broadly in line with previous year results, and is 1% lower than target. HE FT – target achieved.
	FT HE	1,448 **93.9%**	1438 **94.8%**	95%	96%		97%	98%	

Commitments	Progress commentary
Work to confirm as many student destinations as possible and aim for over a 90% confirmation rate for full time student returns.	We were able to confirm destinations for 97% of successful completers in session 2015/16.
In addition to providing full time destination data for SFC, the College will initiate additional destination tracking for certain categories of part time students, to inform curriculum planning.	Over the summer of 2017, the college piloted some small scale destination tracking of part time students. This work will form the basis of a wider activity during summer 2018 where we will replicate the CLD FT completer's data collection activity with select Part Time programmes. CLD Slicer Tools are available to all staff via the College Quality Portal, enabling a drill down to course level destinations, and informing programme evaluation and improvement actions.
Curriculum Sectors will use the SFC College Leaver Destination tool within their curriculum review processes to consider any required action to improve student progression to employment or education.	

Student Satisfaction & engagement

Measure	Actual 15-16	Actual 16-17	Target 17-18	Actual 17-18	Target 18-19	Target 19-20	Progress commentary
9. SSES Survey – the percentage of students overall, satisfied with their college experience.	94%	95%	93%	93%	94%	95%	A positive increase in overall student satisfaction for 2016-17 but reduction in 2017-18, although the overall target was met.

Student Survey questions	2015-16	2016-17	2017-18	Progress commentary
Overall, I am satisfied with my college experience	94%	95%	93%	There was an improved positive response rate for all categories of question in the 2016-17 survey, other than the question relating to the impact of the Student Association and discussing individual progress.

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

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

Survey responses	Survey Response 15-16	Target 16-17	Actual 16-17	Target 17-18	Actual 17-18	Target 18-19	Target 19-20	Progress commentary
Full-time	31%	40%	33%	50%	26%	53%	55%	Increased survey responses and percentages of students responding in all modes of learning in 2016-17 but reductions in 2017-18 and targets not met.
Part-time	22%	25%	40%	30%	32%	35%	40%	
Distance Learning	17%	20%	19%	25%	17%	30%	35%	

TITLE: **Education Scotland Teaching and Learning Review Report April 2019**

Background:

Education Scotland undertook teaching and learning reviews in March 2019. The team was led by the College HMIE, Janet Campbell, who was accompanied by 2 HMIE and 6 Associate Assessors. The review covered a wide arrange of teaching areas across the College. The report is used to identify and share good practice, inform teaching staff CPD activities and offers externality as evidence in addressing actions in the Evaluative Report and Enhancement Plan.

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

Lead: Cathy MacNab, Assistant Principal, Performance and Skills

Status: Open

West College Scotland

Summary of learning and teaching observations: 12-14 March 2019

1   Context

Within the revised arrangements for assuring and improving the quality of provision and services in Scotland's colleges, Education Scotland has allocated a number of days to each college HMI to work on building capacity within colleges, together with a scrutiny role. This year Education Scotland has agreed with West College Scotland to a request from the college for some observation of learning and teaching across the three main campuses of the college – Clydebank, Paisley and Greenock (Finnart Street). Reviewers agreed with the college not to observe at Waterfront Campus on this occasion, for specific circumstances.

Education Scotland were asked to observe a random sample of lessons, based on what was available across all campuses during the days chosen for the exercise. Teaching staff were alerted to the fact that Education Scotland reviewers would be in the college, but were not informed of the specific, planned observations.   Other preparations were kept to a minimum, to ensure normal teaching practice was observed.

Over the three days, the college HMI was joined by two HMI colleagues, which allowed an HMI to be based in each campus. Six Associate Assessors (AAs) from other colleges were also deployed.   A total of 59 lessons were observed, followed by feedback and professional discussions with teaching staff. Reviewers also discussed some aspects of the college experience with learners.

The number of observations at the different campuses visited is included as **Annex 1**, for information.

Additionally, HMIs attended Course Team Meetings – chaired by the college's own AAs - in Sport, Hair and Make-up and ESOL.

2.   General reflections:

- From the sample, there were no poor lessons. All were effective, and learners were learning.
- There were a handful of highly effective lessons, with at least one observed in each campus. Reviewers noted strengths in Science, ESOL, some Engineering and Motor Vehicle.
- Reviewers observed a fair amount of "traditional" teacher-led lessons across all campuses.
- Overall, staff were very willing to engage with reviewers in the professional discussions, often thanking reviewers for the observation and valuing highly the feedback.
- Learners were generally very respectful in classes with only a couple of exceptions.
- Learners were articulate and measured in conversations with reviewers and described a very high level of satisfaction with their experience at the college.

3.   The college-devised Learning and Teaching Observation Record (LTOR) asked reviewers to evaluate across the following areas of the college experience:

3.1   Student engagement

Areas of positive practice:

- Overall, learners engaged very well in their teaching sessions. Teaching staff were well prepared for their lessons. They often introduced a range of activities which helped to keep learners engaged and motivated.
- Workshop and science tasks were particularly active and linked well to the learning outcomes.
- In the best lessons, learners were given real opportunities to influence topics and activities, encouraging engagement and commitment.

Areas for development:

- Engagement was constrained in some classes by high levels of absenteeism, resulting in very small groups.
- In a few lessons, some learners became disengaged due to the traditional teacher-centred approach, often involving much teacher talking and exposition on the whiteboard.
- Questioning techniques in a few lessons meant that responses came from a few learners only.   As a result, other learners remained passive and were not fully engaged.

3.2   Personalisation of learning

Areas of positive practice:

- For those learners with identified support needs, tailored support is provided sensitively and timeously. Staff are aware of these learners and plan their teaching approaches well to take into account individual needs.
- Teaching staff make appropriate adjustments to ensure less able learners cope with the challenges of their programmes.
- Overall, learners feel well supported by staff across the college.

Areas for development:

- Reviewers saw no real personalisation of complete programmes for individual learners. Generally, learners are treated as a class or cohort.
- In some lessons, opportunities for more effective differentiation of learning and teaching were missed.

3.3   Assessment for learning

Areas of positive practice:

- Most learners felt well-prepared for assessments. Teachers provided assessment schedules at the start of the programmes which learners found helpful.
- In the best lessons, ongoing formative assessment on practical tasks, together with useful recap helped to develop knowledge and understanding to good effect.

Area for development:

- Although assessment schedules were available for the entire programme, there were often bottlenecks for submissions and occasions when several deadlines had to be met within a very short timescale.

3.4   Creative/innovative teaching

Areas of positive practice:

- There was good variety of appropriate methodologies adopted in almost all classes. These methods made good use of the available technology. Video was used particularly well to re-enforce learning in the most effective lessons.
- In a few classes, there were good examples of student-led teaching sessions which went well, motivating and engaging their peers.
- Questioning and consolidating learning was done well in almost all classes and used to check and support understanding.

Area for development:

- The less effective lessons generally relied on traditional approaches. Teachers did some detailed exposition to the whole class and generally tried to engage learners through question and answer sessions.

3.5   Use of feedback

Areas of positive practice:

- Learners generally benefit from a high standard of regular and helpful feedback in most classes. Feedback is given online, in email, verbally, or in annotated notes.
- Feedback was helpfully offered to higher performing learners even when they had completed and passed assessments.
- Many teaching staff provide whole group and individual feedback throughout teaching sessions either by commentary to the group or through individual coaching. This supports learner understanding and helps improve learner confidence.
- Written learner feedback is evident through useful pro forma templates, designed to capture broader points of learning and areas for development.

Area for development:

- Good practice, in the use of the pro forma for providing written feedback to learners, could be more consistently shared across all areas of the college.

3.6   Use of digital technologies

Areas of positive practice:

- Most teaching staff demonstrated confidence when using SMART Boards during teaching sessions. They made good use of vocationally relevant *You Tube* videos to enhance understanding of vocational concepts during lessons.
- Learners were regularly signposted to the college *Moodle* platform where a broad range of vocational resources are stored for learner access.
- In some lessons, learners were encouraged to take photographs of their finished projects or tasks as evidence, using their smart phones.

