

West College Scotland
LEARNING, TEACHING AND QUALITY COMMITTEE
WEDNESDAY 20 May 2020 via the Skype link circulated by the Secretary
AGENDA

General Business

1. Apologies
2. Declarations of Interests
3. Minutes of the meeting held on 26 February 2020
 .1Actions from the minutes
4. Matters arising from the Minutes
 (and not otherwise on the agenda)

Enclosed
Enclosed

Main Items for Discussion and/or Approval

- | | | |
|---|---------------|-----|
| 5. Update from Educational Leadership Team | Paper 5 | StG |
| 6. Students Association Update | Verbal | VT |
| 7. Education Scotland Update (Standing item) | Verbal | StG |
| 8. Exceptional Circumstances Assessment Arrangements | Paper 8 | CM |
| 9. Digital Strategy Group Progress Report | Paper 9 | AP |
| 10. GTCS – Professional Learning and Registration update | Verbal | CM |
| 11. Planning for 2020-21 Curriculum delivery | Paper 11 | StG |
| 12. Strategic Risk Register | Paper 12 | StG |
| 13. Internal Audit Report – Digital Strategy
(at the Audit Committee’s Request) | Paper 13 | StG |
| 14. Committee Remit, Membership and Dates of Meetings | Paper 14 | ShG |

Items for Information

- | | | |
|---|----------|----|
| 15. Action notes from the Quality Standards Committee
(13 February 2020 meeting) | Paper 15 | CM |
| 16. Any other Business | | |
| 17. Date Next Meeting: Wednesday 11 November 2020 – 4 till 6pm – Venue tbc | | |

LEARNING, TEACHING AND QUALITY COMMITTEE

Minutes: 26 February 2020

Present: Jacqueline Henry (in the Chair), Liz Connolly, Steven Cairney, Ruth Binks, Mark Hamilton.

Attending: Stephanie Graham (Vice Principal Educational Leadership), Cathy MacNab (Assistant Principal Performance and Skills), Shirley Gordon (Secretary).

Apologies: Keith McKellar, David Watson, Iain Forster-Smith, Vanessa Thompson and Fiona McKerrell.

LM346 WELCOME

The Chair welcomed everyone to the meeting and, in particular, Steven Cairney as it was his first meeting as the Committee's "non-teaching staff member". She also reported that the Board Chair had appointed new non-executive Board member, Fiona McKerrell, to the LTQC. Fiona was unable to attend today's meeting, but the Chair looked forward to having her on board with the work of the Committee.

LM347 DECLARATION OF INTERESTS

Liz Connolly: Trustees of the West College Scotland Foundation.

LM348 MINUTES

The minutes of the meeting held on Wednesday 13 November 2019 **were approved.**

LM349 ACTIONS FROM THE MINUTES

The Committee **noted** the actions from the minutes.

LM350 MATTERS ARISING FROM THE MINUTES

There were no matters arising not otherwise covered on the agenda.

LM351 UPDATE FROM EDUCATIONAL LEADERSHIP TEAM

In addition to the circulated report, the Vice Principal Educational Leadership, updated the Committee on the following since the last meeting:

- A major focus was completing the planning for the 2020-21 curriculum and identifying efficiencies in line with the SFC business transformation plan project 'Curriculum Reimagined'. No confirmation of credits for next year had been received to date but work was being undertaken on an assumption of a small reduction to be achieved by reducing out of region distance learning.
- January start courses had recruited very well with most curriculum areas achieving their targets.

- The College Digital Strategy was launched and a digital strategy action group, including JISC had been set up, led by the Assistant Principal, Creativity and Skills (Angela Pignatelli). The action group was starting with the JISC toolkit for digital upskilling staff and benchmarking against other educational institutions. It was anticipated that the LTQC would have oversight of this work and would consider its remit and membership at its May 2020 meeting in order to facilitate this.

{ACTION – MAY 2020 AGENDA ITEM}

In light of this, the Committee also agreed it would be useful to see the Digital Strategy and associated Action Plan at its May 2020 meeting in acknowledgment of ongoing investment to realise the ambition.

{ACTION – MAY 2020 AGENDA ITEM}

- Partnership working with SDS had been increasing. This has included the development of a new Digital Manufacturing FA linked to NMIS and FastTrack Financial Services/Fintech apprenticeships. This was an exciting opportunity to be linked with this.
- Choose Your Career days had been held on each campus and had been well attended.
- Students from Hairdressing, Beauty and Make-up Artistry Sector joined other students from colleges across south Scotland in Edinburgh College 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 and 3 - 3rd places) with one hairdressing student, winning "Best Student". Each of the student winners and their models would now head to the AHT's showpiece national competition held at the Winter Gardens in Blackpool later in the year.

The Chair thanked the Vice Principal Educational Leadership for the update which was noted.

LM352 STUDENTS ASSOCIATION UPDATE

Unfortunately, the Students Association could not be represented today at the meeting so no update was available.

LM353 EDUCATION SCOTLAND – STANDING ITEM

Progress Visit Report from Education Scotland – The Assistant Principal Performance and Skills reported that a team from Education Scotland was in the College from 4-6 February 2020 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 was a formal annual assessment of a College's progress against EREP actions and had been introduced by Education Scotland this

session. Oral feedback was provided at the end of the visit. The Assistant Principal Performance and Skills led the Committee through the content of their report which would not be published but would be circulated internally and presented to the Board by Education Scotland at its March 2020 meeting. She alluded to comments of positive progress and areas of further progress and actions required in the following areas:

- Outcomes and impact.
- Delivery of learning and services to support learning.
- Leadership and quality culture.

The Committee welcomed the positive report and noted the areas of good progress as well as the challenges within a limited resource. The following points were clarified:

- Managers and other staff had access to a range of performance reports through MIS. However, further work was required to ensure a consistent approach by staff to real-time analysis and predictive use of data to inform decision making. To help support this and other data priorities, it was planned to recruit a data analyst in the College.
- The college Career and Professional Development Review (CPDR) process was currently under review due to the variable usage across the college. Staff had still been accessing CPD but changes were planned to the formal review process, including clarification in relation to line manager roles. The CPDR process would be relaunched. The Committee discussed this at length and the review itself was summarised in greater detail by the Assistant Principal Performance and Skills to offer assurance on work being undertaken by the College (as well as the national GTCs on-line portal being set up for teaching staff).

The Committee considered the report and noted the progress made.

LM354 SECTOR PERFORMANCE COMPARISON

The Vice Principal Educational Leadership reported that, at the end of January 2020, the SFC published the College PIs for 2018-19. The summary report and detail for each college was provided on the SFC website and WCS PIs were also published on its own website.

The Vice Principal Educational Leadership led the Committee through a PowerPoint presentation that had been shared with Heads and CQLs to review the College's overall PIs in comparison with the overall Sector. The graphs had been provided by the SFC. Comparisons of the PIs with similar types of Colleges rather than the whole Sector were also being undertaken, as well as Curriculum areas comparing the detailed curriculum performance against Sector figures.

The Committee considered performance in the following areas:

- Full Time FE / Part Time FE.
- Full Time HE / Part Time HE.
- Full Time FE (SIMD10) / Full Time HE (SIMD10).
- Part Time FE – Senior Phase.
- Success rates for care experienced.
- Full time students with substantial work experience.
- Student satisfaction rates.

The Committee welcomed the progress being made by the College particularly given its socio-demographic. In terms of the focus of required improvements, the Vice Principal Educational Leadership explained that information was currently being gathered on reasons and impacts for some of the results to drill down where best to focus improvement work/action. Similarly, this analysis would help better understand further some of the areas where the college was excelling and other anomalies.

