

## West College Scotland

### LEARNING, TEACHING AND QUALITY COMMITTEE WEDNESDAY 26 February 2020 in the Abercorn Meeting Room 1, Paisley Campus at 4pm

#### AGENDA

##### General Business

1. Apologies – Vanessa Thompson (VP of the SA, Chris Bett will be attending to give the update for Item 6)
2. Declarations of Interests
3. Minutes of the meeting held on 13 Nov 2019 Enclosed  
.1Actions from the minutes Enclosed
4. Matters arising from the Minutes  
(and not otherwise on the agenda)

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

- |   |               |     |
|---|---------------|-----|
| 5. Update from Educational Leadership Team            | Paper 5       | SG  |
| 6. Students Association Update                        | Verbal Report | CB  |
| 7. Education Scotland (Standing item)                 | Verbal Report | SG  |
| .1Progress Visit Report from Education Scotland       | Paper 7.1     | CM  |
| 8. Sector Performance Comparison                      | Paper 8       | SG  |
| 9. Regional Outcome Agreement 3 year targets          | Paper 9       | SG  |
| 10. 2019 Curriculum Planning and Review Summary       | Paper 10      | SG  |
| 11. Risk  | Paper 11      | SG  |
| 12. Committee Remit, Membership and Dates of Meetings | Paper 12      | ShG |

##### Items for Information

13. Any other Business  
Date Next meeting: Wednesday 20 May 2020 at 4pm, Greenock Campus

## LEARNING, TEACHING AND QUALITY COMMITTEE

**MINUTES:** 13 November 2019

**Present:** Jacqueline Henry (in the Chair), Pryia Kaur, Ruth Binks, David Watson and Mark Hamilton.

**Attending:** Stephanie Graham (Vice Principal Educational Leadership), Cathy MacNab (Assistant Principal Performance and Skills), Janet Campbell (HMI, Education Scotland)

**Apologies:** Keith McKellar, Liz Connolly, Steven Cairney and Iain Forster-Smith.

### **LM329 WELCOME**

The Chair congratulated Mark Hamilton on his appointment as a co-opted member of the Committee. She also welcomed Priya Kaur, Vice President of the Student Association, who attended in place of Student President Vanessa Thompson and Janet Campbell from Education Scotland who was observing the meeting.

### **LM330 DECLARATION OF INTERESTS**

No declarations of interest were made.

### **LM331 MINUTES**

The minutes of the meeting held on 22 May 2019 were approved.

### **LM332 ACTIONS FROM THE MINUTES**

The Committee noted the actions from the minutes.

### **LM333 REMIT, MEMBERSHIP AND DATES OF MEETINGS**

The Committee noted its remit, membership and dates of meetings in 2019/20. A discussion ensued regarding the absence of safeguarding from the Committee's remit and it was agreed that specific reference should be included.

[Action: DM]

### **LM334 UPDATE FROM EDUCATIONAL LEADERSHIP TEAM (LM316)**

#### **.1 Vice Principal Educational Leadership**

In addition to the tabled paper, Stephanie Graham, Vice Principal Educational Leadership, updated the Committee on a range of activities since the last meeting:

- **Curriculum Planning and Delivery:** The College has completed two weeks of intense curriculum planning and the cross-college implications from this process were highlighted – i.e. ensuring the estate and staff are ready to support curriculum change. The Vice Principal explained that the context that the College operates in – for example, the need for new equipment and IT, an ageing workforce, reduced funding and the estate

itself – significantly affects curriculum planning and delivery. The Committee expressed concern regarding the impact that reduced revenue and capital funding could have on learning and teaching across the College. The Vice Principal also informed the Committee that the credit target for AY 2018/19 was achieved, shorter courses and twilight teaching is increasing and that a greater number of students are moving on to permanent employment. On the latter point, it was noted that whilst this may not reflect well in the College's Performance Indicators if they leave before the completion of the course, it is a good outcome for students.

- **Centre for Performing Arts:** The Committee was informed that the estate, particularly the moving of the Centre for Performing Arts, had been the most testing area of this academic year to date. Plans had been in place to move the CPA from the YMCA satellite campus to the Paisley main campus by December 2019; however, the scale of the project and moving other provision in the main campus to free the space meant the timetable was extended to the summer. Unfortunately, due to problems with the YMCA building, accommodation has been secured in the University of the West of Scotland Campus for acting and technical theatre classes this session.
- **Acting Head of Construction:** To cover for the Head's sick leave, Paul Lunn has been appointed Acting Head of Construction and Building Services following an interview process.
- **P&J Training:** The Committee heard that the College had to quickly respond to the immediate closure of Paisley & Johnstone Training in August in order to ensure that apprentices were able to continue their courses. The results in around 50 new apprentices for the College and involvement with several new employers.
- **Greenock Provision:** Ruth Binks, Director of Education, Communities and Organisational Development at Inverclyde Council, drafted a briefing paper on the College's course provision at the Greenock campus at the request of the local authority's Education Committee. The Vice Principal described the paper, a copy of which was tabled for members' information, as a fair assessment before providing an update on her meeting with elected members of Inverclyde Council. The Committee noted that that the Scottish National Party group of councillors had publicly stated their support for a new campus at the India Docks in the town. The Vice Principal said that the recent Greenock staff sessions conducted by the Principal had demonstrated that staff were more positive than had been portrayed by the 'Save Our College Greenock' campaign and the local newspaper. It was also noted that the Student Association had received no negative feedback regarding course provision from Greenock students. The Committee discussed the need for a communications strategy to mitigate for any reputational damage resulting from false representations of the College's position on a new campus or the current/future course provision.
- **Student Counsellors:** The Vice Principal reminded members' that the Scottish Government had committed to providing colleges and universities with £3.6 million through the Scottish Funding Council to fund 80 new mental health counsellors for students. The Committee noted that the College already has 3 counsellors and welcomed news that management

are keen to recruit for additional posts quickly – which will be expedited as job descriptions and person specifications already exist for the role.

## .2 Quality, Learning and Teaching

Cathy MacNab, Assistant Principal Quality and Skills, provided a report on the following:

- **Student Feedback:** The Assistant Principal apprised the Committee of work being undertaken by staff and the Student Association on how improve the collection and use of student feedback. Preliminary plans include the greater use of focus groups in addition to the survey, which is mandatory.
- **EU Directive on Accessibility:** The Committee heard of the progress of the Project Action Group which has been set up to assess the implications of the EU Directive on Accessibility and ensure the College is compliant. The Assistant Principal emphasised that this was a key piece of work for the College and would apply whatever the outcome of the Brexit process.
- **Awarding Bodies:** The Colleges curriculum teams are encouraged to consider a range of awarding bodies that can be utilised to ensure that current and future provision is reflective of industry demand. The Creative Industries department, for example, have moved provision from SQA to RSL Limited (Rockschool), an industry specialist awarding body.
- **Attainment and Retention Project:** The Assistant Principal informed members that the Scottish Government Attainment and Retention Improvement Project has now come to an end and that a final report is due before Christmas.
- **College Leaver Destinations:** The Committee received a brief update on the most recent College Leaver Destinations report, which was also tabled for members' information. The Assistant Principal told the Committee that the College's confirmation rate was 85.3%, which is below the national average of 89.6%, and acknowledged the College needs to do better. Management intends on working with sector colleagues to learn how others are increasing their confirmation rate.

### LM335 STUDENTS ASSOCIATION UPDATE (LM317)

Priya Kaur, Vice President of the Students Association, attending in the absence of the Student President, provided the Committee with a report from the Students Association (SA). The Vice President confirmed that over 400 class representatives had been signed up this academic year and that training was now being scheduled. The Committee heard that the Student Association had also arranged cross-campus events for World Mental Health Day and anti-bullying, and plans are also being taken forward for 'End of Block Jams' at the campuses. The Vice President also apprised members of the Student Association's work with the Sustainability Officer to remove plastic cups from water dispensers and replacing them with reusable cups. The Student Association is also engaging with their counterparts across the country to improve on local student engagement. The Chair thanked the Vice President

for her report and praised the amount of work that had been undertaken in the short time since the new student representatives had come into post.

**LM336 EDUCATION SCOTLAND – STANDING ITEM**

The Assistant Principal provided a brief verbal update on the College Evaluative Report and Enhancement Plan (EREP), published by Education Scotland in September 2019, and highlighted areas of positive practice and areas of development before updating the Committee on quality arrangement for the year ahead.

**LM337 2019-20 FULL TIME ENROLMENT UPDATE**

The Vice Principal tabled a paper to update the Committee on full time enrolments for the 2019-20 academic year and confirmed that the enrolment figures mean that the College is on track to achieve this year's credit target, so long as part-time and January-start courses recruit as planned. The Committee noted that the data was presented in old curriculum Sector areas and understood that whilst this was beneficial for comparison over previous years, this would have to change at some point in the future. Responding to a query regarding a reduction in hair and beauty at the Greenock campus, the Vice Principal explained that this is potentially due to previous provision being disproportionate coupled with changing student, employer and labour market demand.

**LM338 REGIONAL OUTCOME AGREEMENT MONITORING**

An update on the Regional Outcome Agreement monitoring for the 2018-19 period was provided by the Vice Principal, with her confirming that performance was mixed and offering a summary of key measures. Members welcomed news that the Student Association had increased its visibility across the campuses in the last year. The Committee queried the increase in early withdrawal of full-time HE learners and that under 18s have the lowest success rates overall. On the former point, the Vice Principal said that this became apparent last year; however, whilst there is no definitive explanation, it could partly be due to college courses starting before university courses, and students taking up places at university later – possibly due to widening access. A discussion around the possible explanations for this downturn ensued. The Committee heard that the College is looking to engage more closely with schools and a number of curriculum areas are also now interviewing pupils – rather than schools sending them to college – in an effort to ensure pupils are well matched to their courses. It was also noted that the Vice Principal and the Director of Education, Communities and Organisational Development had agreed to work together to look at further ways of joint working to address the matter.

**LM339 2020-21 to 2022-23 REGIONAL OUTCOME AGREEMENT**

Speaking to a tabled report on the Regional Outcome Agreement 2020-21 to 2022-23, the Vice Principal drew the Committee members' attention to the Scottish Funding Council's new guidance – which should result in clearer reporting and a more streamlined document, referencing external sources throughout – and the timescales involved. The Vice Principal posed a question about the involvement of the Board and the Committee in this process and it was agreed that the Board would be updated at the December meeting and the Vice Principal would report back to the Committee with greater detail in February. [Action: SG/JHe]

**LM340 STUDENT FEEDBACK ANNUAL REPORT 2018-19**

The Assistant Principal provided an update on the Student Feedback Annual Report for 2018-19. She drew attention to the particularly low confirmation rate – below the College target and the sector average – and, as discussed earlier in the meeting, told the Committee that work was underway with the Student Association to improve this in the future. The student overall satisfaction rates had increased by 2% to 95% which was above the Sector average. The College satisfaction rates for HE full time students was over 5% higher than the Sector. The Committee expressed concern however, about particular student feedback concerning alleged bullying and sexual comments. The Assistant Principal expressed that one incident of such behaviour was one too many and that the College takes such complaints seriously. All survey feedback is passed to the relevant departments for action. In the instance referred to, a follow up meeting with the students took place with no formal complaint being made.

**LM341 ANNUAL SAFEGUARDING REPORT**

The Committee noted the Annual Safeguarding Report for 2017/18.

**LM342 INTERNAL AUDIT: SAFEGUARDING**

The Assistant Principal Student Life and Skills tabled the Internal Audit Report on Safeguarding and, in his absence, the Vice Principal provided an update and answered questions from the Committee. This report had been considered by the Audit Committee at its May meeting and had asked that colleagues on the Learning, Teaching and Quality Committee also consider it. The Committee welcomed the auditor's conclusion that the College as a number of measures in place to meet – and exceed – its obligations under the Children and Young People (Scotland) Act 2014 and noted the recommendations in respect of training to improve safeguarding.

**LM343 INTERNAL AUDIT REPORT: STUDENT EXPERIENCE**

The Assistant Principal Student Life and Skills also tabled the Internal Audit Report on the Student Experience and, in his absence, the Vice Principal again provided an update and answered questions from the Committee. This report had been considered by the Audit Committee at its May meeting and had asked

that colleagues on the Learning, Teaching and Quality Committee also consider it. The Committee welcomed the conclusion of the auditor that the College's procedures reflect good practice in a number of areas and noted that staff were working to implement recommendations by the next follow-up review.

**LM344 RISK**

The Committee noted the strategic risk register and agreed, following the discussion on an earlier item (LM334), that the potential impact of reduced revenue and capital funding on learning and teaching across the College should be raised at the next meeting of the Board [Action: JHe]

**LM345 NEXT MEETING**

Wednesday 26 February 2020 at 4.00 p.m. at the Paisley Campus.

## Learning, Teaching and Quality Committee: Meeting of 13 November 2019

### Actions from the Minutes

Date of Meeting	Min Ref	Matter for Action	Responsible Person	Action Taken	Timescale (where applicable)
13 November 2019	LM334	Amend the remit of the Committee to specifically include the responsibility of safeguarding.	D McGowan		February 2020 meeting – <b>complete and inc as a substantive agenda item</b>
13 November 2019	LM339	Update the Board on the Regional Outcome Agreement at the December meeting and report back to the Committee in greater detail at the February meeting.	J Henry S Graham		February 2020 meeting ( <b>substantive agenda item</b> )
13 November 2019	LM344	Raise the Committee's concern regarding the impact of revenue and capital funding reductions on learning and teaching across the College at the Board meeting.	J Henry		February 2020 meeting
		<b>Actions from previous minutes</b>			
22 May 2019	LM316.3	Update from Student Services and Communities – Report on activity with CELCIS relating to support provided to care experienced students to be brought to next meeting	I Forster-Smith	Currently working on changes to the Corporate Parenting Plan. The report on CELCIS and the Plan will be brought to the February meeting	February 2020 meeting ( <b>a brief update in the ELT update will be provided and the full report will come to the May meeting</b> )
	LM319	Regional Outcome Agreement 2017-20 Monitoring – report on articulation and other data received from SFC	S Graham		Complete



	LM273 253	Education Scotland – Committee to receive regular updates on progress in addressing actions in Education Scotland report	C MacNab	Progress report provided to October 2018, February and May 2019 meetings	To become a standing item on agenda – <b>included on Feb 2020 agenda</b>
11 Oct 2017	LM230.1	Activity Update from Vice Principal On the Scottish Government's Improvement Project – progress report to be provided to future meeting.	S Graham	Progress report provided to March 2018 meeting (LM248.1) The College hosted the final event for all colleges on 5 June 19. The Sector final report is not yet published and therefore this will be brought to the February meeting.	February 2020 meeting ( <b>national report is still not available</b> )

**TITLE: Educational Leadership Team Update**

Summary update of activity since the November meeting.