Areas for development:

- Some learners regarded *Moodle* as simply a repository for teaching notes if they missed any classes, rather than as a VLE.
- In a few classes, the full functionality of SMART Boards was not used. For a few lessons, the SMART Boards were not working.
- Although class sets of netbooks were available and used frequently in many classes, learners were often frustrated where they had not been sufficiently charged prior to the start of the class.
- Many learners continue to be frustrated by the unreliability of connectivity in some areas across the college.

3.7   Managing the learning environment

Areas of positive practice:

- Overall, workshops, laboratories, salons etc are well-resourced and of good quality.
- Classroom management was good in almost all classes. Lessons were well planned, and learners were clear about what they should achieve within lessons.
- The atmosphere was focussed and purposeful, with well managed discussions and engagement in the most effective lessons.
- Appropriate and visible arrangements were in place where hygiene and health and safety were a key feature.

Areas for development:

- In some classrooms, the positions of whiteboards and SMART Boards limited the flexibility of the room layout and made circulation around the class a challenge.
- A few groups were too big for the rooms they were allocated and had limited space to work, and/or were short of chairs.
- Black-out for the use of SMART boards was not always effective and in some rooms temperature was too hot.
- Particularly small class groups were not actively encouraged to reorganise themselves so that activities were effective.

3.8   Class representatives

Areas of positive practice:

- Class representatives had been identified in most classes.
- Learners were able to identify issues they had raised directly with teaching staff and identify where action had been taken.
- Almost all learners were confident that they would normally raise any issues related to their programme with the relevant member of the teaching staff and would therefore not refer to a class representative.

Areas for development:

- Although training for class representatives had taken place, their role as part of the broader Student Association remains unclear amongst teaching staff and the wider learner population.
- Overall, learners had very little knowledge of the purpose of, and the work undertaken, by the Student Association.
- Class representatives, and learners generally, did not see any connection between class representation and the Student Association.

3.9   Professional discussions with staff being observed

Professional discussions with teaching staff - based on the prompts on the LTOR - led to wide-ranging and very varied responses that are more difficult to conflate into robust evaluations. Below, are what the review team regards as the main headlines:

- Some staff outlined to reviewers how they clearly adapt approaches to meet learner need. They try different techniques to support comprehension and understanding by learners. Many teaching staff take individual need into account when planning and delivering learning activities.
- Some staff utilise initial assessment information to determine programme suitability. They use their professional experience to determine whether learners are on the appropriate level of programme.
- Other staff receive formal and informal feedback from learners and this supports them to reflect on their approaches and make adjustments on an ongoing basis.
- Through observations and learner feedback staff determine how their approaches are working in the classroom. Some staff make use of anonymous post-it notes to receive feedback on teaching practice. Others self-reflect on how well the lesson went and make future adjustments.
- Staff attend college-based CPD events and they consult with their colleagues to help shape and inform teaching practice.
- Some staff complete college online update programmes. Others maintain good industry contacts to update their practice.
- General, recent updating on teaching methods has helped to highlight differentiation and a focus on those with specific support needs.
- The support services are responsive in providing specialised help where it may be needed, and they respond and communicate well with teaching staff.
- There are online programmes available for generic updating in areas mainly covered by legislation. Staff development days have specific and helpful themes. In addition, there are helpful departmental/section CPD activities, often related to subject development.
- The college responds well to requests from teaching staff to attend relevant external events.
- A few staff mentioned a lack of clarity about how long they would need to wait to undertake TQFE. Part-time staff were unclear about whether they would be supported at all in achieving TQFE status.
- Although personal progress of individual learners is regularly discussed, often informally and identifying learners at risk, there remains more to do in developing ownership of specific achievement rates for units by teaching staff, rather than relying on analysis of data at college level.
- Very few of the teaching staff were aware of national data and the potential it allows for comparisons across the college sector generally.

4   Other general reflections:

- Rooms generally were well resourced. Limitations in Clydebank campus rooms means there is very little flexibility around the layout.
- Overall, students were not always sufficiently challenged when they arrived late. Punctuality was an issue at Clydebank due to roadworks, traffic and weather in 7 out of 22 observations. In Greenock, punctuality was an issue in 5 out of the 19 observations.
- On the Paisley campus, 3 out of 18 classes had latecomers. The return after breaks was very relaxed in Paisley but appeared to be strict at the Clydebank Campus.
- Given it was the start of Block 3, overall the timetable information was accurate. A couple of staff remain on the timetables although they have left the college. A few informal room swaps had been made but reviewers were often helped by other college staff to find the class or others to observe. Timetable arrangements in the Greenock campus were the least accurate.

5   A few challenge questions:

➤ What did the college gain from this exercise?

➤ How can the college use the findings to supplement/complement any developing college processes for evaluating learning and teaching and sharing effective practice for the future?

➤ What will Education Scotland do with this report?

➤ What will the college do with this report?

➤ Next steps – moving to excellence?

Annex 1 – analysis of observations undertaken

(a) Observations by campus:

Clydebank	22
Greenock (Finnart Street)	19
Paisley	18
Total	59

(b) Observations by level:

Further Education	41
Higher Education	18
Total	59

(c) Observations by faculty:

Business	6
Care	3
Construction/Building Services	2
Creative and Digital	6
Engineering	6
ESOL	2
Essential Skills	4
Hair/Make-Up/Beauty	7
Hospitality	3
Humanities/Social Sciences	2
Learner Development	6
Motor Vehicle	5
Science	5
Sport	1
Travel	1
Total	59

(d) Attendance:

Attendance rate	78%

(e) Room layouts

Laboratories (Science & Computing)	15
Workshops	7
Groups	12
Rows	13
Salons	7
Kitchen/Restaurant	4
Other	1
Total	59

Janet P Campbell
College HMI
Education Scotland
11 April 2019

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

Background:

The quality arrangements for the College sector resulted in the submission of an Evaluative Report and Enhancement Plan, endorsed and published by Educations Scotland in March 2019. This paper highlights, to the Committee, the Enhancement Plan areas for development and the actions that the College is taking to address these.

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

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

Lead: Cathy MacNab, Assistant Principal, Performance and Skills

Status: Open

TITLE: **CURRICULUM INITIATIVES IN RECEIPT OF DEVELOPMENT FUNDING**

Background: The following document provides an overview of a number of curriculum

initiates and enhancements enabled through Development Funding. Our

Development Funding staff work with curriculum staff to source funding to

support their project ideas or highlight potential funding sources to

curriculum teams.

As can be seen from the examples provided, this funding is being secured to

support a wide range of initiatives enhancing student learning across the

College.

Action: For information.

Lead: Stephanie Graham, Vice Principal Educational Leadership

Status: Open.

Project: Complementary Therapies for Veterans

Themes: Health and wellbeing, community

Head of Sector: Karen Stevenson

Funding: Armed Forces Covenant Fund, ▮▮▮▮▮▮

Summary:

HNC Complementary Therapies students are working with local armed forces organisations to put the skills they are developing to good use, and improve the wellbeing of veterans suffering from a range of age and service-related conditions.

Students are providing support at Scottish War Blinded's Hawkhead Centre, and The Erskine Home in Bishopton, with at least 40 veterans expected to benefit over the course of the year. The therapies on offer include mindfulness, visualisation therapy, massage, and aromatherapy.

Quotes:

Sandra Docherty, Lecturer and project coordinator: "I've been delighted with how the members have embraced mindfulness. The veterans are very eager to participate and share life experiences. Ewa Surma, one of our HNC Complementary Thearies student, has also been attending the Hawkhead Centre every Monday conducting one-on-one sessions with the veterans. The sessions are also helping her to gain her HNC Complementary Therapies Clinical Practice."