The Committee considered the College Performance against the Sector benchmarks and agreed to use this to inform the ROA target setting agenda item.

LM355 ROA MEASUREMENT TABLE 3 YEAR TARGETS

The Vice Principal Educational Leadership reported that, every year, the College was required to review and update its Regional Outcome Agreement targets for the measurement table. The targets formed part of the Annual SFC National Aspirations report and progress against targets would be reviewed by SFC as part of ongoing Regional Outcome agreement process.

The Regional Outcome Agreement guidance asked for 'more ambitious and challenging targets'. Feedback from the SFC on the 2020-21 draft submission was that targets were good and they are appreciative of the College's ambition but they noted we may wish to amend in light of performance.

The Vice Principal Educational Leadership led the Committee through the A3 SFC table for completion, noting the National figures beside some of the College targets. All targets, College performance and sector figures had been reviewed by the Educational Leadership team. She acknowledged that it was important to retain stretching performance improvement targets but also consider a realism about how much may be achieved with the WCS student profile.

The Vice Principal Educational Leadership highlighted some suggested changes that had been made. The Committee discussed the detail of the targets and some further suggested amendments were made throughout. The Vice Principal Educational Leadership thanked members for their input and would refine the spreadsheet taking on board the suggestions. **{ACTION –StG}**

The Committee agreed the suggested draft targets with some further amendments to be made.

LM356 2019 CURRICULUM PLANNING AND REVIEW SUMMARY

The Vice Principal Educational Leadership reported that 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.

The Vice Principal Educational Leadership explained that 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 Vice Principal Educational Leadership summarised the key issues and actions, along with main curriculum changes and opportunities highlighted.

The Committee considered the CPR summary and noted the improvement actions.

LM357 RISK

The Vice Principal Educational Leadership explained that 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.

The Committee reflected on its discussions today and agreed that all matters were covered by the existing version of the Strategic Risk Register.

The Committee reviewed the current strategic risk register and did not propose any amendments and/or additions, or any re-phrasing, at this time.

LM358 COMMITTEE REMIT, MEMBERSHIP AND DATES OF MEETINGS

The Secretary reported that at the November 2019 meeting, the remit, membership and dates of meetings in 2019/20 were tabled for information and consideration. A discussion had taken place 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 and the remit had been amended to reflect this.

As such, paragraph 1A now read:

"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"*

Paragraph 1F now read:

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

The Committee considered the amendments to its remit and recommended that the Board approve these at its meeting in March 2020.

LM359 ANY OTHER BUSINESS

No other business items were raised.

Date of next meeting - Wednesday 20 May 2020 at 4pm, Greenock Campus.

Learning, Teaching and Quality Committee: Actions from the Minutes

Date of Meeting	Min Ref	Matter for Action	Responsible Person	Action Taken	Timescale (where applicable)
12 March 2020 Audit Committee meeting	AM477 - INTERNAL AUDIT REPORT-DIGITAL STRATEGY	The Audit Committee approved the report, asked that the College Digital Strategy be circulated to members and agreed that the report should also be considered at the next LTQC meeting.	StG		On May 2020 agenda
26 February 2020	LM351	College Digital Strategy - anticipated that the LTQC would have oversight of this work and would consider its remit and membership at its May 2020 meeting in order to facilitate this.	StG and ShG		May 2020 agenda item
26 February 2020	“ ”	Digital Strategy and associated Action Plan – to be considered by the LTQC	StG		May 2020 agenda item
26 February 2020	LM355	ROA Measurement Table 3 Year Targets - The Vice Principal Educational Leadership would refine the spreadsheet taking on board the suggestions.	StG	Refined and to be presented to the Board in March for approval	Complete
		Actions from previous minutes			
13 November 2019	LM334	Amend the remit of the Committee to specifically include the responsibility of safeguarding.	D McGowan	Completed – was included as a substantive agenda item on Feb 2020 agenda and then approved at Board meeting on 23 March 2020.	Complete

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	At February 2020 meeting	Complete
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	Defer to 2020/21 academic session - The Corporate Parenting Plan isn't complete yet but there are no implications because we have a Plan, it was the case that it was being revised.
22 May 2019	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. Complete
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 (national report is still not available) To be reported at May meeting

TITLE: Update from the Educational Leadership Team

The period from the last Learning, Teaching and Quality Committee meeting has been dominated by the impact of the COVID-19 pandemic.

The College closed its campuses on Friday 20 March after two weeks of activity to equip staff to work from home and prepare students for completing courses remotely.

All full time and most part time lecturing staff already had laptops to enable homeworking, but providing laptops for support staff and enabling access to the systems required for working from home was a major exercise.

We were able to provide laptops for a few priority students but this was limited. In an exceptionally short period of time, lecturing staff adapted whatever they could to deliver classes online and keep ongoing communication with students.

Arrangements for Learning and Teaching

Online remote learning has progressed using a broad range of technology in response to different subject needs and student IT capability. i.e. making learning accessible on mobile phones or through social media, as well as using Moodle and standard communication platforms.

Student engagement overall has been reasonably high in most curriculum areas and particularly at HE level. There are some students who are unable to fully engage through lack of technology and some subjects which can not be progressed due to lack of specialist facilities. More detail will be provided under the Digital Strategy agenda item.

Support for Students

Ongoing support has been provided for students, including learning support from the Enabling Services Team and general advice from the Student Advisory Team.

Counselling support has continued online and through the telephone, including over Easter and for those requesting support for the first time.

Students continue to have access to Silver Cloud the online health and wellbeing tool and the Safeguarding team have been proactive in monitoring this and making contact with any students where there are concerns expressed.

General and individual mental health and wellbeing support is available through the intranet and online sessions replacing the 'Gie Us a Break Cafes'.

The Student Association post regular social media updates and a dedicated area is available on the student intranet to provide COVID guidance.

<http://student.westcollegescotland.ac.uk/index.php/advice/corona-virus/>

Coronavirus - Health & Wellbeing

Coronavirus - Health & Wellbeing

[Helpful Information](#)

[Coronavirus Anxiety](#)

[Mindfulness](#)

[Counsellors](#)

[Silvercloud](#)

[Domestic Abuse](#)

[Sexual Health](#)

[Virtual Gies A Break](#)

[Fitness](#)

[Local Authorities](#)



The Nursery staff have been using Facebook to keep connections with children and parents, provide support and ideas for activities with the children.

Assessment

Significant collaborative work was undertaken with the college network nationally and with Awarding Bodies to influence decisions and arrangements for assessment. A holistic approach is now being taken forward for course assessment and adapted for particular subject areas. This approach requires decision making by course teams and is a major activity at present. More detail in Exceptional Circumstances for Assessment agenda item.

Course delivery

Some of our short courses planned for this period have not been able to be run, as well as much of our commercial delivery. This will impact on both our overall credits and income for 2019-20. We expect to deliver our core credits for 2019-20 but not the full amount of additional ESF activity. SFC have encouraged colleges to deliver as many credits as possible this session and we expect our distance learning and preparation for college activity to generate more credits than initially planned.

Market demand for Distance Learning courses has increased overall, although understandably there has been some reduction in engagement from those working in care who are already undertaking care distance learning courses. Staff are in regular contact with learners to encourage them to continue or provide support. The Distance Learning Team has been helped by other Administrative staff who have volunteered to help manage the increase in new enrolments.

Discussions with SFC

There has been ongoing engagement with SFC around COVID-19 and particularly the impact on student activity targets and other income. The Regional Outcome Agreement has been submitted, although it is not clear yet what the arrangements may be for reporting PIs for 2019-20. SFC reduced the reporting requirements for colleges during this period, including the annual student survey. We had already had

a good response to the survey however, so will continue to analyse for our own purposes.