- A major focus is completing the planning for the 2020-21 curriculum and identifying efficiencies in line with the **SFC business transformation plan project 'Curriculum Reimagined'**. We have still not had confirmation of our credits for next year but are working on an assumption of a small reduction to be achieved by reducing out of region distance learning.
- Full time applications for August 2020 opened on schedule on 14 January. To date, we have had a good application rate and interviews for courses have now started.
- January start courses have recruited very well with most curriculum areas achieving their targets.
- Significant work was undertaken to check our current in year credit position and access our plans to achieve our overall credit target (within staffing budgets), before submitting our in-year confirmation to SFC. We reported that we are on track to achieve the 2019-20 credit target and with FWDF activity.
- A successful CQL Development day was run in December with input from SDS, Education Scotland and SFC as well as good practice sharing and a CPD session on coaching & mentoring.
- All Heads and SMT were involved in two days of Operational Planning, sharing key priorities and challenges for 2020-21 before completion of the final plans. This was followed by a half day SMT and Heads development session.
- Positive meetings have been held with the unions and SA around the Greenock '10 point plan'. Further meetings are planned.
- The College Digital Strategy was launched and a digital strategy action group, including JISC has been set up, led by Angela Pignatelli. The group is starting with the JISC toolkit for digital upskilling staff and benchmarking against other educational institutions.
- Work was undertaken to schedule the Education Scotland Progress Visit involving a large number of meetings across the campuses (outcome report on the agenda).
- Sessions were held for staff and students across all campuses around Gender Based Violence and to raise awareness of the Equally Safe Toolkit and Emily test. The speaker at these sessions was Fiona Drouet, Emily's mother.
- Iain spoke at the Action for Children STAY project launch at City of Glasgow College attended by Nicola Sturgeon. The College is currently involved in the STAY project to support Care Experienced students in our Greenock campus.
- Two West Regional STEM Partnership (previously called Hub) meetings have been held. A key part of these meetings have been to share STEM activity information across the region. The group is progressing further work to map activity and support STEM skills development.

- Partnership working with SDS has been increasing. This has included the development of a new Digital Manufacturing FA linked to NMIS and FastTrack Financial Services/Fintech apprenticeships.
- The projects to allocate classrooms in Clydebank to curriculum areas and to change accommodation in Paisley to create more learning space are well underway.
- Choose Your Career days will be held on each campus (Tuesday 18<sup>th</sup> Clydebank, Thursday 20<sup>th</sup> Greenock and Tuesday 25<sup>th</sup> Paisley).
- Students from Hairdressing, Beauty and Make-up Artistry Sector joined other students from colleges across south Scotland in Edinburgh College on Monday 11th February to compete in the Association of Hairdressers and Therapists (AHT) South of Scotland heat, one of the UK's largest student hairdressing and beauty competition. The students competed against their peers in a range of categories across barbering, hairdressing, makeup artistry and beauty therapy disciplines. Judges on the day assessed the look each student had given to their model on category-specific criteria before presenting, gold, silver, bronze and merit awards. Overall West College Scotland won 15 medals:
  - 8 - 1st places
  - 4 – 2nd places
  - 3 – 3rd places

Hairdressing student, Bartlomiej Niemiec, also won Best Student. Each of the student winners and their models will now head to the AHT's showpiece national competition held at the Winter Gardens in Blackpool later in the year.

**Action:** The Committee is invited to discuss any aspects of this report.

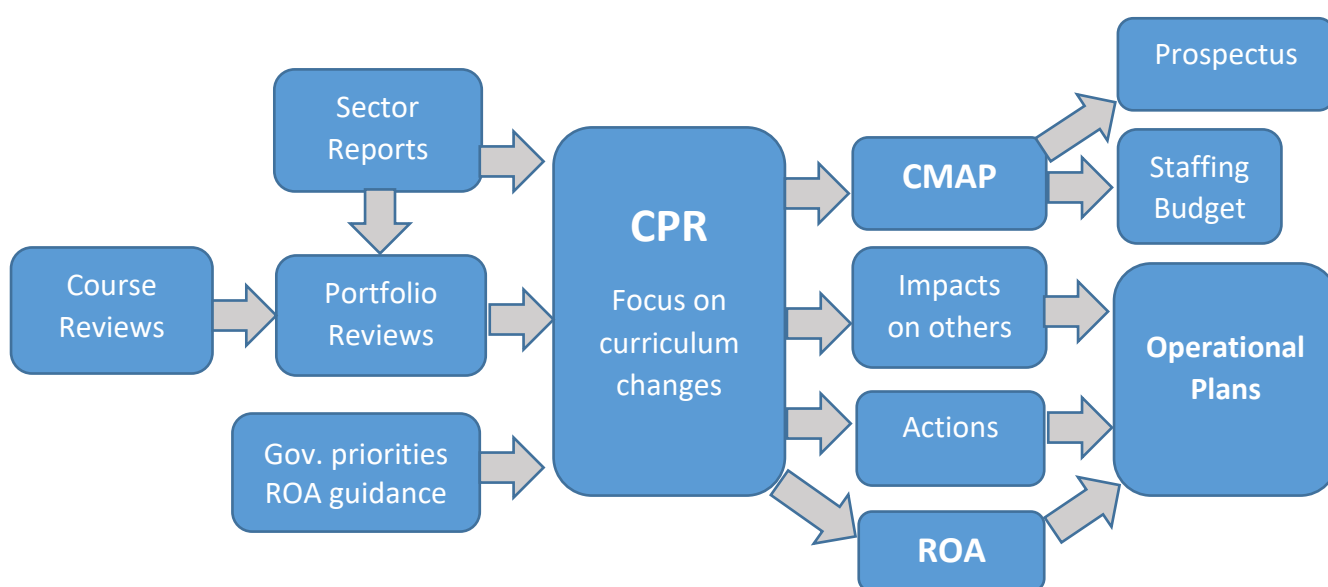
**Lead:** Stephanie Graham, Vice Principal Educational Leadership

**Status:** Open.

## Curriculum Planning and Review 2019

The CPR process for 2019 will be a transition year, assessing progress against the previous Curriculum Principles and 20:20 Vision, whilst moving to an assessment against the new college Corporate Strategy within the Operational Planning process.

The focus of CPR will be on curriculum changes both in the short term (for the 2020-21 prospectus) and the longer term (up to 5 years). The CPR should be informed by Portfolio Reviews, sector industry reports, Regional Outcome Agreement and College priorities. A key College priority is the ‘Curriculum Reimagined’ improving the learning experience, outcomes, progression and efficiencies and this will be the major focus of the 2019 CPR.



Outcomes from the CPR process should be:

- To build the 2020-21 CMAP, to set the staffing budget, credit and income targets
- To determine the 2020-21 Prospectus and curriculum offerings
- To have a shared understanding of curriculum changes – including rationales, expectations, targets and timescales.
- To identify short (following session) and longer term (up to 5 years) impacts on any other areas of the College (i.e. Estates, IT, HR) to inform their priorities and Operational Plans.
- To set clear, shared actions for each Sector with longer term actions being included in the next Operational Plan.
- Inform the Regional Outcome Agreement, or other college strategies as appropriate.

The broad match between Curriculum Principles and the new Corporate Strategy is as follows:

Curriculum Principles	Corporate Strategy
Connected	Collaborative
Responsible	Agile & Adaptive
Valuable Inclusive	Personalisation
Developmental	Digital

## 2019 Documentation






Prior to the CPR meeting, each Sector should complete the documentation. This should be done collectively with the CQLs and submitted at least four days in advance of the meeting.

### Evaluation of progress since 2018 CPR and targets for 2020.

- Your documentation will be completed for you with 2018 figures. You are required to update these in the 2019 column with any changed figure (up or down) and briefly outline the reason for the change – i.e. successful actions undertaken or changes impacting on your previous figure.
- Complete the 2020 figures with a brief rationale for how you expect the changes to be made i.e. the actions being progressed

## CPR Curriculum Sector Scoring

Score 1 – 6 (1 poor and 6 excellent/sector leading)

		2018	2019	2020	
	<b>Connected</b> <ul style="list-style-type: none"> <li>• Balance of curriculum across the region &amp; internal fit in the college</li> <li>• Partnership and engagement with business and industry</li> <li>• Aligned to local employment and government national agendas</li> <li>• Connection to schools, community, universities &amp; internationally</li> </ul>				
		<b>Responsible</b> <ul style="list-style-type: none"> <li>• Develops relevant range of skills for employment</li> <li>• Efficient delivery &amp; income generation</li> <li>• Meaningful work-placement / simulated work-experience</li> </ul>			
			<b>Valuable</b> <ul style="list-style-type: none"> <li>• High student outcomes (retention, attainment, progression, standards)</li> <li>• Quality of resources</li> <li>• Staffing to meet curriculum needs</li> </ul>		
				<b>Inclusive</b> <ul style="list-style-type: none"> <li>• Accessible for those furthest from labour market &amp; student support</li> <li>• Addressing gender imbalance</li> <li>• Flexible – part time / online / work-based options</li> </ul>	
	<b>Developmental</b> <ul style="list-style-type: none"> <li>• Innovative approaches to curriculum design &amp; delivery</li> <li>• Entrepreneurship embedded &amp; business start-up promoted</li> <li>• Innovative &amp; inclusive use of technology for learning &amp; teaching</li> </ul>				

Explanation for any changes in 2019 figures:

- 

Plans to achieve any targeted 2020 figures:

-

## Curriculum Change – short and long term

The documentation should be filled out in brief, high level terms.

If your curriculum is diverse and it is more helpful to fill out forms separately for the different curriculum areas, then you may do that.

You do not have to complete something in every box, only where it is significant for the curriculum area and therefore will have an impact on your curriculum changes.

Text is provided below to help in the completion and consistency.

<b>Drivers and evidence for change</b>	
<b>Student demand</b>	<p><i>Highlight where student demand is:</i></p> <ul style="list-style-type: none"> <li>• <i>particularly low/decreasing (for particular modes of attendance or campuses);</i></li> <li>• <i>not being met/increasing or predicted to increase (providing reasons for this)</i></li> </ul>
<b>Student performance (retention &amp; attainment)</b>	<p><i>Highlight any particular courses where retention or attainment is poor (and any reasons, if identified) or poor for particular EDI/SIMD groups.</i></p>
<b>Student &amp; Stakeholder feedback</b>	<p><i>Highlight any particular feedback</i></p> <ul style="list-style-type: none"> <li>• <i>from students (on course or post course)</i></li> <li>• <i>externally (from employers, schools, community, EV, awarding body audit, external review etc.) which identifies a need for change.</i></li> </ul>
<b>Student progression (internal &amp; external)</b>	<p><i>Highlight any areas where:</i></p> <ul style="list-style-type: none"> <li>• <i>student internal college progression is an issue (routes not existing or students not progressing/succeeding when progressing)</i></li> <li>• <i>articulation routes are not in place where they would be beneficial or where articulation could be improved</i></li> <li>• <i>student progression to employment is not fully effective</i></li> </ul>
<b>Costs &amp; Efficiencies</b>	<p><i>Highlight where any provision is currently not efficient or where there is scope to make provision more efficient or generate more income.</i></p>
<b>Labour market &amp; Sector information</b>	<p><i>Highlight where LMI or Sector reports identify a rationale to support curriculum changes.</i></p>
<b>Government /ROA &amp; College Strategic Priorities</b>	<p><i>Highlight where curriculum needs to change to better meet Government / ROA / College strategic priorities</i></p>
<b>Other</b>	<p><i>Any other aspects which impact on your curriculum and inform or require changes. i.e. current delivery methods, digitisation,</i></p>

## Intentions and Ambitions for change

<p><b>Short term changes proposed (for 2020-21)</b></p>	<ul style="list-style-type: none"> <li>• <i>New courses</i></li> <li>• <i>Amended courses</i></li> <li>• <i>Courses to be removed</i></li> </ul> <p><i>These should explicitly link to aspects identified above in the drivers or evidence for change section.</i></p>
<ul style="list-style-type: none"> <li>• <b>Identified actions for short term changes</b></li> </ul>	<p><i>Insert SMART actions (identify clearly if these are to be addressed by your Sector or 'requested' actions for others in the college – in these cases they should also be highlighted in the section 'implications for change' against the appropriate area)</i></p>
<p><b>Long Term changes proposed (over the next 5 years)</b></p>	<ul style="list-style-type: none"> <li>• <i>New courses, qualifications or curriculum opportunities</i></li> <li>• <i>Significantly amended courses or modes of learning</i></li> <li>• <i>Courses to be removed</i></li> </ul> <p><i>These should explicitly link to aspects identified above in the drivers or evidence for change section.</i></p>
<ul style="list-style-type: none"> <li>• <b>Identified actions for long term changes</b></li> </ul>	<p><i>Insert SMART actions (identify clearly if these are to be addressed by your Sector or 'requested' actions for others in the college – in these cases they should also be highlighted in the section 'implications for change' against the appropriate area)</i></p>

## Capacity and Barriers for change

<p><b>Short term changes proposed (for 2020-21)</b></p>	<p><i>Identify any difficulties you may have in addressing intended changes for next session (for example - staff capacity, accommodation, equipment, development time, employer engagement, qualifications available etc.)</i></p>
<ul style="list-style-type: none"> <li>• <b>Any actions to address short term changes</b></li> </ul>	<p><i>Insert SMART actions (identify clearly if these are to be addressed by your Sector or 'requested' actions for others in the college – in these cases they should also be highlighted in the section 'implications for change' against the appropriate area)</i></p>
<p><b>Long Term changes proposed (over next 5 years)_</b></p>	<p><i>Identify any difficulties you may have in addressing intended changes for the longer term (for example - staff capacity and skills, aging workforce, further research required, accommodation, equipment, employer engagement, etc.)</i></p>
<ul style="list-style-type: none"> <li>• <b>Any actions to address longer term changes</b></li> </ul>	<p><i>Insert SMART actions (identify clearly if these are to be addressed by your Sector or 'requested' actions for others in the college – in these cases they should also be highlighted in the section 'implications for change' against the appropriate area)</i></p>

<b>Implications for changes</b> (identify where short and long term/timescale)	
<b>On overall costs or efficiencies</b>	<i>Identify as explicitly as possible, how you expect your changes to improve efficiencies, increase income or costs (if increasing costs – include the justification for this in terms of value for money or longer term advantage)</i>
<b>For Estates</b>	<i>Identify where accommodation changes would be required or where accommodation may be freed up through your changes.</i>
<b>For IT and equipment</b>	<i>Identify where IT or equipment would be required, being as explicit as possible about the nature of the IT or equipment or where resources may be shared across sectors</i>
<b>For staffing</b>	<i>Identify any HR implications in terms of new staff required, overstaffing anticipated, staff campus moves required or structural changes.</i>
<b>For staff CPD</b>	<i>Identify any staff upskilling or CPD requirements to meet curriculum changes.</i>
<b>For Quality</b>	<i>Highlight any course approvals required – approval process at course planning stage, checking currency of current awards as well as new courses</i>
<b>For the development of materials / curriculum</b>	<i>Identify any significant development requirements in terms of time or materials development. (Accessibility, Moodle availability, QELTM compliance, digitisation)</i>
<b>For marketing</b>	<i>Identify where specific targeted marketing may be required.</i>
<b>For any other Sectors / Departments</b>	<p><i>Any other impact on any other areas of the College</i></p> <ul style="list-style-type: none"> <li><i>• i.e. Enabling Services, Essential Skills, Libraries, SAS, Learning Communities &amp; Schools, Innovative Learning etc.</i></li> <li><i>• an impact/collaboration with another Curriculum Sector</i></li> </ul>
<b>For Equalities</b>	<i>Highlight where your changes may impact on equalities (specific groups – age, gender, deprivation, etc.) in either a positive or negative way.</i>
<b>Other</b>	<i>Any other significant impacts on others identified</i>



**TITLE:** Progress visit report from Education Scotland

**Background:** A team from Education Scotland were in College from 4-6 February to review the college progress on the EREP actions from 2018-19. The team met with students, staff and stakeholders across all the main campuses.