George Buchanan, one of the students involved who is a veteran himself: "I have enjoyed everything about working at Erskine. My confidence has grown and I really am starting to believe I can be a professional complementary therapist. After leaving the services I was diagnosed with PTSD (post traumatic stress disorder) and fibromyalgia so I really have an understanding of what the other veterans have been through."

Veteran A: "I am practicing Mindfulness at home and feel much calmer. After a recent Blood Pressure check my doctor has told me to stop taking Medication for it as it has lowered quite a bit. Magic."

Project: Coding Clubs

Themes: STEM

Head of Sector: Paul McLaughlin

Funder: Digital Xtra, Glasgow Airport Flightpath Fund, Education Scotland, ██████

Summary:

Award winning computing Lecturer and Microsoft Innovative Educator Dr Amanda Ford has led on a programme of coding activity, spanning six funded projects since 2016.

With initial support from Digital Xtra, WCS delivered coding training to high school teachers from across Renfrewshire in 2016 and 2017, then provided follow-on support to help them set up their own coding clubs. WCS STEM Ambassadors helped facilitate the clubs, which were hugely popular with pupils.

Following on from these successes, further funding allowed us to expand the offer to primary schools in Renfrewshire and high schools in Inverclyde in 2019. Moreover, recent funding from Education Scotland has enabled Amanda to create digital resources and run online CPD sessions through Glow, with teachers participating from as far afield as Aberdeenshire and the Western Isles.

Quotes:

Computing science teacher: 'The impact on the students has been extremely positive and we have been delighted to launch something that will capture pupil's imagination and increase female participation in the Faculty.'

Project: Carevolution

Themes: STEM, innovation, cross-sector working

Head of Sector: Jacqueline McLellan

Funding: Ufi Charitable Trust, ███████

Summary:

WCS's Care and Innovation teams are working together to create a new mobile training app for homecare workers. The app will be called Homecare in your Pocket (HIP), and we are aiming to have a working prototype by September 2019.

Homecare is evolving, and the app will mean that learning related to the newer aspects of homecare work will be accessible to the dispersed homecare workforce. Bitesize learning materials will enable on-to-go learning in recognition of the time pressures faced by homecare workers, and the interactive format is well-suited to visual cue-identification.

We are working with a group of expert advisors from UWS, SSSC, and HRM Homecare.

Our HND Graphic Design students have also been working on a live client project to design the logo, icons, home screen, and promotional materials for the app.

Project: Bricks of Skills

Themes: STEM

Head of Sector: Tommy Campbell

Funding: European Commission, ██████████

Summary:

WCS is leading this Erasmus project, which brings together partners from six countries, working together to revolutionise clean energy training in the construction sector.

With our French, Italian, Czech, Cypriot, and Portuguese colleagues, the core objective of Bricks of Skills is the development of new Units of Learning Outcomes, which together will represent flexible learning pathways focused on renewable energy technologies. We are aiming to achieve mutual recognition of skills and qualifications, to help overcome the fragmentation of construction professions and lack of standardisation at EU level.

The project partners spent two days in Paisley in February 2019, and the project is scheduled to run until 2021.

Project: Ferguslie Team Adventures

Themes: Community, Health and Wellbeing

Head of Sector: Fiona McKenzie

Funder: National Lottery Community Fund – Awards for All, ▮▮▮▮

Summary:

Young people participating in our Prince's Trust Ferguslie Team Programme will benefit from residential adventure trips and opportunities to take part in snow sports thanks to National Lottery funding.

On residentials, young people will stay in cabins and take part in activities including mountain biking, archery, and raft building. These activities are designed to build strong team spirit, helping young people to build positive social relationships that can act as support networks as they move on from the Team Programme.

The snow sport element is being run in collaboration with Snow-Camp, a national youth charity that aims to help inner-city young people develop life skills through snow sports. Snow-Camp programmes offer young people the opportunity to progress from beginner level right through to becoming qualified snow sport instructors. For every hour spent on the slopes, young people spend the same amount of time in the classroom in guided life skills sessions, designed to help them reflect on the skills they are demonstrating on the slopes, including perseverance, commitment, listening, teamwork, patience, and responding to challenges.

Project: Erasmus Mobilities 2019

Heads of Sector: Sharon Gardiner, Alistair Rodgers, Tommy Campbell, Karen Stevenson, Paul McLaughlin, Jim McAllister

Funder: European Commission, ███████

Summary:

WCS has doubled the size of its Erasmus programme for 2019. Over the course of the year, 33 students will experience work or study with one of our partner colleges in Finland, Denmark, or Cyprus, and we will welcome students from these partners on placements in Scotland.

Six sectors are involved this year, with experiences including Professional Cookery students working in Michelin starred restaurants in Denmark, Motor Vehicle students working on jet skis in Cyprus, and Science students on placement with hospitals in Finland.

Quotes:

WCS computing student, Denmark 2019: 'This experience was amazing for me. The opportunity to go to another country and see how they learn and live was incredible. I would advise anyone given the chance to go for it and reap the rewards, and give yourself a broader outlook on life.'

WCS professional cookery student, Denmark 2019: 'I felt like they wanted us to learn whatever aspect of cooking or patisserie we wanted to learn about, and were very open and helpful about teaching us and telling us recipes, flavours and ideas, which was very inspiring.'

Project: Training kitchen investment

Themes: Estates, equalities, access

Head of Sector: Jim McAllister

Funder: Savoy Educational Trust, █████

Summary:

WCS students studying Hospitality courses at our Clydebank, Greenock, and Paisley campuses will benefit from new state of the art facilities.

Funding will be invested in restaurant software for our Clydebank and Greenock training restaurants, and the creation of an accessible workstation in our Paisley campus.

The software will be the Maitre'D electronic point of sale system, which is becoming standard across modern professional kitchens and restaurants. Our employer partners have highlighted to us that working with this kind of software is a key skill that we need to equip our students with to prepare them for modern industry practices. The college had already invested in this software on our Paisley campus, and we are now extending the benefits to students across our locations.

The accessible workstation will involve the creation of bespoke, adapted units, which will enable students who use wheelchairs or have other mobility-restricting disabilities to participate fully in Hospitality courses.

The work will take place over the next few months, and should be complete by the Summer.

Project: Work Ready Plus

Themes: Equalities, access

Head of Sector: Paul Martin

Funder: Scottish Government Employability Innovation and Integration Fund, █████████

Summary:

WCS and partner Values in Action Scotland worked together to deliver an innovative employment project, Work Ready Plus, providing a person centred package of employment support to adults with mild to moderate learning differences, autistic spectrum disorder, acquired brain injury, mental health problems or additional support needs. The project was set up to address the employment gap with only 14 in 100 young adults with learning differences currently moving to positive employment destinations.

The model incorporated proven supported employment approaches combined with innovative integration of vocational learning and skills provision, with the aim of moving individuals into Modern Apprenticeships or employment with accredited vocational qualifications.

The project supported 65 adults across the West Region and finished with a celebration event in March 2019. The team achieved outstanding results, and the project saw participants achieve 5 Modern Apprenticeships, 22 paid jobs, 40 SQA Employability Award, 7 training programme placements, 4 volunteering opportunities, and 13 places on mainstream college courses.

Project: Greenfingers Garden

Themes: Equalities, access, health and wellbeing

Head of Sector: Paul Martin

Funder: Grow Wild, ▮▮▮▮

Summary:
The Learner Development team secured a small grant to create a garden on the Paisley campus of the college, on the site of a previously demolished building. Students from a range of sectors are contributing to the creation of the garden, and it is being cultivated by classes of Learner Development students.

TITLE:	**SCQF AUDIT OF COLLEGE CREDIT RATED PROVISION**

Background:

The SCQF Partnership carried out an audit of the College credit rated activities in January 2019. A verbal update was provided to the Committee at the last meeting, pending receipt of the final written report, which is now available.