The 'Our College, Our Context' document was completed in graphical format to provide information to replace that previously included in the ROA. The document is provided for your information and there is a link within the ROA.

Arrangements and Planning for 2020-21.

Student recruitment for next session has continued with Curriculum Administrators set up from home to progress applications and interviews being conducted online or via phone. Marketing campaigns have highlighted that whilst college buildings may be closed, but we are still open.

Our overall application numbers are lower than this time last session but the number of actual offers made and accepted is higher. We have seen particularly good recruitment for the Schools Vocational Programme and Foundation Apprenticeships across most Local Authorities.

MIS staff are fully operational and working to close off credit claims for last session, complete student outcomes and undertake course set up processes and timetabling for next session. Delays to planned estates changes, particularly in Paisley will require amendments to planned timetables as well as the changes required for social distancing.

We are replacing the planned May/June preparation for the school vocational programme with an online version and enrolling full time students for next session earlier in order to undertake a summer preparation for college programme and ensure ongoing communication in order to update them on any changes to the start of session.

Attention is now being placed on planning the curriculum delivery for a range of college opening scenarios with social distancing measures still in place. More detail in the Curriculum Planning for 2020-21 agenda item.

We also plan an evaluation of the staff and students' experiences of learning in this period to inform ongoing curriculum adaptations in the future, capitalising on the online learning developments within the last month and the alternative delivery methods.

Action: The Committee is invited to consider this update report and discuss.

Lead: Stephanie Graham, Vice Principal Educational Leadership

Status: Open.



Our College, Our Region

May 2020

Our College

Colleges like ours are vital to sustainable economic growth, productivity and opportunity.

We prepare thousands of students each year with the skills and knowledge they need to succeed in the world of work and we help build the highly trained, modern workforce that employers need.

Since our formation in 2013, our College has built a solid foundation – delivering first-class education and training to our students and forging partnerships with organisations across our region and beyond.

The training and expertise we offer extends across a range of industries and sectors: from energy conservation and storage to integrated health and social care; from travel and tourism to digital technology.

Government policies, priorities and finances affect our work and the way in which we do it.

As a leader in our region, we are called upon to be part of the solution to widening access to higher education, tackling the skills gap and youth unemployment, delivering inclusive economic growth and boosting productivity.

With the collective ambition, pride and passion of our staff, our guiding vision is to be a vibrant and dynamic College. However, the condition of our estate impedes our efforts to transform our College and deliver learning fit for the 21st century.

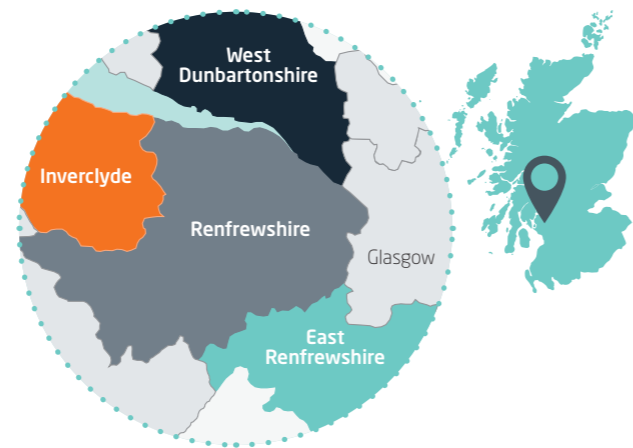
The world in which we all live and work is forever changing, no more so than by the Coronavirus pandemic. Whilst we cannot predict the future, we can prepare for a future that is increasingly unpredictable.

Our four strategic priorities, outlined in our [2019-25 strategy](#), aim to futureproof our College:

- Personalisation:** Delivering the skills solutions that employers seek and the learning outcomes students want in a way that suits their individual needs.
- Collaboration:** Building the immersive relationships to create new learning pathways and delivery partnerships that best support our students, communities and businesses.
- Agile and Adaptive:** Developing the specialist delivery capabilities to respond to shifts in demand and seize new opportunities quickly.
- Digital:** Ensuring that the College has the capacity and capabilities to keep pace with technological advancements to deliver for students and employers.



23,500 students¹ study, and **1,215** staff² work, with us across our campuses in **Clydebank, Greenock and Paisley**

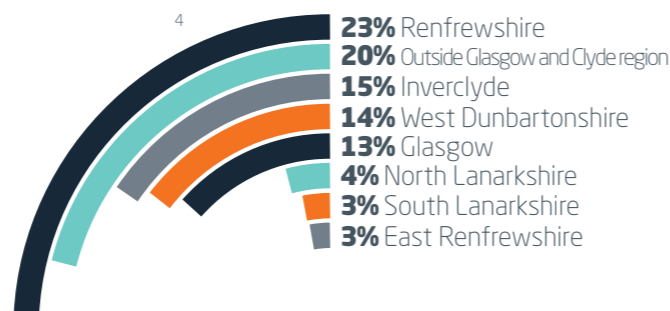


We serve **4** main local authorities

- Inverclyde Renfrewshire
- East Renfrewshire West Dunbartonshire

Income of **£59 million**³

Our students come from:



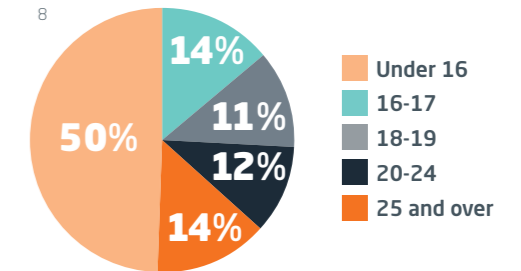
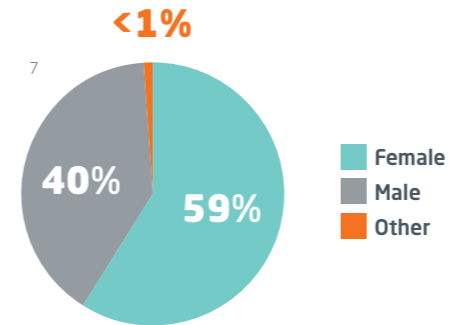
87% Further Education

13% Higher Education

29% Full Time

71% Part Time

Our Student Body:



5% of our students are from a **Black, Asian and Ethnic Minority (BAME)** background⁹

18% of our students have declared having a **disability, learning difficulty or mental health issue**¹⁰

37% of our students come from Scotland's **20%** most **deprived** areas¹¹

1,743 of our students have **caring responsibilities**. We are working with the Carers Trust to ensure they are supported¹²

336 of our students are **care experienced** and, as a Corporate Parent, we support them through their studies¹³

77 of our students have an **Armed Forces background**. We are proud to have signed the Armed Forces Covenant¹⁴

1 in 5 families in the area are affected by **estrangement** at some point in their lives. We've taken the Stand Alone Pledge to make sure people studying with us affected by this get the support they need.¹⁵



87% of students that enrol with us **stay the course**



73% of our students successfully **complete their qualifications**¹⁶



48%¹⁷ of HN students who went to university did so with **advanced standing**. We aim to achieve **50.5%**

95%¹⁸ of our students go onto **positive destinations** after graduating

95%¹⁹ of our students report being **satisfied** with their college experience

We have cut our carbon emissions by **20%**²⁰ since 2015 - that's equal to more than **1,000 tons of CO2**

4 campuses covering **77,000m²** - with ½ of our buildings requiring major repair or replacement

£33 million required to upgrade our buildings to a suitable condition by 2026:
Clydebank £2 million;
Greenock £20 million;
Paisley £11 million

Our ambition is to secure investment of **£144 million**²¹ to deliver new state-of-the-art, purpose-built facilities at Greenock and Paisley



Our Communities

Our College holds a unique position among the communities of our region. We are the thread linking people with education, schools with employers and the future with the past.