The Progress Visit is a formal annual assessment of a College's progress against EREP actions and has been introduced by Education Scotland this session. Oral feedback was provided at the end of the visit and the attached report was provided afterwards. This report is not published but will be presented to the Board by Education Scotland at the March meeting.

**Action:** The Committee is invited to consider this report and note the progress made.

**Lead:** Cathy MacNab, Assistant Principal Performance and Skills

**Status:** Open.



# College Progress Visit Report

West College Scotland

February 2020

For Scotland's learners, with Scotland's educators

<b>College Principal</b>	Liz Connolly
<b>Date of Progress Visit</b>	4-6 February 2020
<b>College Nominee</b>	Cathy McNab
<b>Managing Inspector</b>	John Bowditch
<b>College HM Inspector</b>	Janet Campbell
<b>SFC Outcome Agreement Manager</b>	Seamus Spencer
<b>Outcome of Progress Visit</b>	<b>Satisfactory Progress</b>

## Background and context

### The college and its context

West College Scotland is one of Scotland's largest colleges with around 22,000 learners participating in a wide range of programmes and modes of attendance. It employs around 1,100 staff across its three main campuses in Clydebank, Greenock and Paisley. The college serves areas of high deprivation and delivers almost 25% of its activity to learners from the 10% most deprived localities in Scotland.

Partnership working is a priority for the college. It has over 600 working partnerships with employers across the west of Scotland, including major multi-national companies, local charities, local authorities and small and medium sized enterprises (SMEs). This provides opportunities for learners to access work placements, real life work experience and live projects to work on during their studies. In addition, these partnerships facilitate the engagement of employers to inform and shape the curriculum to keep it relevant to industry needs.

### Purpose of the progress visit

In 2018, all colleges produced an Evaluative Report and Enhancement Plan (EREP) which were endorsed by Education Scotland and the Scottish Funding Council (SFC). During Progress Visits (PV) colleges demonstrate how well they are delivering on the targets and milestones identified in their Enhancement Plans (EP). They allow colleges opportunities to outline any changes to their circumstances resulting in revisions to their original objectives. PVs provide reassurance to key stakeholders on the effectiveness of improvement actions undertaken by individual colleges. Whilst

undertaking PVs, HM Inspectors of Education take account of the context and individual nature of each college.

## Overall judgement regarding progress

At the end of the PV, HM Inspectors of Education and Associate Assessors review the evidence gathered during their discussions with college managers, staff, learners and stakeholders. They assess the progress that colleges have made against their EPs, taking account of any changes to local circumstances. Based on this evidence, the team will form a view as to whether the college has made satisfactory progress against its EP or has not made satisfactory progress against its EP. This outcome is contained within this report with accompanying commentary to support the findings.

The endorsed EREP for West College Scotland can be found at:

<https://www.education.gov.scot/media/2pbinwrc/westcollegescotlanderep201718.pdf>

There are 20 planned actions identified by the college in its EP for 2018-19. The college has aligned these actions with the Quality Indicators (QI) in the quality improvement framework for Scotland's colleges: *How good is our college?* and a number of the actions are relevant to more than one QI.

# Findings from the progress visit

## Outcomes and impact

### Areas of positive progress

- The college has been proactive in improving arrangements for the early identification of care-experienced learners across all programmes. This has been achieved through effective early monitoring and cross-referencing of application, funding and enrolment records. These learners are well supported, and directed towards a range of tailored and relevant internal and external services through the college's Student Advisory Services team and Enabling Services team. Funding support from the *Action for Children Stay* project has been used to develop designated support for care-experienced learners on the Greenock campus. Relevant curriculum staff are made aware of care-experienced learners on their programmes to alert them to monitor progress and any ongoing support needs.
- The college has been particularly active in the further development of services to support good mental health for learners. Online training for staff has been undertaken and the level of awareness across the college of the issues that affect learners and their college experience has grown. Overall, staff feel better informed to deal with most of the day-to-day issues that learners may present. A Wellbeing Advisor has been appointed recently and is providing individual support and group workshops on topics such as life skills, resilience and mental health. The adviser has linked well with the Student Association to develop initiatives such as the "*Gies a Break*" café, and to ensure learners are signposted to the most relevant support.
- College participation in Scottish Government's *College Improvement Project* last year, helped staff focus on retention and attainment themes. Once evaluation has been completed fully by Scottish Government, there are plans to share experiences across more curriculum teams to further develop best practice approaches to recruitment and retention across the college. This aligns well with the 'Curriculum Re-imagined' approaches that are well underway in many curriculum areas.
- The cyclical course evaluation process has been further strengthened to incorporate specific prompts which now include all relevant student outcomes. This ensures that programme teams report on outcomes for special interest groups, for example full-time HE, ethnic minorities, disability and SIMD 10 and 20.
- The college reviewed and modified its approach for collecting leaver destination data for the most recent cohort. The system is now less fragmented and includes greater clarity around roles and responsibilities within the support staff team. However, the response rate from leavers was still disappointing, although the responses received indicated improved positive destination outcomes for full-time FE and HE leavers.

## Areas of further progress and actions required

- Although the in-house counselling team is well established and their services are available through the Student Advisory Services team, increasing demand from learners who are dealing with mental health issues means that often there is insufficient resource to react immediately to situations and there are waiting lists for some services.
- Managers and other staff have access to a range of performance reports through MIS. However, further work required to ensure a consistent approach by staff to real-time analysis and predictive use of data to inform decision making.

## Delivery of learning and services to support learning

### Areas of positive progress

- The college is widening its approaches to essential skills through incorporating a stronger focus on employability, career management skills and more recently meta-skills into many curriculum areas. Partnership working with Skills Development Scotland (SDS) is effective. In curriculum areas where there is strong partnership working with employers, the curriculum and delivery schedules have been adapted to better align to employer requirements and to ensure that learners are job-ready when they leave college. Overall, there is a strengthening focus on career pathways for learners in almost all curriculum areas.
- Many learners are using digital technology, including the recently introduced 'My Day' student portal, to reflect on their progress development of career management skills (CMS). They enjoy the convenience of being able to use these tools from their smart phones and value the immediacy of the information they can obtain.
- 'Curriculum Re-imagined' is a key strategy for the college moving forward. It involves all curriculum areas, and ensures that the college offering is fit for the future and aligns well with the revised college strategic priorities, particularly around personalisation and being agile and adaptive. Curriculum areas are at different stages in their curriculum redesign and are currently learning from each other through increased collaboration across campuses and across specialist areas. In addition, curriculum teams adapt delivery approaches to suit the needs of specific groups or cohorts of learners, particularly to maximise the benefits of work placements or for learners currently in employment.
- Partnership working with multiple local authorities to increase the choice of learning pathways for senior phase pupils is effective. This includes the delivery of Foundation Apprenticeships to broaden the learning options for senior phase pupils.
- Teaching staff are continuing to build their capacity to use existing and digital technology to support blended learning. Informal sharing of learning and teaching practices appears routine, and shared sector days are seen by staff as useful opportunities for cross-sector sharing.

- Curriculum teams make good use of learner feedback to inform, modify and enhance learning and teaching activities. This includes formal student satisfaction surveys, end of unit questionnaires, and a range of immediate feedback activities during lessons.
- Curriculum teams use the operational planning process to bid for ICT resources to support learning and teaching, Priorities are agreed in discussions held with the Educational Leadership Team and senior IT staff. Learner feedback is taken into account when prioritising ICT capital and operational spends.
- The student funding team has responded positively to feedback received from learners and teaching staff to modify the funding application process and to make it more accessible by all learners. The early opening of the application process for returning students has had a positive impact by ensuring speedier processing of applications and earlier release of payments. It has also reduced the application backlog at the start of term with new applications now being processed in less than four weeks. Learner feedback on this issue in the early student survey was positive.

### **Areas of further progress and actions required**

- Work around meta-skills is at an early stage and Curriculum and Quality Leaders (CQLs) and their curriculum teams are keen to extend their work with SDS to ensure that developments in this area gather momentum and progress further over the coming academic year. The development of CMS still remains inconsistent in some curriculum areas but recent pilots with targeted groups of learners are exploring a more systematic and equitable approach to CMS development.
- Connectivity and ICT infrastructure continues to vary across the main campuses and frequently frustrates learners and staff when it becomes unreliable.

## **Leadership and quality culture**

### **Areas of positive progress**

- The college Corporate Plan has been reviewed and revised during 2019, highlighting four new strategic principles to drive the college forward to 2025, focusing on personalisation, partnerships, being agile and adaptive. These principles are underpinned by an ambitious digital strategy. Awareness of these principles is growing across teaching staff and they are now focusing on what these principles mean for their curriculum areas, learning and teaching approaches and the learner experience.
- Regular sector sharing days work well for teaching staff to share effective practice and to network and exchange ideas across curriculum areas and campuses. Outputs from these events are used in reflecting on learning and teaching approaches, identifying what works well and what needs to be improved.
- College structures, with CQLs in curriculum leadership roles in each campus, allow further sharing on a regular basis, through focused events or career long professional learning. CQLs are supported well in their operational roles by Sector Heads. The

Heads meet on a regular basis and together have developed a strong team ethos which helps them to operate effectively across campuses. Sector Heads and CQLs have a good understanding of the importance of Key Performance Indicators (KPIs) for recruitment, retention and attainment and these are used routinely to inform the portfolio review process. Some curriculum teams are able to point to improved outcomes for learners as a result of programmes being altered significantly following a review of KPIs.

- Self-evaluation processes undertaken by support areas have developed further over 2018-19. There is now an increasing awareness, by managers in support areas of their contribution to the learner experience and how their reflection informs the college's evaluative report and enhancement plan. Joint self-evaluation has been particularly effective within community learning. Local authorities, working with Clydebank campus staff, identify an improved offering for community-based learners as a result of robust joint self-evaluation approaches.
- Most class representatives have undertaken a short training session for their role and found it valuable. Their views have been used to help shape and develop a number of support services, particularly around the work of the Health and Wellbeing Adviser. Student input to the development of the 'My Day' app was also useful.

### **Areas of further progress and actions required**

- The college Career and Professional Development Review (CPDR) process is currently under review. As a result, this formal mechanism for reflection on learning and teaching and potential staff development has not been widely used. Changes are planned, and clarification in relation to line manager roles is being developed in order to re-launch CPDR in the next academic year.

## **What happens next?**

The progress visit report will be shared with SFC, the college Board (and in multi-college regions, the Regional Strategic Body). The outcomes of the PV will inform a refreshed Evaluative Report and Enhancement Plan (2020-23) due to be submitted by all colleges in October 2020.

Dr John Bowditch  
HM Inspector



**TITLE:** Sector Performance Comparison

**Background:** At the end of January, SFC published the College PIs for 2018-19. The summary report and detail for each college is provided on the SFC website.

<http://www.sfc.ac.uk/publications-statistics/statistical-publications/2020/SFCST022020.aspx>

Our College PIs are also published on our own website.

The attached PowerPoint is being shared with Heads and CQLs to review our overall PIs in comparison with the overall Sector. The graphs have been provided by SFC.

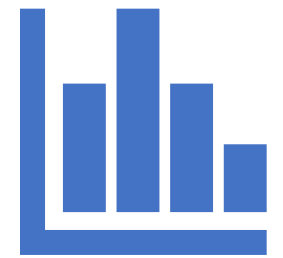
We are also comparing some of the PIs with similar types of colleges rather than the whole Sector. Curriculum areas are also comparing the detailed curriculum performance against Sector figures.

**Action:** The Committee is invited to consider the College Performance against the Sector benchmarks and use this to inform the ROA target setting agenda item.

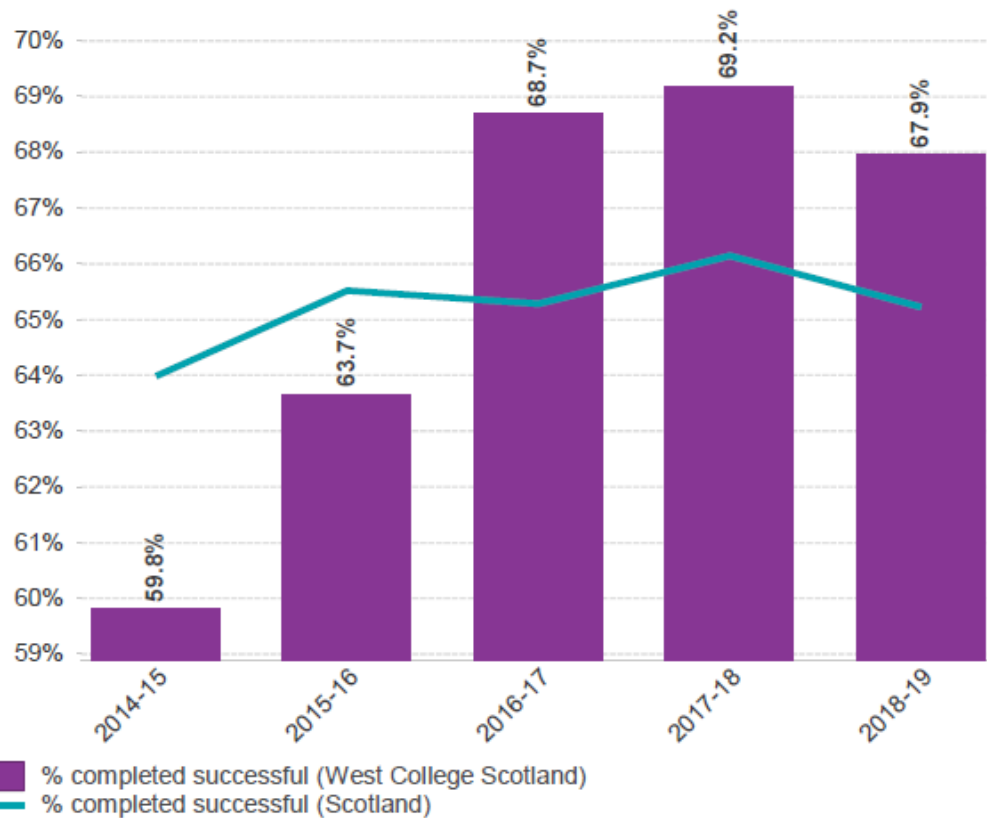
**Lead:** Stephanie Graham, Vice Principal Educational Leadership

**Status:** Open.

# Sector Benchmarking PIs



The Good and the Bad news....