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

Lead: Cathy MacNab, Assistant Principal, Performance and Skills

Status: Open

SCQF Partnership – College Credit Rating Review Pilot Feedback

Name of College: West College Scotland (Paisley Campus)

Date submission received: 18/01/2019

Date of visit: 31/01/2019

Key contact at the college: Cathy MacNab (Director of Quality, Learning and Teaching)

The review team: Helen Murdoch (SCQFP); Lesley Wiseman (External Reviewer)

Attendees from the college: John Redman (Head of Quality and Professional Standards); Fiona Goggins (Quality Assurance and Examinations Manager)

1   Introduction

This report is prepared as part of the pilot process of reviewing the credit rating activities within colleges as outlined in the SFC updated guidance on colleges as SCQF credit-rating bodies (SFC/GD/01/2018).

The report provides a summary of the college's SCQF credit rating activities and the associated credit rating and quality assurance procedures together with any recommendation for actions or any agreed support from the SCQF Partnership.

This report is between the college and the SCQF Partnership.

2   Commentary on current credit rating activity

Curriculum teams are currently reviewing all credit rated (CR) provision to determine if it is still required, fit for purpose and at the correct SCQF level and credit points: that work should be completed by June 2019. It is noted that there was extensive review work completed in August with many inactive programmes having been archived.

A report on all reviewed CR programmes is presented for final approval to the Quality Standards Committee in May each year, with recommendations on review dates for each CR programme (normally 3-5 years).

In the past year the college has asked curriculum teams to identify programmes suitable for credit rating, and consequently four programmes in a range of curriculum areas have begun the credit rating process. None of this credit rating has been completed. In addition, the college

has an annual review of its provision each October/November, when possible credit rating of existing provision is flagged.

The college explained that it is considering amending its approval process, for credit rating and all other programme approvals, which will include a more substantial review stage immediately before final approval by its Quality Standards Committee (QSC).

The amount of college provision that is not CR is steadily reducing, in accordance with the college's SFC Regional Outcome Agreement and in order to provide the various benefits of CR qualifications for stakeholders.

3   Commentary on the detail and operation of the college's credit rating processes and the quality assurance arrangements

The college has a published Credit Rating Procedure which was revised in September 2018. This describes the credit rating of new programmes (with accompanying flowchart and sample forms) and the review of existing CR programmes (without accompanying forms). The procedure identifies three stage key stages in the credit rating process:

Stage 1: Non-accredited Provision identified

Stage 2: Levelling and Credit Rating

Stage 3: Quality Standards Committee (Final Approval)

Such a document is very helpful for those new to credit rating within the college as well as for succession purposes.

The operational management of credit rated (CR) provision has been standardised across the college and sits within identified curriculum teams, led by a Head of Sector with subject specialism in the appropriate discipline. The college's Quality Directorate support the credit rating process and feedback to curriculum teams on various aspects during the process. The outcome of credit rating is presented to the Quality Standards Committee for final approval.

As no new programmes have completed the credit rating process using this new procedure the college has not yet had the benefit of a reflecting on it. The SCQFP review team discussed some stages in the process which were not reflected in the flowchart and aspects of the credit rating process which were unclear to the SCQF Review Team e.g. what flows from the external review activity and how a decision not to approve suggested SCQF levels and credit point would be managed. The college indicated it would review its procedure and flow chart to ensure the content is comprehensive and accurate.

There was also discussion around some of the terminology used which included credit rating, accreditation and notional hours all of which were clarified. There was also discussion on the role of the 'Interim QSC' and that the associated Credit Rating Checklist form, used to provide feedback from the quality team throughout the CR process (intended to ensure robustness of the process), is not captured in the described procedure for credit rating nor in the associated flowchart; and the benefit of including the credit rating review form in the document..

While the current credit rating process is designed to have several stages, including external review, it was not clear to the SCQFP reviewers how the College ensures that the stages in

the process are always fully independent and participants appropriately skilled and informed. For example, in the initial evaluative report it is stated that all those involved in credit rating at stages 1-4 are encouraged/recommended to have undergone SCQF credit rating training, the flowchart indicates the Head of Sector should ensure team undertakes SCQF Training but is unclear if and how this is confirmed. Similarly the review team could comprise of curriculum teams from another college or employers or any other relevant external source but again it was unclear how the college assured itself that these review members were suitably trained in terms of credit rating.

The college acknowledged that the early stages of the process may be bypassed and this had been the case with some of the recent submissions received as much of the development work for the programmes put forward for credit rating had been undertaken by the curriculum prior to the creation of the new credit rating procedure, flowchart and associated paperwork.

In addition, the form used by external reviewers does not lend itself to recording any discussion or other comments on the proposed credit rating in such a way that this could be used to inform a final decision on, or future review of, credit rating of that programme. It was acknowledged that there may be e-mail correspondence that supported this, however there would be benefit in ensuring it is captured in one place.

In terms of the examples of completed credit rating review forms provided it was not always possible to identify the roles and expertise of those conducting the review, and in some cases the review was conducted by only one person despite the published procedure requiring that review should be undertaken by Head of Sector and relevant curriculum teams.

4   SCQF credit rated programme promotion, Database accuracy and certification

The SCQF database appeared to be up to date and the sample certificate provided met all SCQFP requirements. The number of learners certificated for the credit rated provision in the last twelve months was 1680.

The SCQF Officer noted that the online college prospectus appeared to be generally very accurate in terms of CR provision, although one archived programme still appears with a CR level (Promotion of Child Health). The SCQF diagram on the college website is out of date: the SCQFP Officer will provide a current one to replace it.

5   Staff Development for Credit Rating

The college noted that competing pressures make it difficult for staff to find the time to engage with SCQF training, although all quality staff have been able to attend credit rating training provided by SCQFP. The college was encouraged by the SCQFP Officer to take advantage of SCQFP presentations/workshops at college CPD opportunities and of small group bespoke sessions available on an *ad hoc* basis. The advantages of having a college 'SCQF Champion' with a positive experience of credit rating to promote was also highlighted by the SCQFP Officer.

6   Future plans of the CRB for SCQF credit rating

The college intends to continue to promote the SCQF and its benefits to stakeholders and will encourage curriculum teams to seek CR status for all of their provision.

7   Third Party Credit Rating

The college has no plans to undertake third-party credit rating at present, although noted that some curriculum teams are in discussions which could lead in that direction. The SCQFP Officer advised that additional training would be useful in those circumstances, and that SCQFP can provide example forms and other support to guide any development of third-party CR provision. The SCQFP review team informed the College that there is a scheduled sharing good practice event which will include the benefits and challenges of third-party credit rating, which college representatives may wish to attend.

8   Any other comments

College staff commented that they value the SCQF framework highly. They responded very positively to the review process, finding that the self-evaluation and face-to-face professional dialogue with the review team provided an opportunity to obtain a useful external view of college processes and identify areas for improvement. The college was keen to respond positively to any recommendations that emerged from the process and would welcome any future review opportunities of the same kind.

9   Agreed actions and support

The discussions summarised above had highlighted some areas in which the college's CR processes and monitoring of CR programmes might be made more robust. For example, the college will undertake updating of the Credit Rating Procedure document and associated forms in order to clarify the processes to be followed and captured in documentation at each stage of credit rating and credit rating review. The college will also consider how best to ensure that those involved in the credit rating process at key stages have appropriate expertise in credit rating as well as relevant subject expertise and are suitably independent. In addition, the college will review its prospectus to ensure accuracy in relation to programmes which are and are not currently on the SCQF framework, and the SCQF framework diagram will be updated.

SCQFP can provide training for staff in a form and at a time that suits the college and the SCQFP review team would encourage the college to take advantage of this and any other support SCQFP can offer.

The SCQFP review team would also encourage the college participate in the Sharing Good Practice event in March 2019.

SCQFP will supply an updated diagram for the website.