Our communities throughout Inverclyde, Renfrewshire and Dunbartonshire claim a rich industrial heritage. They have been shaped by shipbuilding, engineering and textiles and the decline of these industries has brought challenges that persist to this day.

Our region's four local authorities are not homogeneous. Each individual area's strengths and challenges concerning skills, employment, industry, deprivation and population are at the forefront of our minds when developing our curriculum or engaging with partners.

The College is more than just an educator. Most of our staff and students live in the communities we serve – we have a real stake in helping to improve our local area and support individuals. We do this in many different ways:

Supporting our Students: Whether our students have a learning disability, caring responsibilities, mental ill health or care experience, we help them stay the course through initiatives like the Gie's A Break Café, peer-support groups, counselling and additional out-of-class support.

Fundraising and Sponsorship: Our staff and students raise vital funds for local charities to support their work for causes close to our hearts. We also sponsor local events, such as the Inverclyde Bees Knees Awards and the Inverkip Boat Show.

Celebrating our Past: Remembering our local history is important to us. That is why the College marked the 200th anniversary of the death of Greenock-born James Watt by establishing the James Watt STEM Prize and commemorated the 100th anniversary of HMS Hood's launch in Clydebank with a ceremony and permanent model display.

Working with Charities: Our complementary therapy students' award-winning work with 40 veterans who suffer from service and stress-related conditions – through massage, aromatherapy and mindfulness – is just one way we support ex-servicemen and women.

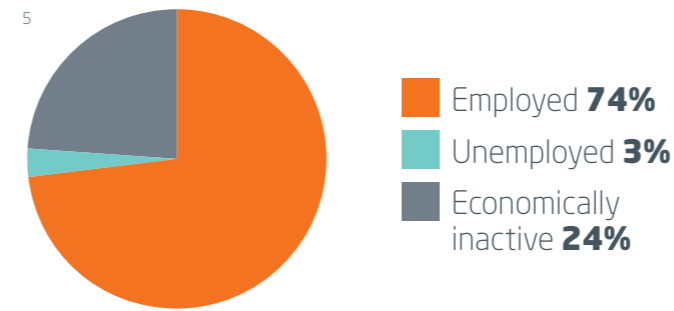
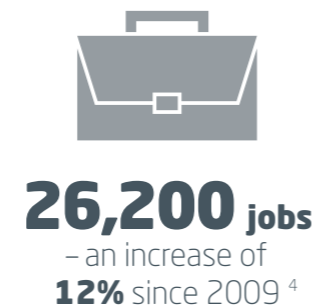
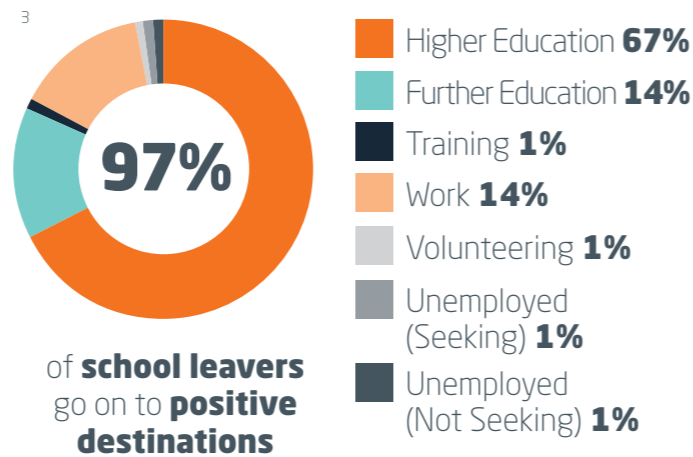
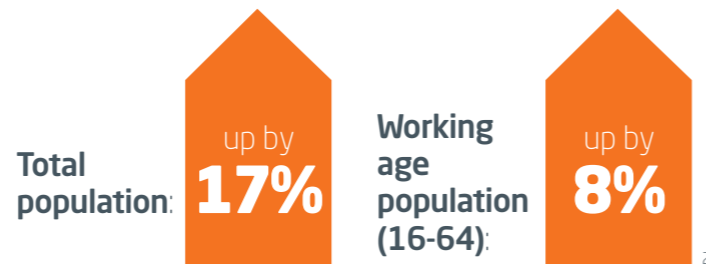
Improving our Physical Environment: The physical condition and appearance of our estate plays an important role in defining the character of our College and local area. Our ambitions, set out in our Estates Strategy, describes our plans for community engagement, access to employment and to strengthen our local economy.

East Renfrewshire:



Population of **95,170** people¹

By **2041**:



7% of East Renfrewshire's datazones are among the **20%** most deprived areas in Scotland⁶

Top 3 employing sectors in 2019:

Wholesale and retail
(3,900 jobs)



Construction
(3,300 jobs)



Human health and social work
(3,300 jobs)



Top 3 employing sectors in 2029 are forecast to be:

Wholesale and retail
(4,100 jobs)



Construction
(3,700 jobs)



Human health and social work
(3,500 jobs)



From 2019 to 2029, the largest employment growth is forecast in:

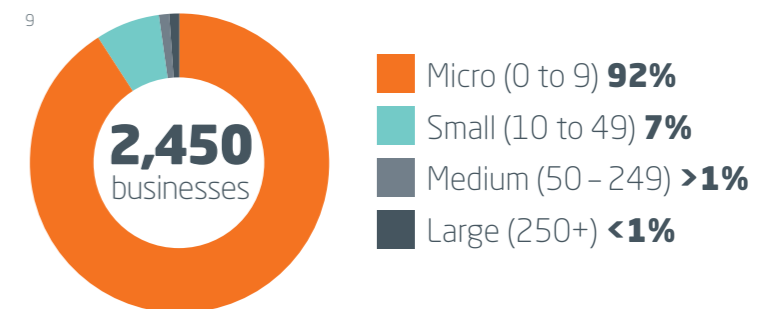
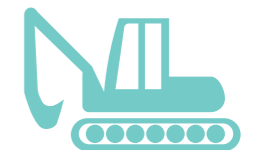
Admin and support services
(1.7%)



Professional, scientific and technical
(1.5%)



Construction
(1.4%)



Inverclyde:



Population of **78,150** people ¹⁰

By **2041**:

Total population:

down by **11%**

Working age population (16-64):

down by **23%**

¹¹

Top 3 employing sectors in 2019:

Human health and social work (6,700 jobs)



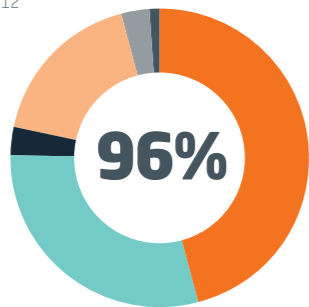
Wholesale and retail (4,300 jobs)



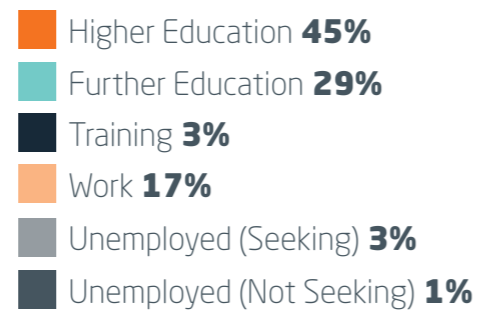
Admin and support services (3,200 jobs)