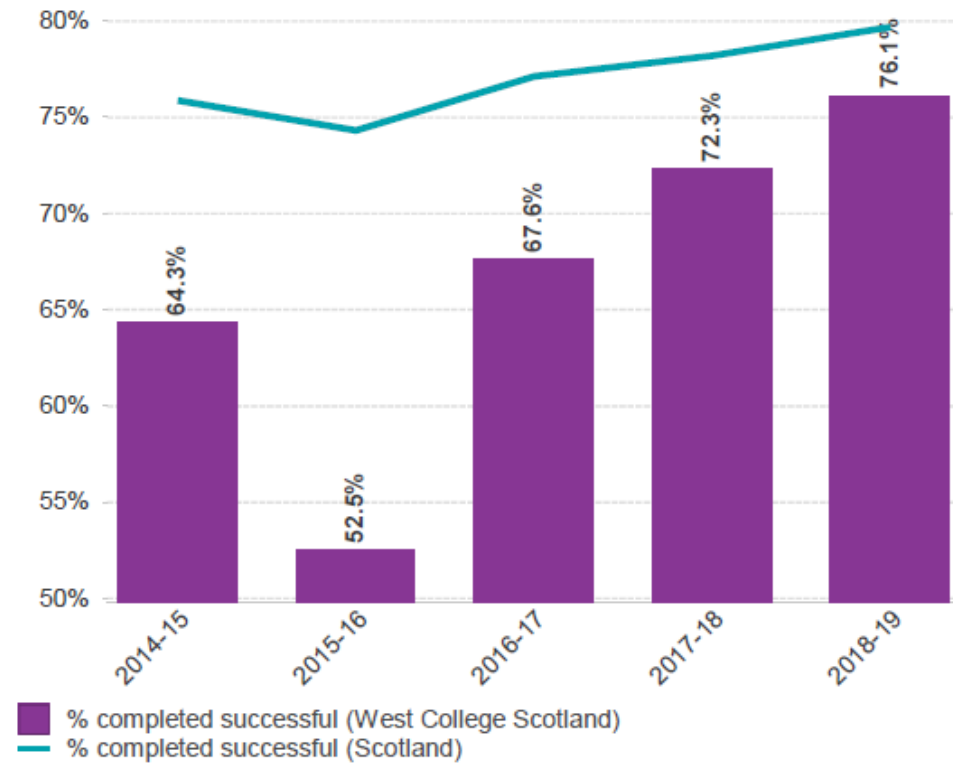



Year	% completed successful (West Co...)	Enrolments (West Colle...)	% completed successful (Scotland)
2014-15	59.8%	4,232	64.0%
2015-16	63.7%	4,240	65.5%
2016-17	68.7%	4,620	65.3%
2017-18	69.2%	4,402	66.1%
2018-19	67.9%	4,346	65.2%

## Full Time FE



- For the last 3 years we have been above Sector average.
- Despite a 1% drop last session, we were still above Sector.
- Our retention rates compare well to the Sector also.



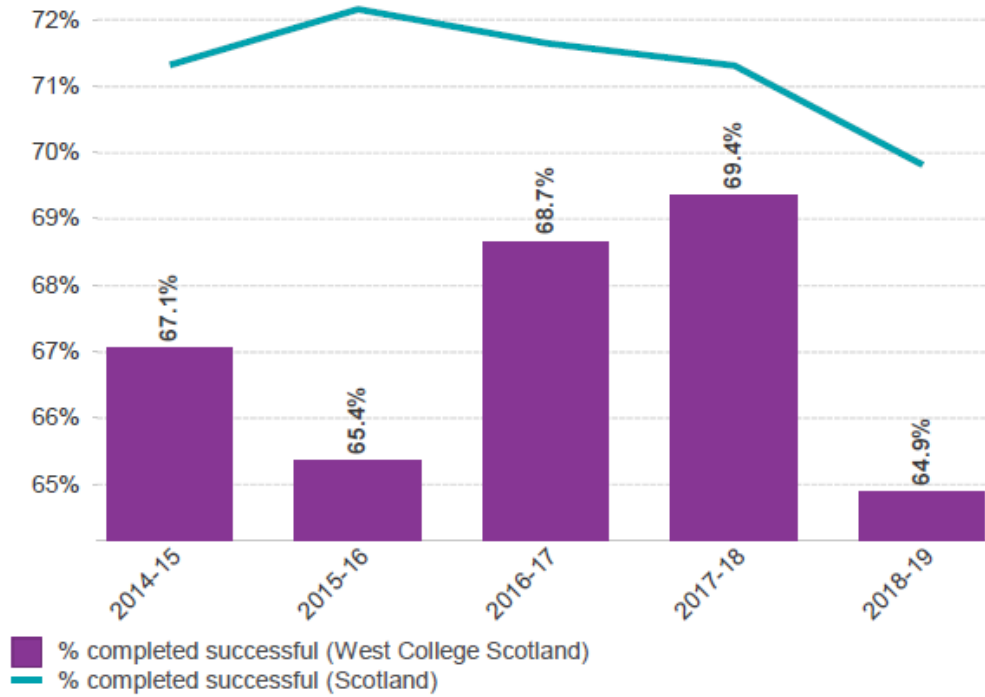
Year	 % completed successful (West Coll...)	Enrolments (West Colle...)	% completed successful (Scotland)
2014-15	64.3%	13,007	75.9%
2015-16	52.5%	14,501	74.3%
2016-17	67.6%	14,497	77.1%
2017-18	72.3%	13,023	78.2%
2018-19	76.1%	12,578	79.7%

## Part Time FE



We have made steady improvements in our success rates and are getting nearer to Sector average.

This PI includes short full time courses i.e. the 18 week courses

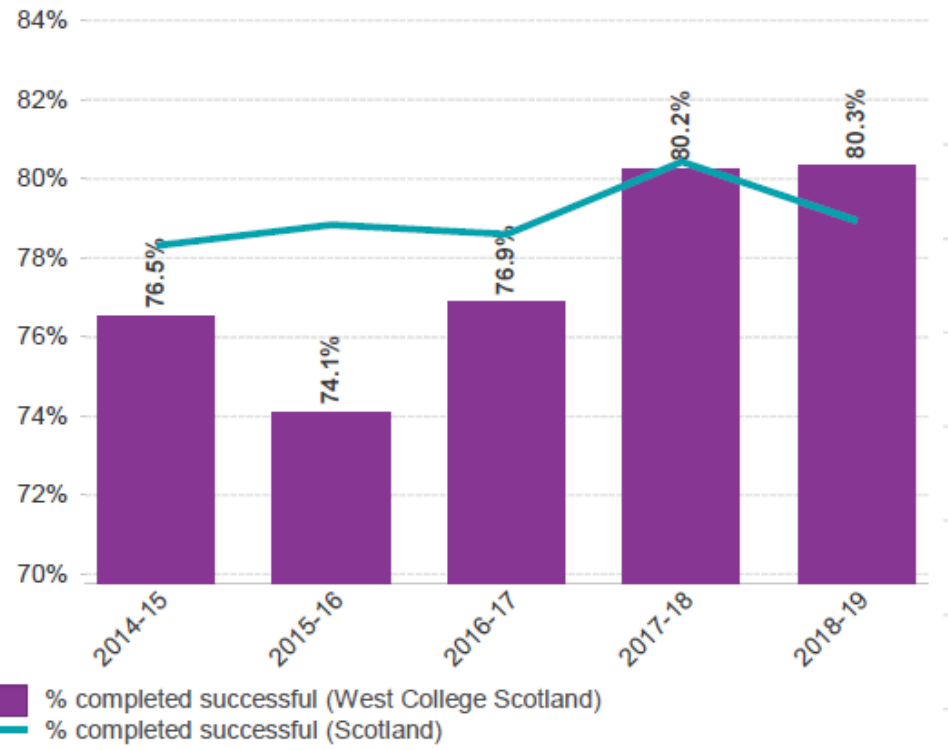


Year	% completed successful (West...)	Enrolments (West Colle...)	% completed successful (Scotland)
2014-15	67.1%	2,771	71.3%
2015-16	65.4%	2,780	72.2%
2016-17	68.7%	2,693	71.6%
2017-18	69.4%	2,757	71.3%
2018-19	64.9%	2,640	69.8%

## Full Time HE



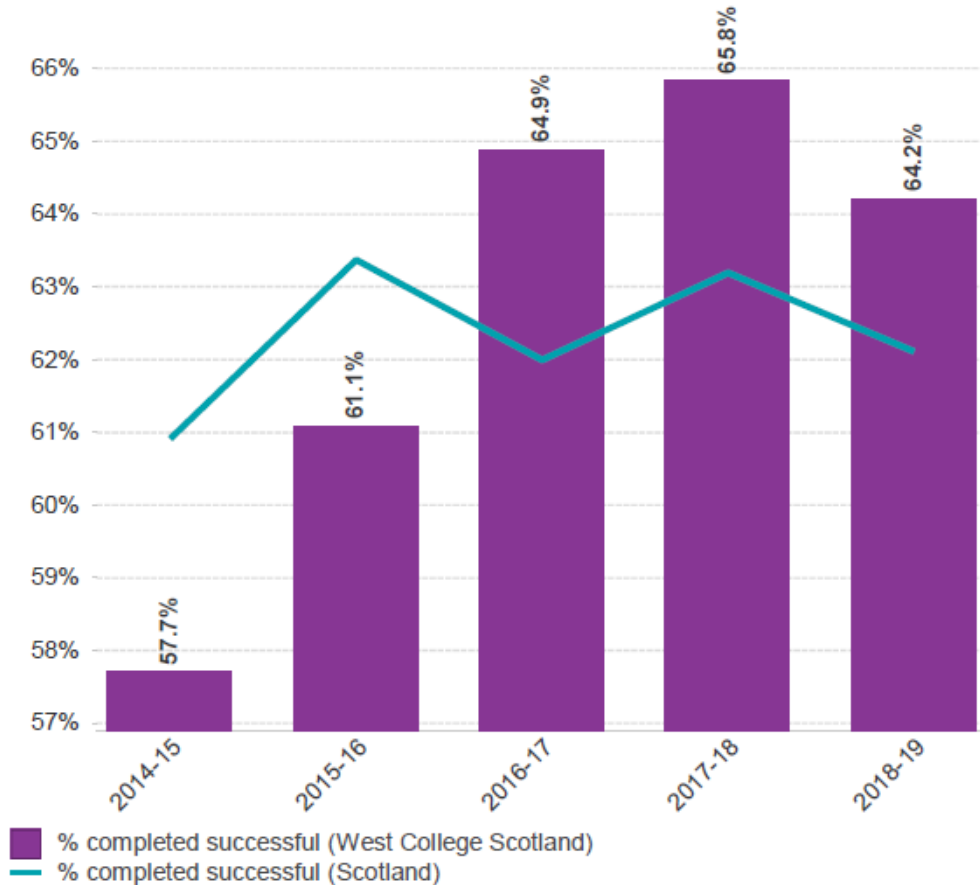
- We took a dramatic 4.5% drop last session after 3 years of making improvements.
- We have always been below Sector averages but in 2019-20 we had the worst full time HE success rates in the Sector (by 2%)
- Our retention only dropped by 0.5% so our issue was one of partial success.
- Overall our retention rates compare well to similar college with high deprivation although our early withdrawal increased last session.



Year	% completed successful (West Coll...)	Enrolments (West Colle...)	% completed successful (Scotland)
2014-15	76.5%	430	78.3%
2015-16	74.1%	567	78.8%
2016-17	76.9%	579	78.6%
2017-18	80.2%	612	80.4%
2018-19	80.3%	615	78.9%

# Part Time HE

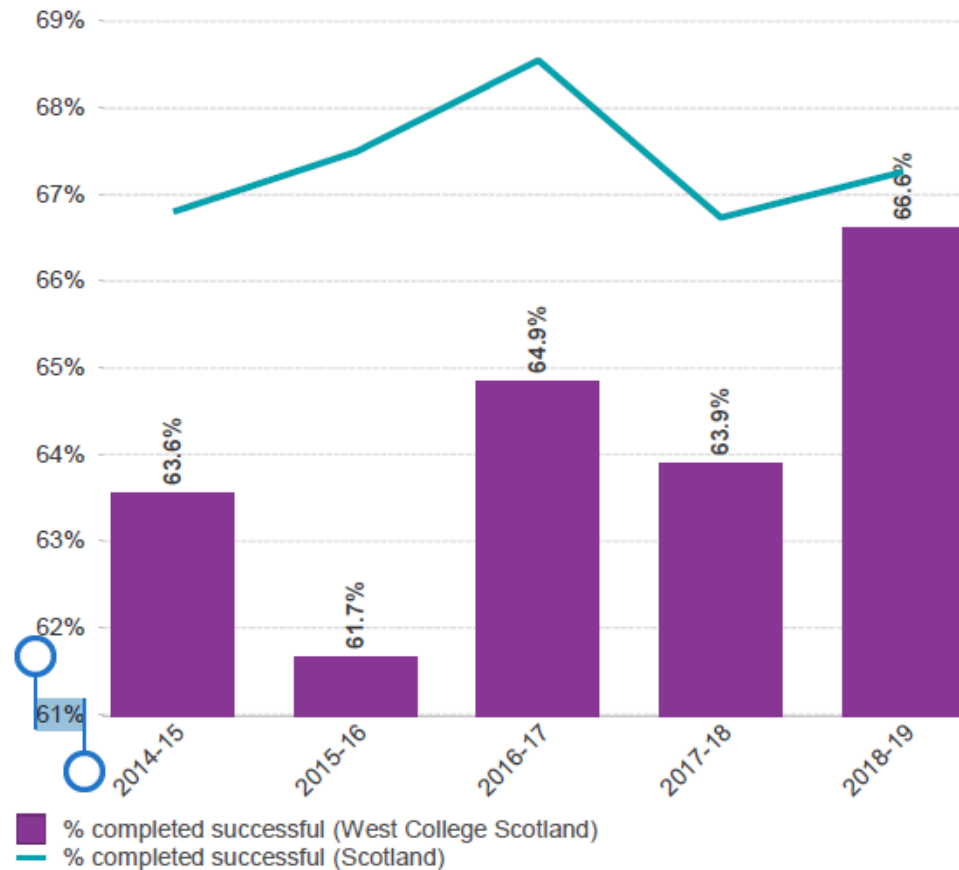
- For the first time, we have success rates above Sector.
- Our numbers of HE part time students has increased overall



Year	% completed successful (West Co...)	Enrolments (West Colle...)	% completed successful (Scotland)
2014-15	57.7%	1,499	60.9%
2015-16	61.1%	1,472	63.4%
2016-17	64.9%	1,518	62.0%
2017-18	65.8%	1,311	63.2%
2018-19	64.2%	1,355	62.1%

## Full Time FE – SIMD10

- For three years our FE full time PIs for students from the most deprived areas is significantly above Sector.
- The difference between SIMD10 full time FE students and all students is 3.7%
- Our PI for these students did drop slightly more than for all students.