Appendix 1   Current SCQF Credit Rated Programmes

Programme Ref	Title	SCQF Level	SCQF Credits	Programme Owner	Credit Rating Body	Approval Date	Review Date
VOCACT2	Vocabulary in Action	2	8	West College Scotland	West College Scotland	29/02/2016	28/02/2019
VOCACT3	Vocabulary in Action	3	8	West College Scotland	West College Scotland	29/02/2016	28/02/2019
VOCACT4	Vocabulary in Action	4	8	West College Scotland	West College Scotland	29/02/2016	28/02/2019
VOCACT5	Vocabulary in Action	5	8	West College Scotland	West College Scotland	29/02/2016	28/02/2019
ESOLSL2	ESOL for Scottish Life	2	2	West College Scotland	West College Scotland	29/02/2016	28/02/2019
ESOLSL3	ESOL for Scottish Life	3	2	West College Scotland	West College Scotland	29/02/2016	28/02/2019
GRAMAC2	Grammar in Action	2	8	West College Scotland	West College Scotland	29/02/2016	28/02/2019
GRAMAC3	Grammar in Action	3	8	West College Scotland	West College Scotland	29/02/2016	28/02/2019
GRAMAC4	Grammar in Action	4	8	West College Scotland	West College Scotland	29/02/2016	28/02/2019
GRAMAC5	Grammar in Action	5	8	West College Scotland	West College Scotland	29/02/2016	28/02/2019
INDESOL	Induction to ESOL	2	2	West College Scotland	West College Scotland	29/02/2016	28/02/2019
INTPRON	Introduction to Pronunciation	3	4	West College Scotland	West College Scotland	29/02/2016	28/02/2019

TITLE: **MODERN SLAVERY STATEMENT**

Background: The Modern Slavery Act 2015 requires the College to produce a statement setting out the steps that it has taken to ensure that there is no modern slavery in the organisation nor its supply chains. The statement at Appendix A is made pursuant to the Modern Slavery Act 2015 and constitutes the College slavery and human trafficking statement for the financial year ending 31 July 2019.

                The Board of Management considered and approved the statement at its February meeting. In considering the statement produced for the financial year ending 31 July 2019 the Board was aware that it covered a range of College activities and was consistent with policies already in place, e.g. the Sustainability and Social Responsibility Statement and Equal Opportunities Procedure.

                While the College could not provide absolute assurance on this matter, it did make clear what it expected from its suppliers and others that it did business with. The statement will be reviewed annually and any amendments made at that time to take account of wider contextual issues identified during the year. For the year ending 31 July 2019 the Board of Management has asked that Committees consider the statement in relation to the areas that fall within their remit.

Action: The Committee is requested to review and consider the content of the statement in relation to its remit.

Lead: Stephanie Graham, Vice Principal

Status: Open

MODERN SLAVERY STATEMENT

The Modern Slavery Act 2015 requires the College to produce a statement setting out the steps they have taken to ensure that there is no modern slavery in their own organisation and in their supply chains.

This statement is made pursuant to section 54(1) of the Modern Slavery Act 2015 and constitutes our slavery and human trafficking statement for the financial year ending 31 July 2019. This statement was approved by the College Board of Management on 4 February 2019. We will review this statement annually.

OUR COMMITMENT

West College Scotland (WCS) adopts a zero-tolerance approach to slavery and human trafficking and is committed to protecting human rights. We will act ethically and responsibly in all of our relationships by working with suppliers that share and adhere to this commitment. We will also put in place reasonable measures to ensure that slavery and human trafficking does not occur within our own organisation or our supply chains.

OUR POLICIES ON SLAVERY & HUMAN TRAFFICKING

We operate a number of polices which support our commitment to human rights and which set out ways that we will minimise the risk of slavery and human trafficking. These policies include our Sustainability and Social Responsibility Statement and Equal Opportunities Procedure.

OUR SUPPLY CHAINS

We are committed to ensuring that there is no modern slavery or human trafficking in our supply chains or in any part of our business. Our procedures reflect our commitment to acting ethically and with integrity in all our business relationships and to implementing and enforcing effective controls to ensure slavery and human trafficking is not taking place anywhere in our supply chains.

Clydebank Campus
College Square, Queens' Quay
Clydebank, G81 1BF

Greenock Campus
Finnart Street
Greenock, PA16 8HF

Paisley Campus
Renfrew Road
Paisley, PA3 4DR

1

t 0300 600 60 60   **e** info@wcs.ac.uk   **w** www.westcollegescotland.ac.uk
Principal and Chief Executive Liz Connolly BA (Hons), MBA   West College Scotland is a registered Charity SC021185

We purchase a wide range of goods and services from suppliers including:

- ICT equipment and services
- Professional services
- Estates and facilities management goods and services
- Food and catering supplies
- Books and printing
- Teaching supplies
- Furniture and stationery
- Waste and recycling services

Procuring goods and services from suppliers linked to supply chains across the world presents risks of slavery and human trafficking. We have put in place the following measures to mitigate this risk:

Advanced Procurement for Universities and Colleges (APUC)

The College utilises the services of APUC to procure goods and services and of which WCS is a member. APUC requires all suppliers to sign a Supply Chain Code of Conduct confirming that it does not use forced, involuntary or underage labour, provides suitable working conditions and treats employees fairly. APUC is a Founder Member of Electronics Watch, an independent monitoring organisation working to achieve respect for labour rights in the global electronics industry through socially responsible public purchasing in Europe.

WCS Procurement Team currently utilises and is committed to the APUC Supply Chain Code of Code to underpin all tendering activity and supplier adoption.

Regulated Procurements

Every regulated procurement process conducted by the college requires tenderers to disclose whether the bidder or any member of their organisation with decision-making powers has been convicted in the last five years of any offence under Part 1 of the Human Trafficking and Exploitation (Scotland) Act 2015, or under any provision referred to in the Schedule to that Act. Tenderers that confirm such a conviction will be excluded from the process unless they can successfully demonstrate that they have self-cleansed. The Sustainable Public Procurement Prioritisation tool has been used to review high-risk categories including estates, food and catering, information and communication technology, laboratories and travel.

Modern Slavery Statement

For procurement that does not take place through the APUC or other purchasing organisation frameworks (exceeding £50,000 for goods and services and £2,000,000 for works), this statement is included with all tender documents and potential suppliers are required to complete and sign our modern slavery certificate. This certificate requires tendering suppliers to set out the measures that they take to ensure that slavery and human trafficking does not take place in their own organisation or supply chains

OUR PEOPLE

We have put in place the following measures to mitigate the risk of slavery or human trafficking taking place directly within our organisation:

Recruitment Practices

We carry out rigorous right to work checks for all new members of staff. When it is necessary to engage agency workers, we encourage all staff to use recruitment agencies who have met our rigorous procurement procedures.

Pay

We comply with all pay related legislation and the College is a Living Wage Employer.

Working Conditions

Our Health and Safety Team oversee the College's compliance with health and safety legislation across our campuses. We are committed to fair working practices and publish a range of policies and procedures setting out our approach to health and safety, well-being at work and family friendly rights.

Whistleblowing

All employees are encouraged to raise concerns about possible wrongdoing or malpractice within the College and will be protected from any reprisals should they choose to make such a disclosure. This commitment is set out in the College's Public Interest Disclosure Policy.

ADDITIONAL INFORMATION

Training

The College requires all procurement and HR managers to complete training on modern slavery as a module. This training will include Colleges purchasing practices, how to assess / identify the risk of slavery and human trafficking, what external assistance is available and what steps to take if manager suspects human trafficking and slavery to be taking place.

Awareness-raising Programme

As well as training relevant staff, the College has raised awareness of modern slavery issues by advertising the issues it raises on the staff and student intranet sites.

Breaches

Any alleged violations of human rights by our employees will be fully investigated and disciplinary action, up to and including dismissal, will be taken where appropriate. We will take action to address any human rights breaches identified in our supply chain, which may include terminating a supplier's contract where serious violations are discovered.