¹²



of **school leavers** go on to **positive destinations**



Top 3 employing sectors in 2029 are forecast to be:

Human health and social work (6,800 jobs)



Wholesale and retail (4,300 jobs)



Admin and support services (3,600 jobs)



From 2019 to 2029, the largest employment growth is forecast in:

Admin and support services (12%)



Arts, entertainment and recreation (12%)



Professional, scientific and technical (10%)

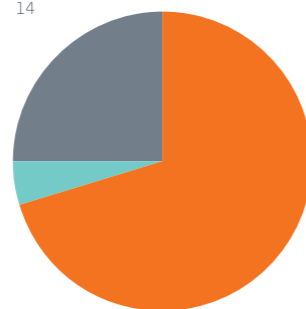


¹⁶



31,400 jobs
– an increase of **2%** since 2009 ¹³

¹⁴

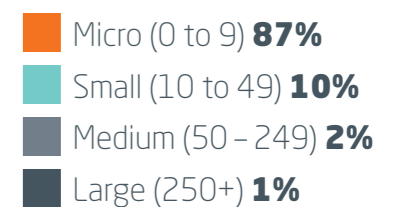
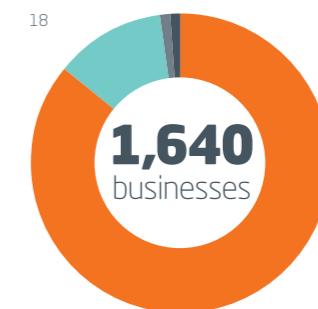


45%
of Inverclyde's datazones are among the **20%**
most deprived areas in Scotland ¹⁵



Produced **£1.5 billion**
worth of **goods and services** ¹⁷

¹⁸



Renfrewshire:



Population of **177,790** people ¹⁹

By **2041**:

Total population:

up by **3%**

Working age population (16-64):

down by **7%**

²⁰

Top 3 employing sectors in 2019:

Wholesale and retail
(14,800 jobs)



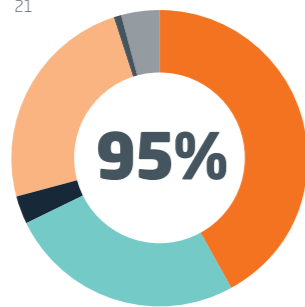
Human health and social work
(12,000 jobs)



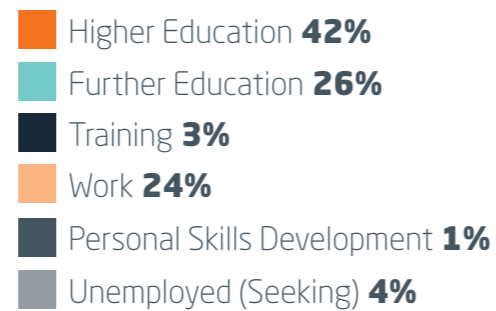
Admin and support services
(10,100 jobs)



²¹



of **school leavers** go on to **positive destinations**



Top 3 employing sectors in 2029 are forecast to be:

Wholesale and retail
(15,100 jobs)



Human health and social work
(12,500 jobs)



Admin and support services
(11,600 jobs)



From 2019 to 2029, the largest employment growth is forecast in:

Admin and support services
(15%)



Professional, scientific and technical
(12%)



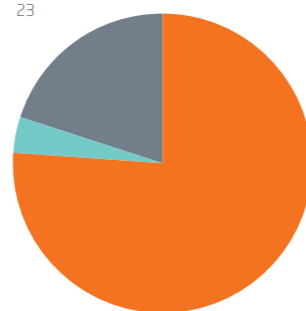
Construction
(11%)



²⁵

90,400 jobs
– an increase of **6%** since 2009 ²²

²³

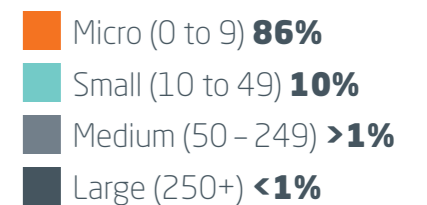
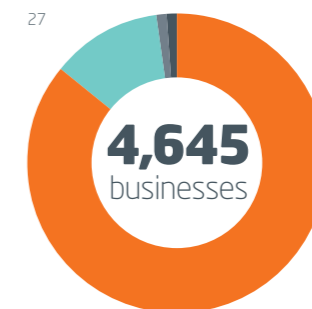


24%
of Renfrewshire's datazones are among the
20%
most deprived areas in Scotland ²⁴



Produced **£4.2 billion**
worth of **goods and services** ²⁶

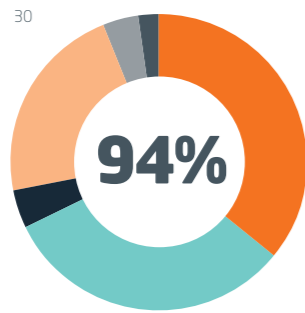
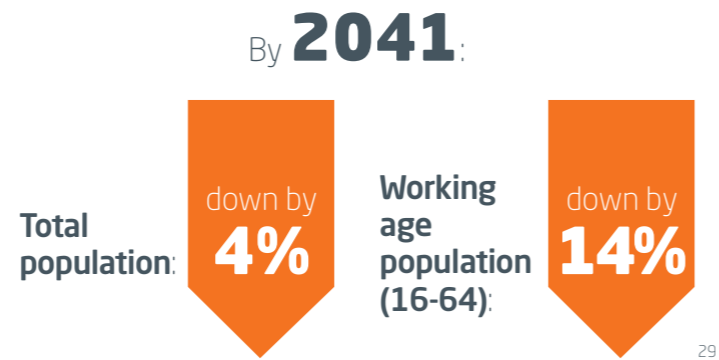
²⁷



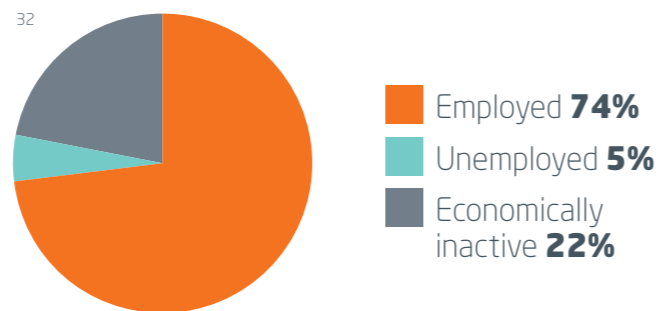
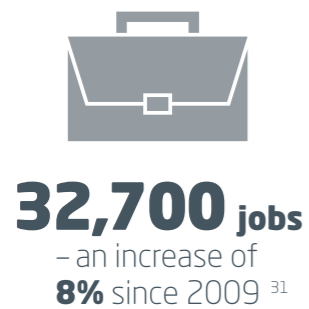
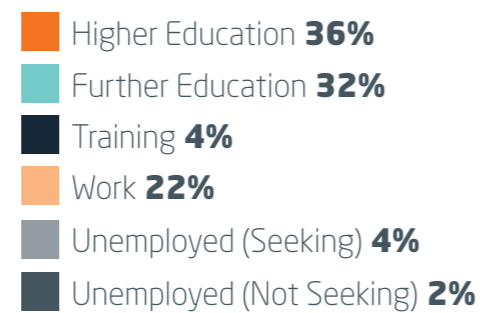
West Dunbartonshire:



Population of **89,130** people ²⁸



of **school leavers** go on to **positive destinations**



40% of West Dunbartonshire's datazones are among the **20%** most deprived areas in Scotland ³³