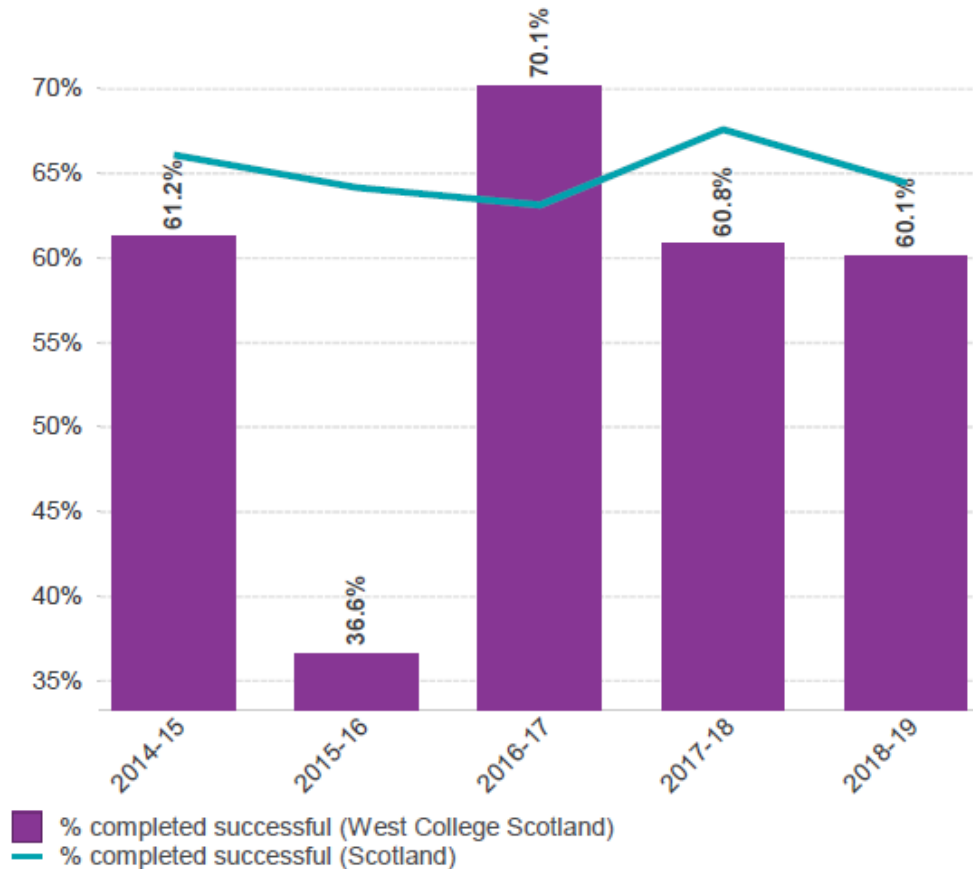
Year	● - % completed successful (West...)	Enrolments (West Colle...)	% completed successful (Scotland)
2014-15	63.6%	697	66.8%
2015-16	61.7%	733	67.5%
2016-17	64.9%	680	68.5%
2017-18	63.9%	615	66.7%
2018-19	66.6%	587	67.3%

## Full Time HE – SIMD10



- Whilst our full time HE success rate for students from the most deprived areas is below Sector, this rate improved from 2017-18 to our best success so far for these students.
- In 2019-20, when our over HE full time PI dropped, our SIMD10 increased and SIMD10 student success rates were almost 2% best than overall.
- The actual HE student numbers from SIMD10 however has reduced.





Year	% completed successful (West Coll...)	Enrolments (West Colle...)	% completed successful (Scotland)
2014-15	61.2%	165	66.1%
2015-16	36.6%	71	64.2%
2016-17	70.1%	77	63.1%
2017-18	60.8%	309	67.6%
2018-19	60.1%	396	64.4%

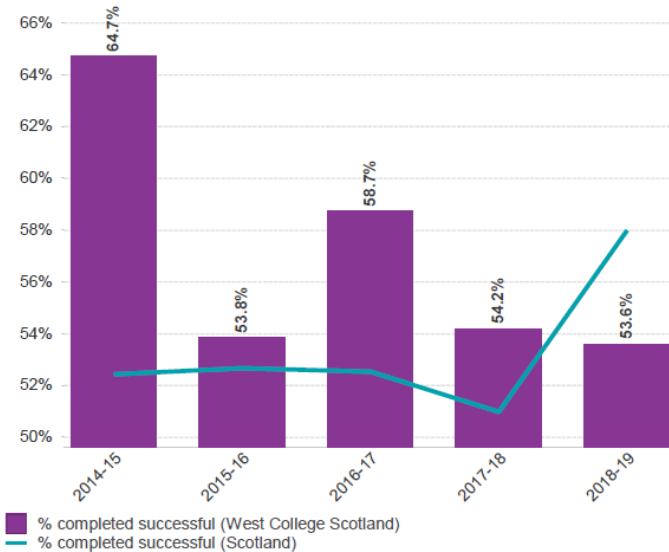
## Part Time FE – Senior Phase

- In 2016-17 our success rates were above Sector but this was for a very small number of students (in part due to SFC definitions of vocational qualifications)
- Our success rates for school college provision and for under 16s are low and impact on our overall college PI.

# Success rates for Care Experienced

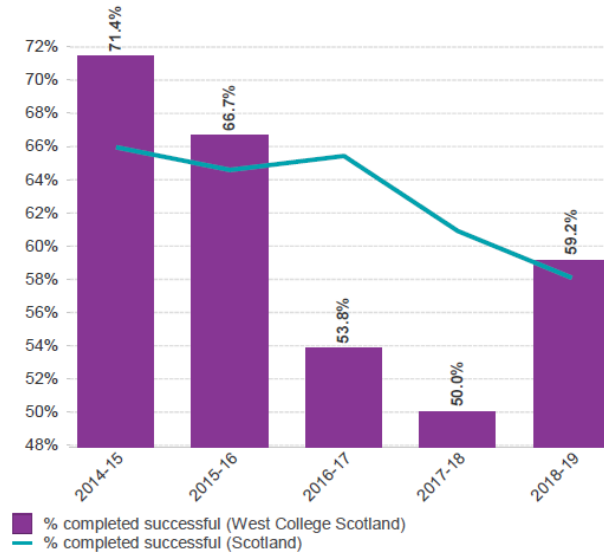
- For previous years our FE success rates have been above Sector but are still significantly lower than for other students.
- For HE we made significant improvements but the rate is 5.5% lower than for all students.

Full-time FE (Care Experience)



Year	% completed successful (West College Scotland)	Enrolments (West College Scotland)	% completed successful (Scotland)
2014-15	64.7%	34	52.4%
2015-16	53.8%	130	52.7%
2016-17	58.7%	126	52.5%
2017-18	54.2%	107	51.0%
2018-19	53.6%	265	58.0%

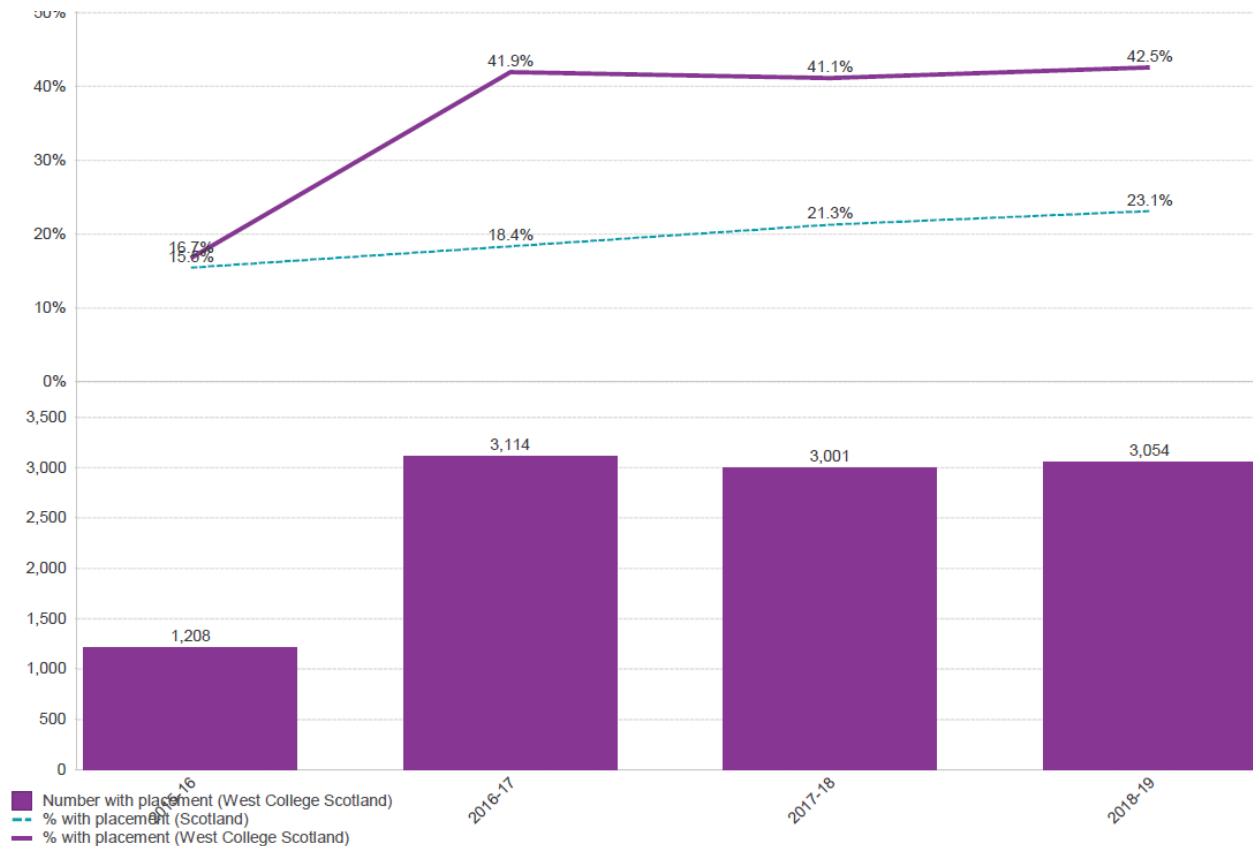
Full-time HE (Care Experience)



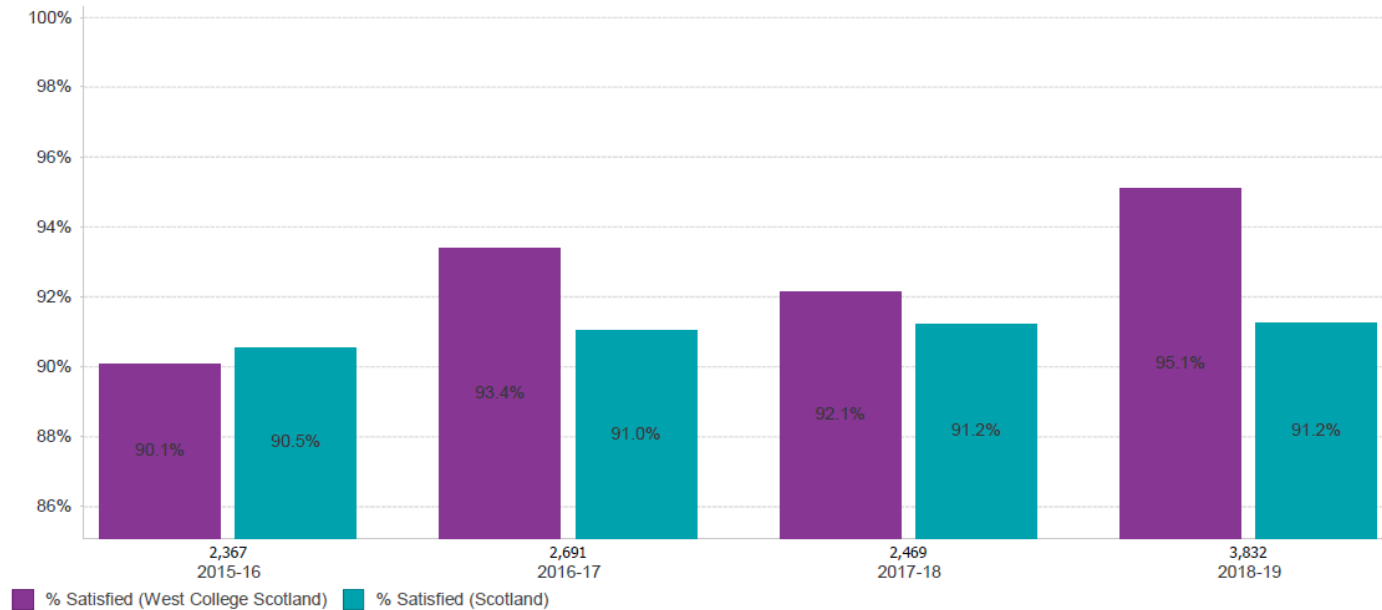
Year	% completed successful (West College Scotland)	Enrolments (West College Scotland)	% completed successful (Scotland)
2014-15	71.4%	14	66.0%
2015-16	66.7%	45	64.6%
2016-17	53.8%	26	65.4%
2017-18	50.0%	26	60.9%
2018-19	59.2%	71	58.1%

# Full time students with substantial Work Experience 😊

- We compare very well to Sector here. This maybe because we have been better at capturing work experience in Unit-E.
- Our ROA target for 2019-20 was 50% so we did fall short. You are encouraged to ensure your work placement and simulated work experience is captured.