Our Effectiveness in Combatting Slavery and Human Trafficking

We will regularly review the effectiveness of the measures set out in this statement in combatting slavery and human trafficking.

This statement was approved on 4 February 2019 by the College's Board of Management who review and update it annually.

Liz Connolly
Principal and Chief Executive

TITLE: **RISK**

Background: The strategic risk register was considered by the Board at its meeting on 25 March 2019. No changes were made to the risk register at this meeting. Since then the Senior Management Team (SMT) have reviewed the risk register and have made some changes to it. However, the revised risk register is not yet available for circulation. The earlier edition of the risk register is attached for consideration.

The Committee is asked to consider the risks identified and the mitigating actions being taken and if there are any further additions or amendments to be made to it.
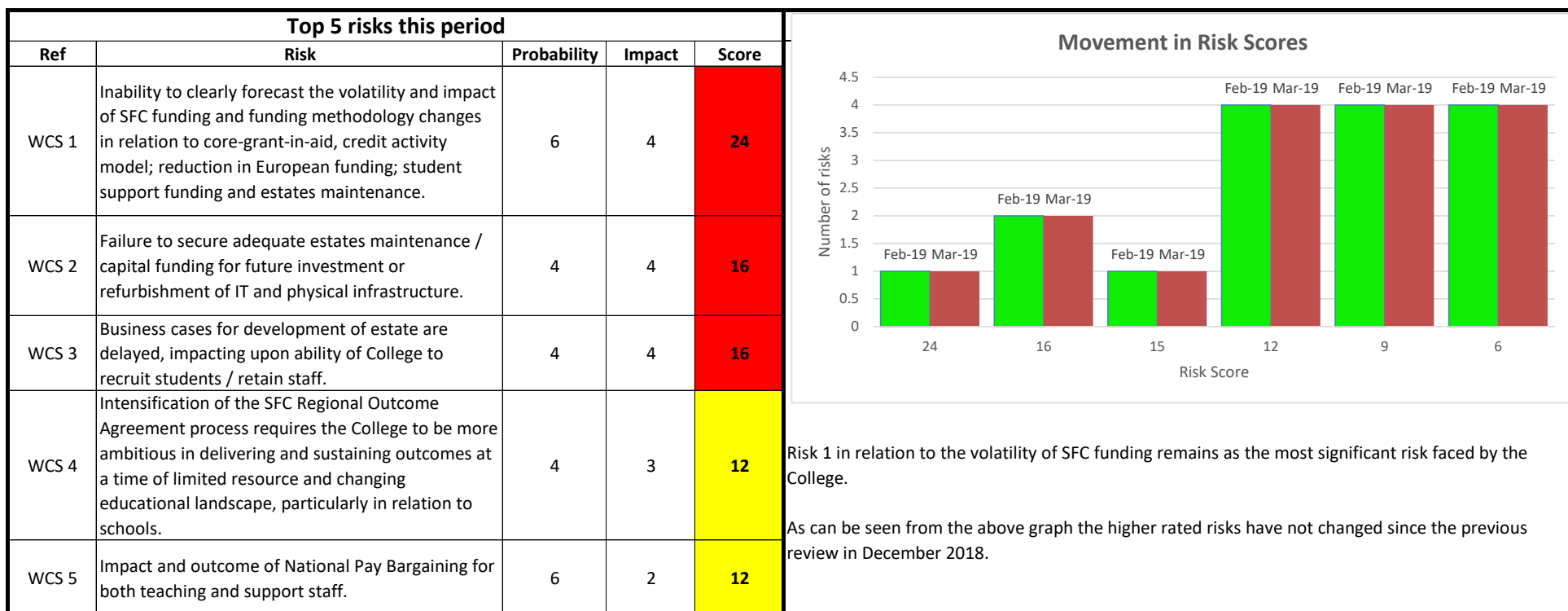
Action: The Committee is asked to review the current strategic risk register in light of the matters discussed at the meeting and to propose any amendments and/or additions, or any re-phrasing, to be made to this register.

Lead: Stephanie Graham, Vice Principal Educational Leadership

Status: Open

Strategic Risk Register Dashboard Report

Risk register reference date: Mar-19

Board / Committee review date: Mar-19

Top 5 risks this period				
Ref	Risk	Probability	Impact	Score
WCS 1	Inability to clearly forecast the volatility and impact of SFC funding and funding methodology changes in relation to core-grant-in-aid, credit activity model; reduction in European funding; student support funding and estates maintenance.	6	4	24
WCS 2	Failure to secure adequate estates maintenance / capital funding for future investment or refurbishment of IT and physical infrastructure.	4	4	16
WCS 3	Business cases for development of estate are delayed, impacting upon ability of College to recruit students / retain staff.	4	4	16
WCS 4	Intensification of the SFC Regional Outcome Agreement process requires the College to be more ambitious in delivering and sustaining outcomes at a time of limited resource and changing educational landscape, particularly in relation to schools.	4	3	12
WCS 5	Impact and outcome of National Pay Bargaining for both teaching and support staff.	6	2	12

Movement in Risk Scores

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

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

WEST COLLEGE SCOTLAND STRATEGIC RISK REGISTER 2018-19

Risk No.	Risk Reference	Strategic Priority	Risk	Assessment pre mitigation			Mitigating Controls and Actions	Assessment post mitigation			Executive Responsible
				Risk Probability	Risk Impact	Risk Score		Risk Probability	Risk Impact	Risk Score	
1	WCS 1	1,2,3,11	Inability to clearly forecast the volatility and impact of SFC funding and funding methodology changes in relation to core-grant-in-aid, credit activity model; reduction in European funding; student support funding and estates maintenance.	6	4	24	1) Detail of 2018-19 final SFC funding received on 18 May 2018. This shows a level of core funding which is not greater than in 2017-18; a reduction in the level of activity the College will be required to deliver; a change in the estates funding methodology which will impact upon College operations; and no specific funding in order to meet the cost of any annual pay increases. The College will continue to face a number of financial challenges arising from this settlement. The detail of 2019-20 SFC indicative funding were expected on 22 February 2019 but have been delayed and SFC as yet to announced revised publication date. When received the College can review its financial position at that point. 2) 2018-19 budget approved in conjunction with 5 year future financial scenario planning and detailed assumptions. 3) Transition Plan submitted to SFC in order to address future financial challenges. Initial version of Plan submitted to SFC in August 2018 with further update provided to SFC in November 2018 following on from Board of Management consideration in October 2018.. 4) Robust financial forecasting including production and review of monthly management accounts. 5) Estates Strategy including objective to improve / rationalise the College estate utilising estate maintenance funding. 6) Commercial Development Group reporting to Corporate Development Committee with focus on maintaining and growing income including ESF activity. 7) Robust monitoring of current and future curriculum delivery plans (CMAP) including staffing requirements. 8) Significant work undertaken to embed Workforce Planning into College operations / planning. 9) Active College representation and involvement in external SFC review groups - funding methodology, CDN Finance network; credit review; access and inclusion; rural and remoteness premium and student funding.	6	4	24	VP Operations / VP Educational Leadership
2	WCS 2	1,2,3,11	Failure to secure adequate estates maintenance / capital funding for future investment or refurbishment of IT and physical infrastructure.	5	4	20	1) College Estate Strategy submitted to SFC, reviewed by internal audit and subject to annual review on implementation and progress by Board of Management Estates Committee. 2) 2018-19 final funding for estates now split into lifecycle maintenance and high priority maintenance. Reduction in lifecycle maintenance will present College with operational challenges as financial modelling assumed flat cash settlement in future years. There is also a need to understand the basis of estates maintenance funding allocation beyond 2018-19. 3) WCS participation in SFC/sector Capital Working Group. 4) Outline Business Case for Greenock updated and submitted to the SFC in December 2018 following Board of Management approval. SFC have confirmed receipt and willingness to work with College to take forward OBC. Implications of recently published Inverclyde local development plan now being considered and College is engaging with 5) Outline Business Case for Paisley submitted to the SFC and feedback received from the SFC. Discussion with partner organisations remains ongoing.in relation to the collaborative aspects of the proposals, and an updated OBC for Paisley will require to be submitted to SFC. 6) SFC have issued the outcome of a national College estate condition survey. College has discussed and obtained agreement with SFC as to how the 2018-19 high priority maintenance funding will be applied.	4	4	16	VP Operations