Top 3 employing sectors in 2019:

Human health and social work
(6,300 jobs)



Wholesale and retail
(4,800 jobs)



Public administration and defence
(3,400 jobs)



Top 3 employing sectors in 2029 are forecast to be:

Human health and social work
(6,500 jobs)



Wholesale and retail
(4,900 jobs)



Public administration and defence
(3,000 jobs)



From 2019 to 2029, the largest employment growth is forecast in:

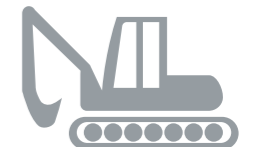
Admin and support services
(11%)



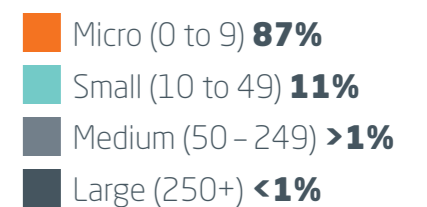
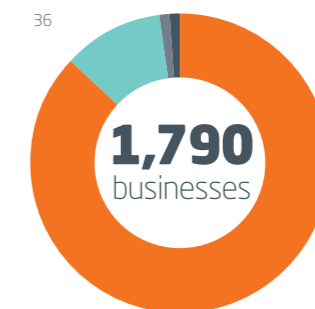
Arts, entertainment and recreation
(10%)



Construction
(8%)



Produced **£1.7 billion** worth of **goods and services** ³⁵



Our Region

The Fourth Industrial Revolution, globalisation and advancements in technology are already altering what we do and how we do it and the Coronavirus pandemic will undoubtedly affect how we live and work. The UK's departure from the EU and demographic pressures will have implications on skills, jobs and the economy too.

These technological advancements, societal changes and economic developments are occurring at a rapid pace. In the West region, the skills gap is above the national average and productivity is below the national average. All of these factors pose significant challenges, as well as opportunities, for our College and region we serve.

We take our leadership role in our region seriously and we work with our partners – local councils, community planning partnerships, schools, employers and civil society – to tackle the formidable socio-economic challenges affecting our towns and villages.

Our region has strong foundations to build a vibrant economy and modern workforce.

We have a diverse community of small and medium-sized enterprises, the backbone of our economy, across the region and we have a unique reach into this business base. Although large firms account for less than 1% of employers here, we are home to some of the best know organisations in Scotland and throughout the world.

Initiatives like the Glasgow City Region City deal projects and the establishment of the Advanced Manufacturing Innovation District Scotland have the power to transform our region.

It is vital, now more than ever, for educators to be responsive to the needs of our economy and our employers in order to equip ourselves to overcome the challenges and grasp the opportunities of the future. Our College remains committed to doing just that and being the partner of choice in our region.



Serving
438,800
people
across the West region ¹



180,700
jobs are based in the West
region and employment is
projected to grow by **2.2%** ²

80,500 job openings are forecast in the West region in the next 10 years ³

95% Replacement
requirement

5% Expansion
demand

Top 3 employing sectors in 2019:

**Human health
and social work**
(28,400 jobs)



**Wholesale
and retail**
(27,900 jobs)



**Admin and
support services**
(16,300 jobs)



Top 3 employing sectors in 2029 are forecast to be:

**Human health
and social work**
(6,500 jobs)



**Wholesale
and retail**
(4,900 jobs)



**Public administration
and defence**
(3,000 jobs)



From 2019 to 2029, the largest employment growth is forecast in:

**Admin and
support services**
(11%)



**Arts, entertainment
and recreation**
(10%)



Construction
(8%)



1 in 5 employers in the West region report that they have a **skills gap** with at least one employee.



From 2015 to 2017, the percentage of the region's workforce with a **skills gap** more than doubled from **3.3%** to **6.7%**

5



In 2019, we delivered **325 training courses** to **1,856 staff** from **48 firms** through the **Flexible Workforce Development Fund** ¹⁰



Productivity per worker in the West region is valued at **£47,000** – lower than the Scottish average of **£50,800** ⁶

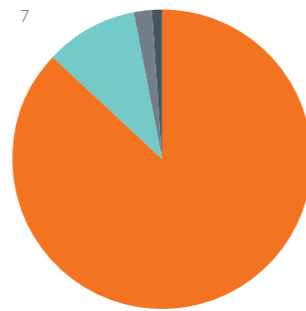
Working with **158 employers**, we will train **302 Modern Apprentices** in **16 different frameworks**.

In 2020, we are:



Training **83 Foundation Apprentices** in **5 different frameworks**. ¹¹

10,740 businesses across the West region



- Micro (0 to 9) **88%**
- Small (10 to 49) **10%**
- Medium (50 - 249) **2%**
- Large (250+) **<1%**



These firms produced **£8.5 billion** worth of **goods and services**



Across our region, there are **125 primary schools**, **29 secondary schools** and **8 ASN schools**

with more than **34,000 pupils** at primary school and **26,000 pupils** in secondary school.



Our activities boost the region's economy by around **£13 million** each year ⁸



More than **£372 million** is being invested in **8 City Deal projects** throughout our region ⁹



1 in 4 school leavers in our region choose to continue their studies at college ¹²

Galt Transport
West
Dunbartonshire
COUNCIL

Golden Jubilee
Foundation
Patients at the heart of progress

wdcvs
West Dunbartonshire

Chivas Brothers
Pernod Ricard

dunbartonshire
CHAMBER OF COMMERCE

ERSKINE
Caring for Veterans since 1916

DIAGEO

DOOSAN

Filshill

Hillington Park

IKEA

intu
Braehead

LIGHTWEIGHT
MANUFACTURING
CENTRE

PEAK
SCIENTIFIC

MEDICINES
MANUFACTURING
INNOVATION
CENTRE

ROLLS
ROYCE

Thermo
SCIENTIFIC

AFRC
ADVANCED FORMING RESEARCH CENTRE
UNIVERSITY OF STRATHCLYDE

M&Co

TERUMO
Aortic

Caledonian MacBrayne
Hebridean & Clyde Ferries

amazon

FERGUSON
marine

West
Dunbartonshire

CVS Communities and
the Voluntary Sector
Inverclyde

Inverclyde
council

INVERCLYDE
CHAMBER OF COMMERCE
est. 1813

McGill's

Gartocharn
Balloch
Alexandria
Renton
Dumbarton
Milton
Bowling
Old Kilpatrick
Clydebank
Langbank
Erskine
Bishopton
Inchinnan
Renfrew

Renfrewshire

MALCOLM
GROUP

ENGAGE
RENFREWSHIRE

GLASGOW AIRPORT
PROUD TO SERVE SCOTLAND

UNIVERSITY OF THE
WEST OF SCOTLAND
UWS

RENFREWSHIRE
CHAMBER OF COMMERCE
Helping Renfrewshire Grow and Prosper

swissport

NMIS
National Manufacturing
Institute Scotland

Renfrewshire
Council

The College also works
with a number of partners
throughout our region:

Scottish Funding Council
Comhairle Mhaoineachaidh na h-Alba

Scottish Enterprise

DYW WEST
Developing the
Young Workforce

YOUNG
enterprise

Skills
Development
Scotland

Prince's Trust

Scottish Leather Group

Clyde Muirshiel
REGIONAL PARK

A.C. WHYTE
& CO. LTD. ESTD
1973

EAST RENFREWSHIRE
CHAMBER OF
COMMERCE

VAER

BarrheadTravel

East
Renfrewshire
COUNCIL

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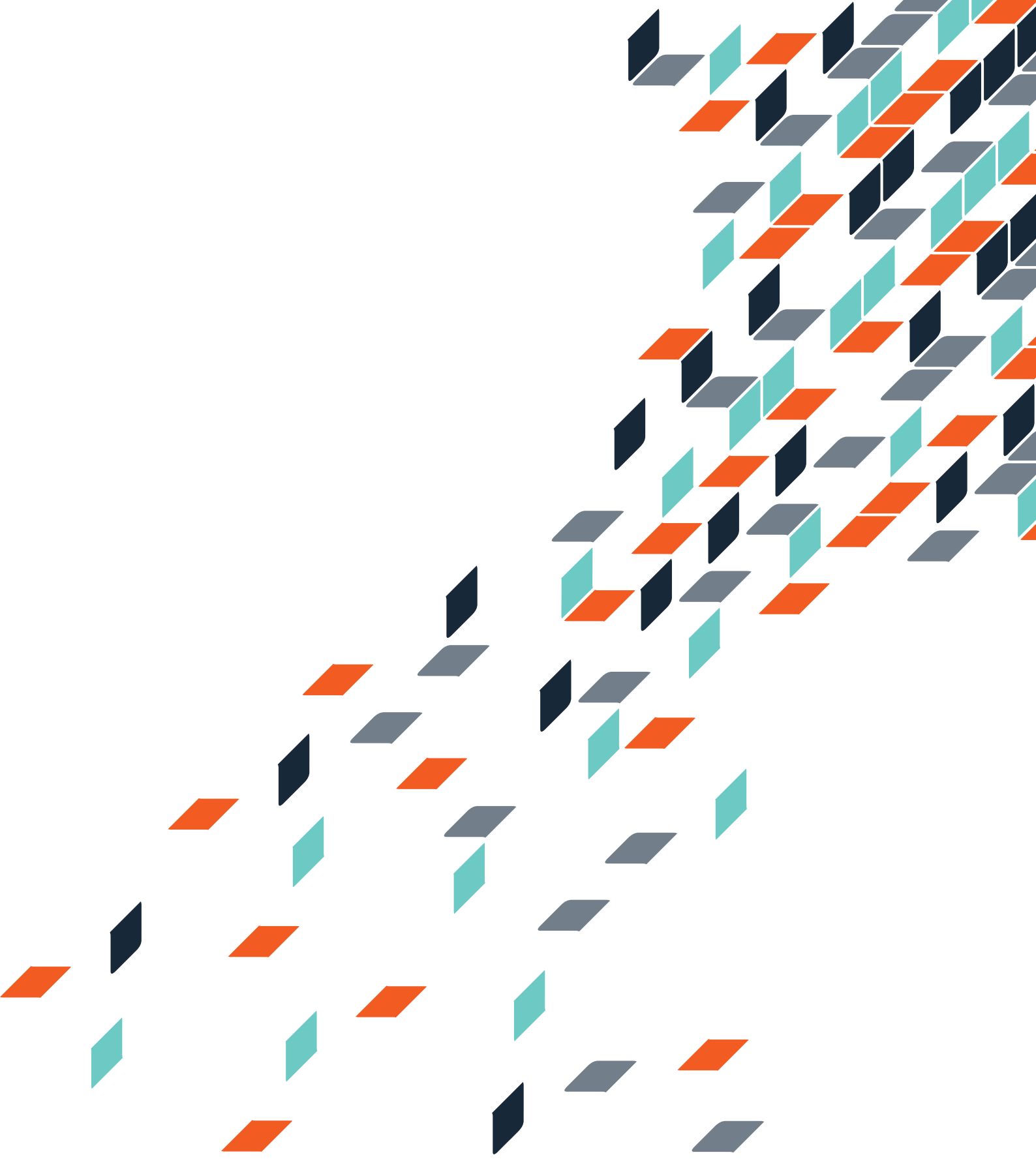
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29. Skills Development Scotland (2019) Regional Skills Assessment: West Dunbartonshire. Available [here](#).
30. Scottish Government (2020) Summary Statistics for Attainment and Initial Leaver Destinations. Available [here](#).
31. Skills Development Scotland (2019) Regional Skills Assessment: West Dunbartonshire. Available [here](#).
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Our Region

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Clydebank Campus

College Square, Queens' Quay
Clydebank, G81 1BF

Greenock Campus

Finnart Street
Greenock, PA16 8HF

Paisley Campus

Renfrew Road
Paisley, PA3 4DR

Agenda Item: 8

TITLE: COVID 19 - Exceptional Assessment Arrangements

Background: The closure of colleges on 23rd March 2020 has resulted in changes to the assessment arrangements that support claims for student certification across awarding bodies. This paper provides an overview our college response to the exceptional quality assurance arrangements in place for SQA awards and provides an update on approaches from other awarding bodies.

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

Lead: Cathy MacNab, Assistant Principal Performance and Skills

Status: Open

Operating Context

On 3rd April 2020 SQA and Colleges Scotland issued a joint statement on exceptional arrangements to be put in place for student assessment and certification claims during the on-going COVID-19 situation. The scope of the statement extended to college delivered awards as follows: HND, HNC, NPA, PDA, NC group awards, NQ units, SFW and FAs (non-technical components).

<https://collegesscotland.ac.uk/news/media-releases/1478-joint-statement-from-sqa-and-colleges-scotland-friday-3-april-2020/file.html>

The statement followed a period of collaboration and negotiation between quality representatives from across the college sector and SQA qualifications specialists. An agreed position recognised that colleges would take a flexible approach to on-going assessment, where this is still possible, and would establish robust internal quality assurance procedures for lecturers/ assessors to make professional judgements on student outcomes, in line with the guidance issued by SQA. It is recognised that course teams, comprising (in WCS) curriculum area CQLs, CELs, QELs, and subject specialists, have the professionalism and experience to make sound assessment judgements.

To facilitate standardisation and consistent practice across all colleges, an Internal Quality Assurance (IQA) panel will oversee student outcome assessment decisions made by course teams. Planned external verification visits will not take place, other than for a few previously arranged remote reviews.

SQA Qualification managers continue to work with the sector in identifying some areas where assessment should be deferred, because it is impossible to apply a holistic judgement. Deferral applies mainly to workplace evidenced provision, and for example, where health and safety considerations require observation of student competence.

Our college response, in line with other colleges, has been to prepare internal operational guidance that supports the implementation of a standardised approach across our college teams and departments. Our operational guidance, staff FAQs, timelines and SQA updates are uploaded to our staff intranet Quality Portal, accessible by all staff remotely. An extract from the operational guidance is shown in Appendix 1, while Appendix 2 shows guidance on Internal Quality Assurance (IQA) panels.