# Student Satisfaction rates



😊 Again, we compare very well to Sector here and our overall satisfaction rates increased (purple us and turquoise Scotland).

😞 However, our survey return rates were low and we are under pressure from SFC to improve these. This is the sector satisfaction survey around April and we are looking for everyone to encourage students to complete this.

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

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

The Regional Outcome Agreement guidance asks for 'more ambitious and challenging targets'. Feedback from SFC on the 2020-21 draft submission is that targets are good and they are appreciative of our ambition but they note we may wish to amend in light of performance. The attached A3 SFC table for completion notes the National figures beside some of the College targets (Nat % in the notes column).

All targets, college performance and Sector figures have been reviewed by the Educational Leadership team. We wish to retain stretching performance improvement targets but also a realism about how much may be achieved with our particular student profile.

Suggested changes have been made as follows (a summary is in tabular format at the end of this report):

- **1b – 10% most Deprived areas.** Reduce from 27%-28% to 25% in line with the previous 2 years college profile. SFC guidance is to now work to sustain rather than grow SIMD10 numbers & focus on success rates for this group.
- **1c – Disability.** Increase ambition from 20% to 23% in line with 2018-19 actual figures.
- **1c – Age.** Reduce 16-19 year olds from a estimate of 38.5% to 36% (reducing then to 35%) in line with 2018-19 actual figures and likely demographic reductions.  
Increase over 25 years from 37% to 39.5% (and then to 40.5%) in line with 2018-19, demographics and the planned targeting of the older age group.
- **2b–Senior Phase.** Increase from 0.9% to 1.5% in line with 2018-19 & sector.

- **4a – Success rates**

- **FE Full time:** Previous long term ambition was 73.5%. In 2018-19, the Sector was 65.2% and WCS was 67.9%, (having achieved 69.2% in 2017-18).

We suggest reducing the ambitious target of 73.5% to a more realistic 72% with a target on 70% for next session.

- **FE Part Time:** Previous targets were 74% to 76%. We achieved 76% in 2018-19 but the Sector was 79.7%.

We suggest increasing the targets to 77% - 78% - 79%

- **HE full time:** Previous longer term ambition was 74.5%. The Sector was 69.8% and WCS was 64.9% last session (WCS having achieved 69.4% in 2017-18).

We suggest reducing the ambitious longer term target to a more realistic but still stretching target of 72%. We suggest a target of 70% for next session which is a 5% increase on last session but we consider achievable considering the 2017-18 figures.

- **4b Success rates SIMD10**

- **FE Full time:** Previous targets for 20-21 & 21-22 were 67.5%-68%. The Sector was 62.1% and WCS was 64.2% last session.

We suggest increasing the 2022-23 target to 70% which would reduce the attainment gap to 2% from the current 3.7%.

- **HE full time:** Previous targets for 20-21 & 21-22 were 70.5% & 72%. The Sector was 67.3% and WCS was 66.6% last session.

Since our SIMD10 HE students are currently achieving better than other students, we suggest aiming to have no attainment gap overall. A stretching target of 67% for next session, rising to 70%

- **4c Success rates senior phase**

- **FE part time:** Previous targets for 20-21 & 21-22 were 65%-70%. The Sector was 64.4% and WCS was 60.1% last session.

We are keen to improve our school college success rates but this will only work with closer partnership working. We suggest retaining the ambitious long term target with 70% for 2022-23 but reduce the steps to achieve this - 64% - 67% - 70%. We have some concerns

however, as to how realistic this is and whether a 70% pass rate is in line with other School subject senior phases pass rates.

- **4d Success rates Care Experienced**

- FE full time: Previous targets for 20-21 & 21-22 were 63%-65%. The Sector was 58% and WCS was 53.6% last session.

Suggest retaining the target with 65% for 2022-23 but reduce the steps to achieve this - 60% - 63% - 65%. This still would leave a concerning 7% attainment gap but considering the historic and current figures for these students, we feel it is unrealistic to target more. It is hoped that the changed funding and additional support will improve attainment and these targets can be increased in future years.

- **HE full time:** Previous targets for 20-21 & 21-22 were 65%-67%. The Sector was 58% and WCS was 59.2% last session.

We suggest retaining the stretching target of 67% for 2022-23 but reduce the steps to achieve this - 62% - 65% - 67%. This would still leave a 5% attainment gap.

- **4c Success rates full time FE 16-19**

- Previous targets for 20-21 & 21-22 were 68%-70%. The Sector was 61.7% and WCS was 62.7% last session.

We suggest retaining the ambitious 70% target for 2022-23 but reduce the steps to achieve this - 65% - 68% - 70%

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

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

**Status:** Open.

## Summary of suggestions

Measure		2018-19	2020-21	2021-22	2022-23
1b SMID10	Previous	25.1%	27.5%	28%	
	New		<b>25%</b>	<b>25%</b>	25%
1c Disability	Previous	23.1%	20%	20.5%	
	New		<b>23%</b>	<b>23%</b>	23%
1c Age 16-19	Previous	36.7%	38.6%	38.5%	
	New		<b>36%</b>	<b>35%</b>	35%
1c Age 25 & over	Previous	39.2%	37.1%	37.2%	
	New		<b>39.5%</b>	<b>40.5%</b>	40.5%
2b Senior Phase	Previous	1.2%	0.9%	0.9%	
	New		<b>1.5%</b>	<b>1.5%</b>	1.5%
4a Success Rates FE FT	Previous	67.9%	73.5%	73.5%	
	New		<b>70%</b>	<b>71%</b>	72%
4a Success Rates FE PT	Previous	76.1%	74%	76%	
	New		<b>77%</b>	<b>78%</b>	79%
4a Success Rates HE FT	Previous	64.9%	74.5%	74.5%	
	New		<b>70%</b>	<b>71%</b>	72%
4a Success rates SMID10, FE FT	Previous	64.2%	67.5%	68%	
	New		<b>67%</b>	<b>68.5%</b>	70%
4a Success rates SIMD10 HE full time	Previous	66.6%	70.5%	72%	
	New		<b>70%</b>	<b>71%</b>	72%
4c Success rates Senior Phase FE Part time	Previous	60.1%	65%	70%	
	New		64%	67%	70%
4d Success Rates Care Experienced FE FT	Previous	53.6%	63%	65%	
	New		<b>60%</b>	<b>63%</b>	65%
4d Success Rates Care Experienced HE FT	Previous	59.2%	65%	67%	
	New		<b>62%</b>	<b>65%</b>	67%
4d Success Rates FT FE 16-19	Previous	62.7%	68%	70%	
	New		<b>65%</b>	<b>68%</b>	70%



	2015-16	2016-17	2017-18	2018-19	2020-21	2021-22	2022-23	Notes and comments
	Actual				Ambition			
X Will be removed from OA prior to publication								
<b>1(a) The volume of Credits delivered</b>								
	The volume of Credits delivered (core)	159,174	159,039	160,376	157,853			
	info. Core Credits target (region)	159,025	159,025	160,294	157,855			
	info. % towards core Credits target (region)	100.1%	100.0%	100.1%	100.0%	100.0%	100.0%	
	The volume of Credits delivered (ESF)	7,086	7,094	7,103	6,673			
	The volume of Credits delivered (core + ESF)	166,260	166,133	167,479	164,526			
<b>1(b) Volume and proportion of Credits delivered to learners in the most deprived 10% postcode areas</b>								
X	Volume of Credits delivered to learners in the most deprived 10% postcode areas	45,832	45,261	41,664	41,227			
	Proportion of Credits delivered to learners in the most deprived 10% postcode areas	27.6%	27.2%	24.9%	25.1%	25.0%	25.0%	25.0%
<b>1(c) The volume and proportion of Credits relating to learners from different protected characteristic groups and care experienced students</b>								
<b>Gender -</b>								
X	Volume of Credits delivered to Male learners	70,238	72,992	74,204	70,971			
	Proportion of Credits delivered to Male learners	42.2%	43.9%	44.3%	43.1%	43.0%	43.0%	43.0%
X	Volume of Credits delivered to Female learners	95,881	92,956	92,696	92,882			
	Proportion of Credits delivered to Female learners	57.7%	56.0%	55.3%	56.5%	56.7%	56.7%	56.7%
X	Volume of Credits delivered to Other learners	140	184	578	673			
	Proportion of Credits delivered to Other learners	0.1%	0.1%	0.3%	0.4%	0.3%	0.3%	0.3%
<b>Ethnicity -</b>								
X	Volume of Credits delivered to BME learners	5,904	6,730	7,675	8,311			
	Proportion of Credits delivered to BME learners	3.6%	4.1%	4.6%	5.1%	5.5%	6.0%	6.0%
<b>Disability -</b>								
X	Volume of Credits delivered to students with a known disability	29,082	29,266	33,442	38,001			
	Proportion of Credits delivered to students with a known disability	17.5%	17.6%	20.0%	23.1%	23.0%	23.0%	23.0%
<b>Age -</b>								
X	Volume of Credits delivered to learners aged under 16	3,283	3,057	4,428	4,470			
	Proportion of Credits delivered to learners aged under 16	2.0%	1.8%	2.6%	2.7%	2.5%	2.5%	2.5%
X	Volume of Credits delivered to learners aged 16-19	66,254	67,340	64,698	60,382			
	Proportion of Credits delivered to learners aged 16-19	39.8%	40.5%	38.6%	36.7%	36.0%	35.0%	35.0%
X	Volume of Credits delivered to learners aged 20-24	36,278	35,327	37,315	35,132			
	Proportion of Credits delivered to learners aged 20-24	21.8%	21.3%	22.3%	21.4%	22.0%	22.0%	22.0%
X	Volume of Credits delivered to learners age 25 and over	60,445	60,409	61,038	64,543			
	Proportion of Credits delivered to learners age 25 and over	36.4%	36.4%	36.4%	39.2%	39.5%	40.5%	40.5%
<b>Care Experienced -</b>								
X	Volume of Credits delivered to care experienced students	3,788	3,119	2,463	8,277			
	Proportion of Credits delivered to care experienced students	2.3%	1.9%	1.5%	5.0%	2.0%	2.0%	2.0%
<b>2(a) The number of senior phase age pupils studying vocational qualifications delivered by colleges</b>								
		115	97	342	425	450	450	450
<b>2(b) Volume and proportion of Credits delivered to senior phase age pupils studying vocational qualifications delivered by colleges</b>								
X	Total volume of Credits delivered (including FA Credits)	166,260	166,133	167,479	165,086			
X	Volume of Credits delivered to senior phase age pupils studying vocational qualifications delivered by colleges	398	610	1,373	2,054			
	Proportion of Credits delivered to senior phase age pupils studying vocational qualifications delivered by colleges	0.2%	0.4%	0.8%	1.2%	1.5%	1.5%	1.5%
<b>2(c) Volume and proportion of Credits delivered to learners at S3 and above as part of 'school-college' provision</b>								
X	Total volume of Credits delivered (including FA Credits)	166,260	166,133	167,479	165,086			
X	The volume of Credits delivered to learners at S3 and above as part of 'school-college' provision	7,412	7,819	8,914	7,398			
	The proportion of Credits delivered to learners at S3 and above as part of 'school-college' provision	4.5%	4.7%	5.3%	4.5%	5.0%	5.0%	5.0%
<b>2(d) Volume and proportion of Credits delivered at HE level to learners from SHEP schools (i.e. secondary schools with consistently low rates of progression to higher education)</b>								
X	Volume of Credits delivered at HE level	45,300	42,921	42,226	41,440			
X	Volume of Credits delivered at HE level to learners from SHEP schools		1,904	3,366	2,682			
	Proportion of Credits delivered at HE level to learners from SHEP schools	0.0%	4.4%	8.0%	6.5%	5.7%	6.0%	6.0%
<b>3. Volume and proportion of Credits delivered to learners enrolled on STEM courses</b>								
X	Volume of Credits delivered to learners enrolled on STEM courses	34,434	38,814	39,400	39,080			
	Proportion of Credits delivered to learners enrolled on STEM courses	20.7%	23.4%	23.5%	23.8%	25.0%	26.0%	27.0%
<b>4(a) Proportion of enrolled students successfully achieving a recognised qualification</b>								
X	The number of FT FE enrolled students achieving a recognised qualification	2,699	3,174	3,045	2,953			
X	The total number of FT FE enrolled students	4,240	4,622	4,402	4,348			
	The percentage of FT FE enrolled students achieving a recognised qualification	63.7%	68.7%	69.2%	67.9%	70.0%	71.0%	72.0%
X	The number of PT FE enrolled students achieving a recognised qualification	7,613	9,467	9,414	9,574			
X	The total number of PT FE enrolled students	14,501	14,003	13,023	12,576			
	The percentage of PT FE enrolled students achieving a recognised qualification	52.5%	67.6%	72.3%	76.1%	76.0%	78.0%	79.0%
X	The number of FT HE enrolled students achieving a recognised qualification	1,817	1,849	1,912	1,713			
X	The total number of FT HE enrolled students	2,780	2,693	2,757	2,640			
	The percentage of FT HE enrolled students achieving a recognised qualification	65.4%	68.7%	69.4%	64.9%	70.0%	71.0%	72.0%
X	The number of PT HE enrolled students achieving a recognised qualification	420	445	491	494			
X	The total number of PT HE enrolled students	567	579	612	615			
	The percentage of PT HE enrolled students achieving a recognised qualification	74.1%	76.9%	80.2%	80.3%	80.0%	80.0%	80.0%
<b>4(b) Proportion of enrolled MD10 students successfully achieving a recognised qualification</b>								