Risk No.	Risk Reference	Strategic Priority	Risk	Assessment pre mitigation			Mitigating Controls and Actions	Assessment post mitigation			Executive Responsible
				Risk Probability	Risk Impact	Risk Score		Risk Probability	Risk Impact	Risk Score	
3	WCS 3	1,2,3,11	Business cases for development of estate are delayed, impacting upon ability of College to recruit students / retain staff.	5	4	20	1) The College continues to actively engage with SFC, SFT and other key stakeholders. 2) College Estate Strategy highlights required estate investment for consideration by SFC and Scottish Government. 3) Outline Business Case for College estate in Paisley submitted to the SFC. Response received from SFC in regard to Paisley OBC and the College is currently engaging with partners in relation to the collaborative aspects of any proposals. 4) Outline Business Case for Greenock updated and submitted to the SFC in December 2018 following Board of Management approval. SFC have confirmed receipt and willingness to work with College to take forward OBC Implications of recently published Inverclyde local development plan now being considered and College is engaging with partners in relation to this. 5) Ongoing prioritisation of College estates funding in a way which links to priority projects, with update reports being provided to each meeting of the Board of Management Estates Committee. 6) Ongoing involvement in sector/SFC capital working group enables WCS input to ongoing discussions in relation to SFC estates maintenance allocation methodology and capital allocations. 7) Ongoing engagement with SFC in relation to implementation of national estate condition survey review and future direction of travel.	4	4	16	VP Operations
4	WCS 4	1, 3, 5, 6	Intensification of the SFC Regional Outcome Agreement process requires the College to be more ambitious in delivering and sustaining outcomes at a time of limited resource and changing educational landscape, particularly in relation to schools.	5	4	20	1) Improving working relationships with local authorities and school head teachers in order to access attainment funding in support of College activities in this area. 2) Continued engagement with SFC in relation to ROA monitoring" for current and future years. 3) Robust internal monitoring, tracking and reporting procedures in place, including through College operational planning process and ongoing monitoring through the Board of Management and sub-committees. 4) Detailed curriculum development planning and review process which has been subject to review by internal audit. 5) Blended approach to delivery of teaching and learning including distance and online learning allowing College to address changes in recruitment and delivery. 6) Curriculum offering is reviewed to ensure employer and student needs are met and appropriate courses delivered. 7) The Board of Management considered the updated College ROA during the meeting in January 2019, and considered the outcomes that will be delivered at that time. The ROA will be further considered once the 2019-20 SFC indicative funding is provided, with a final version agreed with SFC prior to summer 2019 based on final SFC funding figures.	4	3	12	VP Educational Leadership

Risk No.	Risk Reference	Strategic Priority	Risk	Assessment pre mitigation			Mitigating Controls and Actions	Assessment post mitigation			Executive Responsible
				Risk Probability	Risk Impact	Risk Score		Risk Probability	Risk Impact	Risk Score	
5	WCS 5	3, 11	Impact and outcome of National Pay Bargaining for both teaching and support staff.	6	3	18	1) WCS representation and involvement in national college Employers Association and national joint negotiating committee (NJNC). 2) Financial impact assessment / planning scenarios with the financial impacts of National Bargaining subject to ongoing discussion with the SFC. National Bargaining funding distribution for 2019-20 amended in year and agreed with Colleges Scotland and the Scottish Funding Council. 3) 2018-19 final SFC funding included an allocation in order to meet the cost of national bargaining. Further information and understanding of how this will be funded in and beyond 2018-19 is required. 4) Business Continuity Planning considers impact of industrial action, with specific plans in place. 5) Local trade union consultation and negotiating committees for support and teaching staff continuing to meet on an ongoing basis in order to maintain positive College industrial relations. 6) Robust college sector and WCS communications plan. 7) Local workforce planning arrangements subject to positive internal audit review (June 2018). 8) Support staff pay award for 2018/19 has now been settled.	6	2	12	Principal
6	WCS 6	2, 3	Failure to maintain or acquire and use IT systems and infrastructure to support the digital ambitions of the College.	4	4	16	1) IT Strategy, Policies / Procedures and system access processes in place. The Finance and General Purposes Committee have reviewed progress achieved in delivering the IT Strategy as at Year 2 and are satisfied with progress given the level of resource available to the College - although recognise that the College digital ambitions are being constrained by the level of SFC funding. Strategic dialogue with the SFC is therefore ongoing in an effort to secure the required level of funding in order to deliver College digital ambitions. 2) Staff and student feedback and evaluation procedures in place. 3) IT Contingency Plan in place with regular review. 4) Embedded IT incident review process. 5) Review of College cyber resilience undertaken and significant work carried out to ensure college gains Cyber Essentials Plus accreditation by required deadline in accordance with Scottish Government guidelines. 6) Development of College Digital Strategy. 7) Funding bid developed based on above work for submission to SFC to ensure IT systems are fit for purpose. 8) College has achieved cyber essentials plus accreditation.	4	3	12	VP Operations
7	WCS 15	1,2,3,11	Failure to deliver the financial and/or non-financial objectives outlined in the College transition plan "Future Proofing Our College".	4	4	16	1) Transition plan has been developed by the College and discussed in detail with the SFC. 2) Board of Management have approved the Transition Plan and financial objectives are monitored through the F&GP Committee. Board of Management monitor overall plan achievement. 3) Projects have been initiated in line with the plan and are directed by a specific member of SMT. 4) Detailed delivery plan has been created to allow milestones to be set and monitoring to take place. 5) College on track to meet financial objectives outlined in the plan during 2018-19. However future years remain challenging and the plan will require to be further reviewed/updated. SFC indicative funding figures were expected to be provided on 22 February 2019 for the 2019-20 financial year. However these have been delayed with no revised publication date.	3	4	12	Principal

Risk No.	Risk Reference	Strategic Priority	Risk	Assessment pre mitigation			Mitigating Controls and Actions	Assessment post mitigation			Executive Responsible
				Risk Probability	Risk Impact	Risk Score		Risk Probability	Risk Impact	Risk Score	
8	WCS 16	1, 3, 5, 6, 11	Failure to prepare for the anticipated impact upon the College of Brexit including loss of European funding, loss of students / staff and access to exchange programme funding (Erasmus / Leonardo).	5	3	15	1) Board of Management has established a working group to review the available data on the impact of Brexit and to make recommendations to the Board. 2) College is a member of a Colleges Working Group on Brexit allowing access to latest intelligence specific to the College sector. 3) Close liaison with SFC on future funding arrangements post 2021 when current funding due to end. 4) SMT briefing paper discussed and checklist of likely impacts being completed to identify potential risk areas.	5	3	15	Principal
9	WCS 8	2, 9, 11	Unable to develop and commence implementation of an Estate Strategy that achieves the agreed criteria for size, quality, flexibility and carbon emissions	3	4	12	1) Estate Strategy 2016-2026 approved by Board of Management and submitted to SFC and now being implemented. 2) Improvements to infrastructure and equipment are actioned and updated annually based on funding available. 3) Minimise possibility of unplanned closures through regular maintenance of physical assets. 4) On going discussions with funders and other stakeholders to identify potential funding / development opportunities. 5) College wide condition survey work undertaken to assist with identification of areas of investment . 6) Internal audit review (May 2017) of Asset Management included positive review of work undertaken to develop and implement the College Estate Strategy 2016-26. 7) 2018-19 final funding for estates now split into lifecycle maintenance and high priority maintenance. Reduction in lifecycle maintenance will present College with operational challenges as financial modelling assumed flat cash settlement in future years. Discussions with the SFC on nature of spend under high priority maintenance and agreement reached on areas of priority spend. There is also a need to understand the basis of estates maintenance funding allocation beyond 2018-19. 8) Board of Management Estates Committee consider progress in implementing the Estate Strategy on an ongoing basis, with an annual review undertaken to demonstrate progress achieved.	3	3	9	VP Operations
10	WCS 9	3, 4, 11	Inability to maintain positive staff relations	4	3	12	1) Internal audit report (June 2018) on Workforce Planning confirmed substantial progress made in addressing Audit Scotland recommendations. 2) Clear procedures for communication in place in order to engage with Trade Unions and all staff across the College. 3) Developed procedures for staff engagement and negotiations. 4) Staff engagement session and staff surveys undertaken on regular basis allowing issues to be addressed early. 5) Local trade union consultation and negotiation committees in place for teaching and support staff and meet on an ongoing basis 6) Board of Management considered the College Workforce Development Plan and approach at the December 2018 meeting. The Board were content with approach being taken. Noted that a follow up report was to be provided to Audit Committee in order to close off the internal audit recommendations.	3	3	9	Principal