Please return the data as an Excel document

X	The number of MD10 FT FE enrolled students achieving a recognised qualification	899	985	863	870					
X	The total number of MD10 FT FE enrolled students	1,472	1,519	1,311	1,356					
	The percentage of MD10 FT FE enrolled students achieving a recognised qualification	61.1%	64.8%	65.8%	64.2%	67.0%	68.5%	70.0%		Increase long term Nat 62.1%
X	The number of MD10 PT FE enrolled students achieving a recognised qualification	1,580	2,035	1,760	1,720					
X	The total number of MD10 PT FE enrolled students	2,980	3,146	2,577	2,436					
	The percentage of MD10 PT FE enrolled students achieving a recognised qualification	53.0%	64.7%	68.3%	70.6%	70.0%	72.0%	74.0%		Nat 76.2%
X	The number of MD10 FT HE enrolled students achieving a recognised qualification	452	441	393	391					
X	The total number of MD10 FT HE enrolled students	733	680	615	587					
	The percentage of MD10 FT HE enrolled students achieving a recognised qualification	61.7%	64.9%	63.9%	66.6%	70.0%	71.0%	72.0%		Increased (Nat 67.3%)
X	The number of MD10 PT HE enrolled students achieving a recognised qualification	67	68	70	58					
X	The total number of MD10 PT HE enrolled students	97	86	86	78					
	The percentage of MD10 PT HE enrolled students achieving a recognised qualification	69.1%	79.1%	81.4%	74.4%	74.0%	75.0%	75.0%		Nat 75.4%
<b>4(c) Proportion of senior phase age pupils successfully completing a vocational qualification delivered by colleges</b>										
X	The number of Senior Phase FT FE enrolled students achieving a recognised qualification	0	1	15	6					
X	The total number of Senior Phase FT FE enrolled students	0	14	22	16					
	The percentage of Senior Phase FT FE enrolled students achieving a recognised qualification	0.0%	7.1%	68.2%	37.5%	0.0%	0.0%			
X	The number of Senior Phase PT FE enrolled students achieving a recognised qualification	26	54	188	238					
X	The total number of Senior Phase PT FE enrolled students	71	77	309	396					
	The percentage of Senior Phase PT FE enrolled students achieving a recognised qualification	36.6%	70.1%	60.8%	60.1%	64.0%	67.0%	70.0%		Nat 64.4%
X	The number of Senior Phase FT HE enrolled students achieving a recognised qualification	2	2	4	4					
X	The total number of Senior Phase FT HE enrolled students	6	6	8	8					
	The percentage of Senior Phase FT HE enrolled students achieving a recognised qualification	33.3%	33.3%	50.0%	50.0%	0.0%	0.0%			
X	The number of Senior Phase PT HE enrolled students achieving a recognised qualification	32	0	2	0					
X	The total number of Senior Phase PT HE enrolled students	38	0	3	0					
	The percentage of Senior Phase PT HE enrolled students achieving a recognised qualification	84.2%	0.0%	66.7%	0.0%	70.0%	72.0%	74.0%		Nat 70.2%
<b>4(d) Proportion of full-time enrolled Care Experienced students successfully achieving a recognised qualification</b>										
X	The number of CE FT FE enrolled students achieving a recognised qualification	70	74	58	142					
X	The total number of CE FT FE enrolled students	130	126	107	265					
	The percentage of CE FT FE enrolled students achieving a recognised qualification	53.8%	58.7%	54.2%	53.6%	60.0%	63.0%	65.0%		Nat 58%
X	The number of CE FT HE enrolled students achieving a recognised qualification	30	14	13	42					
X	The total number of CE FT HE enrolled students	45	26	26	71					
	The percentage of CE FT HE enrolled students achieving a recognised qualification	66.7%	53.8%	50.0%	59.2%	63.0%	65.0%	67.0%		Nat 58.1%
<b>4(e) Proportion of full-time FE enrolled students aged 16-19 successfully achieving a recognised qualification</b>										
X	The number of FT FE enrolled students aged 16-19 achieving a recognised qualification	1,226	1,478	1,427	1,276					
X	The total number of FT FE enrolled students aged 16-19	2,034	2,248	2,135	2,035					
	The percentage of FT FE enrolled students aged 16-19 achieving a recognised qualification	60.3%	65.7%	66.8%	62.7%	65.0%	68.0%	70.0%		Nat 61.7%
<b>5. The number of starts for contracted apprenticeships (including industry bodies such as CITB and SECTT)</b>										
						960	960			
<b>6. The number and proportion of full-time learners with substantial 'work placement experience' as part of their programme of study</b>										
X	Total number of full-time learners	7,232	7,429	7,303	7,183					
X	Number of full-time learners with substantial 'work placement experience' as part of their programme of study	1,208	3,114	3,001	3,054					
	Proportion of full-time learners with substantial 'work placement experience' as part of their programme of study	16.7%	41.9%	41.1%	42.5%	50.0%	55.0%	60.0%		Nat 23.1%
<b>7. The number and proportion of successful learners who have achieved HNC or HND qualifications articulating to degree level courses with advanced standing</b>										
X	The total number of learners who have achieved HNC or HND qualifications progressing to degree level courses	559	516	568						
X	The number of succesful learners who have achieved HNC or HND qualifications articulating to degree level courses with advanced standing	275	208	274						
	The proportion of succesful learners who have achieved HNC or HND qualifications articulating to degree level courses with advanced standing	49.2%	40.3%	48.2%	0.0%	49.0%	52.0%	55.0%		Nat 48.2%
<b>8. The number and proportion of full-time college qualifiers in work, training and/or further study 3-6 months after qualifying</b>										
X	The total number of full-time FE college qualifiers (confirmed destinations)	2,455	2,594	2,474						
X	The number of full-time FE college qualifiers in work, training and/or further study 3-6 months after qualifying	2,362	2,502	2,353						
	The proportion of full-time FE college qualifiers in work, training and/or further study 3-6 months after qualifying	96.2%	96.5%	95.1%	0.0%	97.0%	97.0%	97.0%		
X	The total number of full-time HE college qualifiers (confirmed destinations)	1,517	1,519	1,601						
X	The number of full-time HE college qualifiers in work, training and/or further study 3-6 months after qualifying	1,438	1,459	1,532						
	The proportion of full-time HE college qualifiers in work, training and/or further study 3-6 months after qualifying	94.8%	96.1%	95.7%	0.0%	97.0%	97.0%	97.0%		
<b>9. The percentage of students overall, satisfied with their college experience (SSES survey)</b>										
		90.1%	93.4%	N/A	95.1%	95.0%	95.0%	95.0%		
<b>10. Gross carbon footprint (tonnes CO2e)</b>										
		5,383.8	4,858.7	4,430.4	4,249.8	4,297.0	4,253.0			



**TITLE:** Curriculum Planning and Review Summary 2019

**Background:** Curriculum Planning and Review (CPR) meetings were held with every Curriculum Sector in the Autumn following submission of their paperwork under the following agenda, with the main focus being on Curriculum change for the short term and for the longer term.

- **Drivers & evidence for changes**
  - Demand, student performance, feedback, progression and efficiencies
  - Labour market and Sector information
  - Fit with Government, ROA and College Strategic priorities
- **Intentions and Ambitions for changes**
  - Short term (following session)
  - Long term – with strategies/actions to address change
- **Capacity and Barriers for changes**
- **Implications for changes**
  - On overall costs or efficiencies
  - On other areas – Estates, IT, HR, marketing, other Sectors and departments

Key issues were identified across the Sectors, particularly around barriers for change. In addition, particular College and Sector related actions were identified for improvement. The key issues and actions are summarised in the following paper along with main curriculum changes.

**Action:** The Committee is invited to consider the CPR summary and note the improvement actions.

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

**Status:** Open.

## Curriculum Planning & Review 2019

### 1. Common key issues across almost all meetings

- **Equipment** – lack of replacement of outdated, worn or broken equipment and furniture.
- **IT** – replacement/updating, suitability, staff digital skills,
- **Accommodation** – timetabling processes/allocation, staff room space, condition of rooms.
- **IV** – load on promoted staff, firefighting approaches before EV
- **Aging staff workforce** – concerns about succession planning, staff absence including for caring responsibilities, motivation, digital skills, receptiveness to change.
- **Student mental health and resilience**

### 2. Issues raised in several CPR meetings

- **Technician/workshop steward/support staff** (including access to support out of core hours)
- **MIS course set up processes** to support more flexible attendance/options
- **Student application processes** – no shows for interviews, use of email/text/letter, multiple applications, not understanding course levels, alternative approaches to recruitment
- **Difficulties in recruiting teaching staff** – particularly Bank but also lecturers in Early Years, Construction, Engineering, Accountancy, Assessors,
- **College website requiring improvements** – and more use of social media
- **Engagement with schools** – better understanding of our curriculum, access to parents, careers advisors & teachers, planning for viable numbers

### 3. Key college issues which were identified as having improved

- **Staff mobility across campuses**
- **More flexible approaches to timetabling** – amended start times, use of twilight, shortened courses, staff more receptive to alternative delivery patterns
- **Student funding processes** – students having funding in place at the start of courses
- **External partnerships and employer engagement**
- **More examples of cross Sector/curriculum working**

### 4. Significant areas of curriculum change

- Delivery patterns are being adjusted in many curriculum areas, designed order to provide more flexibility, improve student success rates and efficiencies.
- New 'fast-track' provision is planned and adoption of other 'academy models' in line with AC Whyte, Sculptur, Mar Hall & ELIOR and the Motor Sport Academy.
- Immediate growth is planned to meet demand in ESOL, Construction, MAs in Engineering and Hospitality.
- Commercial opportunities are being progressed for Pharmacy, Fire Sprinklers and Wall Cladding.
- A more commercial portfolio of short courses is planned in Hairdressing, Make Up and Beauty, with this Sector also taking the lead on the wellbeing and mindfulness curriculum.
- Longer term opportunities were identified in Engineering, Care, Early Years, Science and Food Tech, Digital, Data Analytics and Enterprise.

## **5. Improving Performance**

- The requirement to produce an Intervention and Improvement Plan (IIP) was introduced for HE courses with significantly low or a pattern of low PIs.
- The Learner Development Sector will be given a partnership remit for all vocational SCQF4 courses to provide a consistency, enhance skills development and improve success rates.
- A Literacies Action Plan will be introduced for all Sectors, supported by the Essential Skills Sector to ensure effective development of literacies in FE programmes.
- Additional time will be budgeted next session to provide additional support for students in Essential Skills and ESOL students in mainstream courses.

## **6. Further actions being progressed**

- A Project Action Group has been set up to review options to improve the MIS course set up process to simplify processes to better support more flexible and personalised attendance.
- Classroom allocation is being amended in Clydebank to a more curriculum 'ownership' model and changes are being made to the Paisley estate to create more classroom space.
- Replacement equipment priorities have been identified and collated across all Sectors and are being progressed where funding allows.
- A Project Action Group has been set up to review the Internal Verification processes and an Internal Audit of IV will be carried out.
- Alternative approaches to student recruitment are being piloted.
- The Staff recruitment and skills development issues will be progressed through Sector Workforce Planning meetings and the actions from the College Digital Strategy.
- The work of the Learner Development Sector is being profiled at CQL meetings to ensure full understanding of other staff and enable better referral and partnership working.

**Title:** Risk

**Background:** The Strategic Risk Register was considered by the Board at its meeting held on 3 February 2020.

At that meeting, the Board received a report from the Vice Principal Operations which outlined that, in accordance with the Corporate Governance Code, the Board was tasked with ensuring a framework of risk management and control was in place. The Strategic Risk Register (which had been approved by the Board at its December 2019 meeting and was aligned to the College Corporate Strategy) was considered and an update on the actions taken to embed risk management across the College provided. The Board **approved** the College Strategic Risk Register and in doing so considered:

- The risks included in the register;
- The risk ratings both pre and post mitigation;
- Whether any other risks should be considered for removal;
- Whether any new risks should be considered for inclusion; and
- The further developments undertaken in relation to the College risk management framework.

**Action:** The Committee is asked to review the current strategic risk register attached and propose any amendments and/or additions, or any re-phrasing, required to be made.

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

**Status:** Open



# Strategic Risk Register

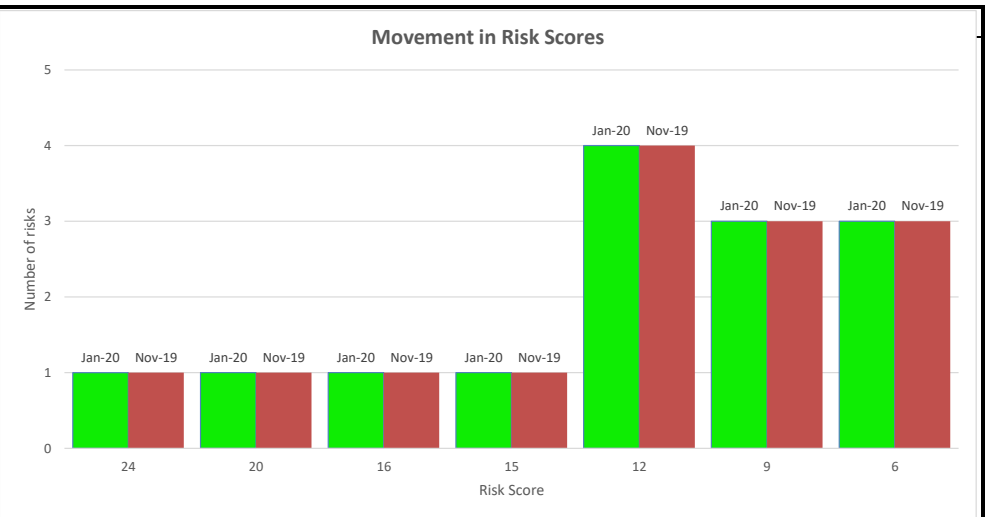


## Strategic Risk Register Dashboard Report

Risk register review period:  
Board / Committee review period:

Jan-20  
Feb-20

Top 5 Risks Post Mitigation						
Ref	Risk	Movement since previous register	Probability	Impact	Score Feb 20	Score Feb 19
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	16
WCS 3	Failure to deliver Estate Strategy objectives due to business cases for development of estate being delayed, with this having a resultant negative impact on the ability of the College to recruit students, retain staff and address legislative requirements	↔	5	4	20	9
WCS 2	Failure to secure adequate estates maintenance / capital funding for future investment or refurbishment of IT and physical infrastructure.	↔	4	4	16	16
WCS 16	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.	↔	5	3	15	10
WCS 4	Failure to deliver SFC Regional Outcome Agreement targets at a time of limited resource results in future credit and/or funding adjustments.	↔	4	3	12	12



The most significant risk faced by the College continues to be the volatility of SFC funding.

Continued delays to the business cases for the development of the College estate has moved up the risk register based on the latest developments in Renfrewshire and Inverclyde. This risk is closely linked to the next highest risk which is the failure to secure adequate maintenance funding.

The impact of the UK exit from Europe continues to be a significant risk faced by the College as the level of uncertainty continues.