Risk No.	Risk Reference	Strategic Priority	Risk	Assessment pre mitigation			Mitigating Controls and Actions	Assessment post mitigation			Executive Responsible
				Risk Probability	Risk Impact	Risk Score		Risk Probability	Risk Impact	Risk Score	
11	WCS 11	5, 6, 8, 11	Inability to specify, deliver and effectively implement an approach to generation of alternative income	3	4	12	1) Development of strong partnerships with local employers and stakeholders. 2) Operation planning process used to identify potential opportunities for income growth. 3) Adaption of course portfolio to meet student / employer needs. 4) Financial strategy and planning in place to address resource needs and redirect as required. 5) Review of resources required within Curriculum Development Planning procedure. 6) Annual financial target is agreed and monitored by the Corporate Development Committee. 7) Commercial Development Group reporting to Corporate Development Committee.	3	3	9	Principal
12	WCS 7	2, 11	Inadequate business continuity / cyber resilience planning leading to material interruptions to service delivery.	3	4	12	1) Internal audit report on Business Continuity Planning highlighted areas for development. Action has been taken to address the audit recommendations with updates provided to the Audit Committee. 2) Internal audit have carried out IT security health check with aim of preparing the College to answer requirements of Governments Cyber resilience Strategy. Action plan in place to address recommendations made. 3) Incident response plan has been updated and communicated to all relevant staff. 4) Effective estate response procedures to incidents. 5) Adequate insurance cover to assist in recovery after an incident. 6) Risk assessment process well embedded at strategic level now being further embedded at operational level. Review of risk appetite undertaken by Board and SMT. 7) Planned preventative maintenance regime in place including fire and intruder alarms. 8) College has achieved Cyber Essentials Plus accreditation..	3	3	9	VP Operations
13	WCS 10	3, 4,	Failure to implement a systematic approach to workforce planning resulting in lack of appropriate resources and skills to achieve strategic priorities	4	3	12	1) Internal working groups have been set up to develop College workforce Plan and associated reporting requirements. 2) Detailed teaching resource planning through use of curriculum mapping tool (CMAP). 3) Resourcing of support staff structures reviewed on an ongoing basis by Executive Management Team to ensure alignment with operational and strategic priorities. 4) Itrent HR and Payroll software developed to provide staff data and reports. 5) Professional Development Policies are aligned to strategic priorities. 6) Roll out of College CPD review process is ongoing and supports succession planning, leadership development and assists in mitigating the impact of the loss of key staff. 7) Internal audit reviewed workforce planning as part of 2017-18 audit plan. Internal audit recommendations are subject to final report from OD&HR Committee to the Audit Committee to allow the closure of the issues raised.	3	2	6	VP Educational Leadership VP Operations

Risk No.	Risk Reference	Strategic Priority	Risk	Assessment pre mitigation			Mitigating Controls and Actions	Assessment post mitigation			Executive Responsible
				Risk Probability	Risk Impact	Risk Score		Risk Probability	Risk Impact	Risk Score	
14	WCS 13	11	Inability to ensure a holistic response to data and information governance, including compliance with the General Data Protection Regulations (GDPR).	3	3	9	1) External briefings provided to SMT on principles and practicalities of implementing GDPR. 2) Establishment of College working group on implementation of GDPR requirements. This group has oversight of the information risk assessment process. 3) Update reports to SMT and OD&HR Committee on progress made. 4) Active engagement across the College to ensure collaborative approach. 5) Data Protection concepts and principles embedded within the operations of the College. 6) Working with other Colleges to pool resources and minimise duplication of effort. 7) Data protection Officer appointed to the College.	3	2	6	Principal
15	WCS 12	1,2,3,11	Failure to invest sufficient resource (financial / staff) into delivery of College Carbon Management Plan (CMP) resulting in negative publicity and failure to achieve ROA outcomes.	3	3	9	1) Approval of CMP by Board of Management in October 2016 with this subsequently being submitted to the SFC. The Board of Management Estates Committee also consider progress made in implementing the CMP on an ongoing basis, with a formal annual review undertaken. 2) Specific resource - staff and funding - allocated to allow CMP to be implemented. 3) Development of Sustainability Group involving board, staff and student representatives. 4) Annual Scottish Government report on carbon management and wider sustainability issues now reported on for second year. 5) College on target to achieve objectives of CMP including 10% reduction in emissions.	2	3	6	VP Operations
16	WCS 14	1, 3, 5, 6	Normal business activities are unduly affected due to the complexity of sequencing estates investment works	4	2	8	1) Detailed resource planning involving all relevant parties at an early stage for project work undertaken. 2) Level of investment at a stage where no material impact on activities. 3) Knowledge base within current staff to be able to identify issues.	3	2	6	VP Operations

STRATEGIC PRIORITIES

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

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

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

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

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

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

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

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

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

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

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

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

Risks - Probability x Impact Score Grid

	Negligible 1	Marginal 2	Critical 3	Catastrophic 4
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

TITLE: **PROPOSED COMMITTEE DATES OF MEETINGS IN 2019/20**

Background: Consideration has been given to the meeting dates for next session, 2019/20. It is proposed that the Committee continue to meet 3 times during the session. However, it is suggested that consideration be given to the timing of these meetings, particularly the first meeting of the session. Holding the meeting in November means that more information on student enrolment numbers will be available, and the timing will fit better with the reporting on the Regional Outcome Agreement and Evaluation Reporting and Enhancement Plan.

Meetings will continue to be held on Wednesdays starting at 4.00 p.m. and will move round the campuses, so that 1 meeting per annum will be held on each campus. The suggested dates for next year are:

- Wednesday 13 November 2019 at the Clydebank Campus
- Wednesday 26 February 2020 at the Paisley Campus
- Wednesday 20 May 2020 at the Greenock Campus

The proposed schedule for Board and Committee meeting dates in 2019/20 is attached for information.

Action: The Committee is asked to consider and agree the proposed meeting dates for next session.

Lead: Gwen McArthur, Secretary to the Committee

Status: Open

Dates of Meetings in 2019/20

Committee	Aug	September	October	November	December	January	February	March	April	May	June
BOARD Mondays at 4.00 p.m.			**7** G		**9** P		**3** P	**23** C			**15** P
Audit Thursdays at 4.00 p.m.		5			12			12		21	
Joint Audit & Finance				19 4.00 p.m.							
Finance and GP Tuesdays at 4.00 p.m.		3(?) 24		19 2.00 p.m.				10			2
Corporate Development Tuesdays at 4.00 p.m.			22				18			5	
Estates Tuesdays at 4.00 p.m.		10			10			3		26	
OD&HR Wednesdays at 4.00 p.m.		18		6			12			13	
LTQ Wednesdays at 4.00 p.m.				13 C			26 P			20 G	

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

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

GMcA/1.05.19/v6