### WEST COLLEGE SCOTLAND STRATEGIC RISK REGISTER

Risk No.	Risk Reference	Strategic Objective	Risk	Assessment pre mitigation			Mitigating Controls and Actions	Assessment post mitigation				Movement since last review	Executive Responsible
				Risk Probability	Risk Impact	Risk Score		Risk Probability	Risk Impact	Risk Score	Previous Score		
1	WCS 1	1.1 1.3 3.1 3.4	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 2019-20 final SFC funding confirmed and shows a level of core funding which is not greater than in 2018-19; 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. 2) 2019-20 budget approved in conjunction with 5 year future financial scenario planning and detailed assumptions. 3) Transformation Plan submitted to SFC in order to address future financial challenges. The College continues to engage with the SFC on the implementation of the plan including review of curriculum delivery in Renfrewshire. 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) Financial modelling of next 5 years undertaken based upon SFC FFR assumptions. Allows the College to identify funding gap and to continue to take necessary steps to address the gap. 7) Commercial Development and Credits Group reporting to Corporate Development Committee with focus on maintaining and growing income including ESF activity. 8) Robust monitoring of current and future curriculum delivery plans (CMAP) including staffing requirements. 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	24	↔	VP Operations / VP Educational Leadership
2	WCS 3	1.2 3.1 3.3 3.4	Failure to deliver Estate Strategy objectives due to business cases for development of estate being delayed, with this having a resultant negative impact on the ability of the College to recruit students, retain staff and address legislative requirements	6	4	24	1) The College continues to engage with SFC, SFT, local councils and other key stakeholders re investment and in relation to implementation of national estate condition survey review and future direction of travel. 2) Approved Estate Strategy highlights required estate investment for consideration by SFC and Scottish Government. 3) Draft Outline Business Case for Paisley estate 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. 5) Inverclyde local development plan now finalised leading to potential restrictions on future College developments on preferred site. College continues to engage with partners to find suitable way forward. 6) 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. 7) 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. 8) Ongoing engagement with SFC	5	4	20	20	↔	VP Operations

Risk No.	Risk Reference	Strategic Objective	Risk	Assessment pre mitigation			Mitigating Controls and Actions	Assessment post mitigation				Movement since last review	Executive Responsible
				Risk Probability	Risk Impact	Risk Score		Risk Probability	Risk Impact	Risk Score	Previous Score		
3	WCS 2	1.1 1.2 2.3 4.1	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) 2019-20 SFC funding for estates has seen a reduction in lifecycle maintenance and priority maintenance funding. The continued reduction in lifecycle maintenance does present an operational challenge. There is also a need to understand the basis of estates maintenance funding allocation beyond 2019-20. 3) WCS participation in SFC/sector Capital Working Group and wider consultation exercises where possible. 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. College currently undertaking curriculum horizon scanning exercise in responding to SFC information request in relation to Greenock OBC. Implications of published Inverclyde local development plan being actioned and College is engaging with partners in relation to this. 5) Outline Business Case for Paisley submitted to the SFC in October 2017 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) The College has updated the estate condition work undertaken in 2015. This provides robust data showing the level of investment required in order to get the College estate up to an acceptable standard.	4	4	16	16	↔	VP Operations
4	WCS 16	1.3 2.2 3.1 3.4	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.	5	3	15	1) College has considered possible impacts of Brexit on operations and continues to keep this under review. Output has been discussed at senior management level and with relevant Board Committees. It is anticipated there may be an impact on EU funded programmes (such as Modern and Foundation Apprentices). 2) The College is a member of a sector 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 ESF funding is due to end.	5	3	15	15	↔	Principal
5	WCS 4	1.2 2.1 3.2 3.4	Failure to deliver SFC Regional Outcome Agreement targets at a time of limited resource results in future credit and/or funding adjustments.	5	4	20	1) Positive engagement with SFC in relation to ROA development and monitoring for current and future years. Internal audit of ROA process indicated robust planning arrangements in place regarding development of ROA. 2) Effective internal monitoring and reporting procedures in place, including operational planning process, and monitoring through the Board of Management and all Committees. 3) Good working relationships with local authorities and schools in order to access attainment funding in support of College activities in this area. 4) Detailed curriculum development planning and review process which has been subject to positive review by internal audit. 5) Blended approach to delivery of teaching and learning including 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 to consider the College ROA during February 2020 meeting and considered the outcomes that the ROA will deliver. The draft ROA will then be submitted to the SFC for comment upon.	4	3	12	12	↔	Principal

Risk No.	Risk Reference	Strategic Objective	Risk	Assessment pre mitigation			Mitigating Controls and Actions	Assessment post mitigation				Movement since last review	Executive Responsible
				Risk Probability	Risk Impact	Risk Score		Risk Probability	Risk Impact	Risk Score	Previous Score		
6	WCS 5	1.1 1.2 1.3 3.4	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 on the impacts of National Bargaining ongoing. National Bargaining funding distribution for 2019-20 amended in year and agreed with Colleges Scotland and the Scottish Funding Council. 3) Business Continuity Planning considers impact of industrial action, with specific plans in place. 4) 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. 5) Robust college sector and WCS communications plan including liaison with Student Association on impact on students. 6) Local workforce planning arrangements subject to positive internal audit review (June 2018). 7) Support and teaching staff pay award until September 2020 in place.	6	2	12	12	↔	Principal
7	WCS 6	1.1 2.1 3.3 4.2	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 review progress achieved in delivering the IT Strategy on an annual basis 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 Colleges Scotland and the SFC is 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) College has achieved Cyber Essentials Plus accreditation as required. 5) College Digital Strategy which sets out digital ambitions for the College, presented and approved by the Board of Management. 6) Discussions remain ongoing with the SFC on IT condition survey and College offered to be model for future sector wide survey. 7) College HR department providing support to staff undertaking national support staff job evaluation.	4	3	12	12	↔	VP Operations
8	WCS 15	1.1 2.1 3.4 4.3	Failure to deliver the financial and/or non-financial objectives outlined in the College Transformation Plan "Future Proofing Our College".	4	4	16	1) Transformation Plan has been developed by the College and discussed in detail with the SFC. 2) Board of Management have approved the 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 2019-20. However future years remain challenging and the plan will require to be further reviewed/updated. SFC indicative funding figures have been published and have crystallised the financial challenges faced by the College. No guidance on future years.	3	4	12	12	↔	Principal

Risk No.	Risk Reference	Strategic Objective	Risk	Assessment pre mitigation			Mitigating Controls and Actions	Assessment post mitigation				Movement since last review	Executive Responsible
				Risk Probability	Risk Impact	Risk Score		Risk Probability	Risk Impact	Risk Score	Previous Score		
9	WCS 9	1.2 1.3 3.4	Inability to maintain positive staff relations	4	3	12	1) Approved Workforce Plan in place to address Audit Scotland recommendations and implementation reviewed by the Board CDC and HR Committee. 2) Internal audit on internal communications reported that that the College had effective internal communication channels to staff and students 3) Clear procedures for communication and engagement with Trade Unions and College staff. 4) Staff engagement sessions and staff surveys undertaken on regular basis allowing matters to be raised and issues to be addressed early. 5) Local trade union consultation and negotiation committees in place for teaching and support staff. 6) College is supportive of staff involvement in national job evaluation scheme and has open dialogue with Unions as to how staff can be supported.	3	3	9	9	↔	Principal
10	WCS 11	1.1 2.3 3.1 3.2	Ability to generate consistent levels of alternative income or to grow alternative income streams.	4	3	12	1) Alternative Income Strategy currently under development in response to requirements of College Transformation Plan objectives. Strategy will be subject to review by Corporate Development Committee. 2) Annual financial budget agreed and monitored by the Corporate Development Committee. 3) Strong partnerships with local employers and stakeholders. 4) Operation planning process used to identify potential opportunities for income growth. 5) Adaption of course portfolio to meet student / employer needs. 6) Financial strategy and planning in place to address resource needs and redirect as required. 6) Review of resources required within Curriculum Development Planning procedure. 7) Commercial Development Group meets bi-monthly to review and address challenges of delivering alternative income.	3	3	9	6	↔	VP Educational Leadership
11	WCS 7	1.2 3.4	Inadequate business continuity / cyber resilience planning leading to material interruptions to service delivery.	3	4	12	1) Business Continuity webpage created to inform all staff and stakeholders of College approach to business continuity planning. 2) Business Continuity Plan available to relevant staff on OneDrive along with associated documents to assist during any incident (including creation of "battle boxes"). 3) College has achieved Cyber Essentials Plus accreditation and has in place IT recovery plans as part of overall business continuity planning process. 4) Training and scenario planning sessions undertaken on a quarterly basis with involvement from both teaching and support staff. Externally facilitates and lessons learned shared with staff. 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.	3	3	9	9	↔	VP Operations
12	WCS 10	1.3 2.3	Failure to embed Workforce Plan resulting in lack of appropriate resources and skills being developed to achieve College strategic objectives and outcomes	4	3	12	1) College Workforce Plan and associated reporting requirements approved by the Board of Management. 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 including an establishment report. 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 2018-19 audit plan. All recommendations made by internal auditors fulfilled and OD&HR Committee updated on progress. 8) Initial results from staff skills survey being used to allow the College to identify and address future skills gaps.	3	2	6	6	↔	Principal

Risk No.	Risk Reference	Strategic Objective	Risk	Assessment pre mitigation			Mitigating Controls and Actions	Assessment post mitigation				Movement since last review	Executive Responsible
				Risk Probability	Risk Impact	Risk Score		Risk Probability	Risk Impact	Risk Score	Previous Score		
13	WCS 13	3.4 4.1	Inability to ensure a holistic response to data and information governance, including compliance with the General Data Protection Regulations (GDPR).	3	3	9	1) Data Protection Officer (DPO) appointed in compliance with legislative requirement. DPO is part of shared services agreement allowing the College to work collaboratively with other institutions. 2) DPO is undertaking review of departmental compliance with data legislation and addressing issues as required. Reports provided to working group on progress and issues identified / rectified. 3) College has a working group covering GDPR and data management issues with involvement from senior staff. The Group has oversight of the information risk assessment process. 4) Data Protection concepts and principles embedded within the operations of the College.	3	2	6	6	↔	Principal
14	WCS 14	1.2 3.4	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 stage to address any issues in advance of project start date. 2) Staff resource increased during 2018-19 to address the significant increase in level of expenditure and complexity of projects being undertaken. 3) Well embedded project / estate team with knowledge base that allows issues to be identified and addressed. 4) use of external professional advisors to provide oversight and critical review of proposed activities / plans.	3	2	6	6	↔	VP Operations

## Corporate Strategy 2019-2025

Priorities		Objectives	
(1) Personalisation	We will deliver the skills solutions that employers are looking for and the learning outcomes that students want,	1.1	Developing Bespoke solutions, Fast
		1.2	Raising Aspirations and Enabling Students to achieve outcomes
		1.3	Recruiting and Retaining Talented People
(2) Collaboration	We will build the immersive relationships and make the connections that enhance value for	2.1	Creating Learning Pathways
		2.2	Immersive Partnerships
		2.3	Delivering Inclusive Growth
(3) Agile and Adaptive	We will develop the capability to respond to shifts in demand and seize new opportunities quickly' putting in place specialist delivery capabilities.	3.1	Developing new income opportunities
		3.2	Developing the Market
		3.3	Utilising Specialist Capabilities
		3.4	Managing for Resilience
(4) Digital	We will ensure that the College has the digital capacity and capabilities to deliver in a modern economy.	4.1	Using Data
		4.2	Inspirational Learning
		4.3	Developing the skills base

**Tolerance Matrix and Scoring Grid**

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

**Risks - Probability x Impact Score Grid**

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

**Risk Score - Direction of Travel**

- ↔ Post mitigation risk score after review has remained static compared to the last time the register was reviewed.
- ↑ Post mitigation risk score after review has increased compared to the last time the register was reviewed.
- ↓ Post mitigation risk score after review has reduced compared to the last time the register was reviewed.



**Title:** Committee Remit, Membership and Dates of Meetings in 2019/20

**Background:** At the November meeting, the remit, membership and dates of meetings in 2019/20 were tabled for information and consideration.

A discussion ensued and it was agreed that the remit of the Committee should be amended to reflect the Committee's responsibilities regarding the monitoring of safeguarding across the College. The enclosed remit has been amended to reflect this.

It is proposed that 1A reads:

*"To advise the Board on matters relating to student affairs including:*

- *Students Association activities*
- *student experience and engagement*
- *student guidance and support*
- *disciplinary procedures and appeals*
- *safeguarding"*

And that 1F reads:

*"To review all matters relating to the student experience and safeguarding."*

**Action:** The Committee is asked to consider the amendment to its remit and, if accepted, that it recommends that the Board approve this change at its meeting in March 2020.

**Lead:** Shirley Gordon, Secretary to the Committee

**Status:** Open

## **West College Scotland**

### **Board of Management**

#### **Learning, Teaching and Quality Committee**

##### **Statement of Purpose**

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

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

##### **1. Remit**

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

- g) To monitor expenditure of the annual budget of the Students' Association, based on reports received from the Student President, and to confirm to the Board that these are in line with the plans of the Students' Association.
- h) To consider risk relating to the matters that fall within the Committee's remit and to agree what mitigating factors/actions are in place and what further action, if any, needs to be taken to address such matters of risk.

## 2. **Composition**

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

Attending;

Vice Principal Educational Leadership  
Assistant Principal Performance and Skills  
Assistant Principal Student Life and Skills

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

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

Other Board members can attend the meetings, with the approval of the Chair of the Learning Teaching and Quality Committee

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

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

## 3. **Frequency of Meetings**

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

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

## 4. **Quorum**

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

## 5. **Secretariat**

The Secretary to the Board of Management.

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

## 6. Review

The Remit will be subject to review annually.

Approved by Board – 4 December 2017

### Membership 2019/20

	<b>Date appointed</b>	<b>Date Re-appointed</b>	<b>End Date</b>
Jackie Henry Chair	1.02.15	1.02.18	31.01.22
Liz Connolly Principal	1.09.18	n/a	n/a
David Watson Teaching Staff	13.09.17		12.09.21
Steven Cairney Support Staff	7.10.19		17.09.23
Vanessa Thompson Student President	1.08.19		31.07.20
Ruth Binks Co-opted	1.03.19		29.02.20
Mark Hamilton Co-opted	1.11.19		31.10.20
Keith McKellar <i>Ex officio</i>	4.03.14	3.03.18	2.03.20

### Attending Officers

Stephanie Graham, Vice Principal Educational Leadership  
Cathy McNab, Assistant Principal, Performance and Skills  
Iain Forster-Smith, Assistant Principal, Student Life and Skills  
Shirley Gordon, Secretary to the Committee

### Dates of meetings in 2019/20

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

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

DM/05.11.19