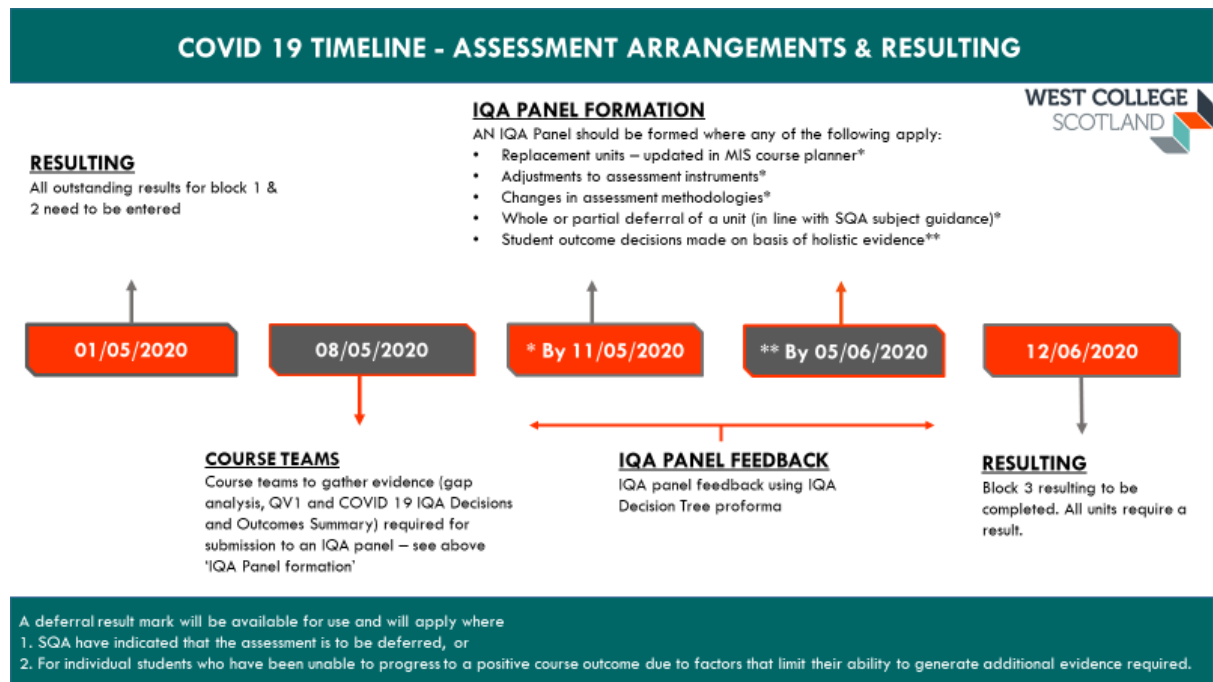
Course teams, comprising of CQLs, lecturers, subject specialists and internal verifiers collectively will make holistic judgements on programme level student outcomes. Decisions will be based upon student assessment evidence generated up until college closures and thereafter, where additional evidence is required and can be gathered.

As far as possible, the same guidance will be used across all other awarding body qualifications, except for regulated qualifications (SVQs) and national qualifications (Highers, National 5 awards). In both cases, alternative arrangements for student completion are in place. Crucially, in relation to national qualifications and Skills for Work programmes, colleges will continue to gather in assessment evidence for students after 23rd March 2020. This will ensure that students can be certificated for their whole award within this academic session 2019-20. A Colleges Scotland delegation is leading all negotiations on behalf of the whole sector.

APPENDIX 1

Quality Portal (Staff Intranet) [extract]

The screenshot shows a web browser displaying the West College Scotland Quality Portal. The page title is "Covid 19 Arrangements". The left sidebar contains a navigation menu with categories like "Home", "Recent", and "Quality Induction". The main content area is titled "Covid 19 Arrangements" and contains a list of documents with columns for Name, Modified, and Modified By. The documents listed include "SQA Updates, Emails, Correspondence", "COVID 19 IQA Decisions and Outcomes Summary v1", "COVID 19 Timeline", "COVID-19 Course Aims Gaps and Holistic Assessment Plan Exemplar", "HN NC NPA QUALIFICATIONS REQUIRING FURTHER GUIDANCE", and "Operational Guidance - Assessment and certification arrangements COVID 210420 v1".



APPENDIX 2

SQA issue 11/5/20 The IQA panel

The IQA panel will:

- Support, advise, moderate and confirm the work of course teams in line with SQA advice.
- Ensure standardisation of course teams within the centre in the interpretation and use of the SQA decision tree and supporting guidance to ensure the objectivity, fairness and accuracy of assessment judgements at course level.

The size and organisation of your centre and the availability of individual staff in these challenging times will all impact on the size of your IQA Panel, but the team should include:

- at least two people
- at least one person with experience of delivering HN qualifications
- at least one person with experience of quality assuring assessment decisions
- no-one who is a member of a course team for the course that the panel is overseeing

If your centre cannot provide members of staff to meet one or more of these requirements, SQA may be able to provide an officer to fulfil the roles as required. However, if this is not possible, and/or you cannot provide the systems to facilitate the work of the panel in line with current restrictions, **assessment judgements should be postponed until the COVID-19 restrictions are relaxed.**

The responsibilities of the IQA panel during the COVID-19 outbreak are:

- To advise course teams on the implementation of SQA guidance on assessment.
- To monitor the work of course teams to ensure implementation of SQA guidance on assessment.
- To ensure that SQA guidance on assessment has been implemented before results are submitted to SQA.

IQA panel arrangements should be appropriate to the context and scale of your centre's assessment activity and should operate with a risk-based focus. Your centre should choose a model for the allocation and deployment of an IQA panel that works in your situation and meets SQA's requirements. Whatever model is adopted, it must:

- be documented
- be risk-based and proportionate
- promote a standardised and consistent approach across all course teams
- confirm validity and reliability in assessment
- generate and retain evidence of internal quality assurance activities

TITLE: Digital Strategy Group Progress Report

Background: Following the launch of the WCS Digital Strategy, a call was issued to all staff at West College Scotland seeking membership to The Digital Strategy Group to drive forward the aims of the Strategy. The group, comprising of digital specialists, digital novices and those in key posts was formed to start the process of delivering the Strategy. We ensured a mix of staff from support and teaching staff together with a range of varying abilities.

Our Auditors, Scott-Moncrieff, conducted their Audit visit from 13 - 17 January. They met with members of the Digital Strategy Group, meeting lecturing staff and support staff, as well as members of the Executive Team. The focus of their visit was to confirm that there are adequate processes in place for the development of the College's Digital Strategy and that planning will now support implementation. The Scott-Moncrieff Audit Report findings are attached. The Audit Report is attached and should be read in conjunction with this paper and the Digital Strategy Action Plan.

The formulation of the Digital Strategy Action Plan has been overtaken by the creation of the "COVID-19 Exceptional Arrangements Digital Strategy Action Plan" given the immediate needs of the organisation, staff and students. This Action Plan is attached and should be read in conjunction with this Paper.

The main focus of the work of the Digital Strategy Group is summarised into the following categories:

- Identification of immediate staff and students needs for remote working
- Project Planning and implementation of Microsoft Teams as vehicle of choice
- CPD, training and support
- Communication

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

Lead: Angela Pignatelli, Assistant Principal Creativity and Skills

Status: Open.



WCS Digital Strategy Group

Progress Report for LTQ

May 2020

Background:

Following the launch of the WCS Digital Strategy, a call was issued to all staff at West College Scotland seeking membership to The Digital Strategy Group to drive forward the aims of the Strategy. The group, comprising of digital specialists, digital novices and those in key posts was formed to start the process of delivering the Strategy. We ensured a mix of staff from support and teaching staff together with a range of varying abilities. (Appendix 1)

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“To confirm that there are adequate processes in place for the development of the College’s Digital Strategy and that planning will now support implementation.”

The Scott-Moncrieff Audit Report findings are attached. The Audit Report is attached and should be read in conjunction with this paper and the Digital Strategy Action Plan.

The formulation of the Digital Strategy Action Plan has been overtaken by the creation of the “COVID-19 Exceptional Arrangements Digital Strategy Action Plan” given the immediate needs of the organisation, staff and students.

This Action Plan is attached and should be read in conjunction with this Paper.

Context:

The Assistant Principal, Creativity and Skills’ membership of the National Digital Ambition Steering Group has ensured that information regarding the direction of travel for the Digital Ambition for all Colleges in Scotland informed the thinking for our WCS digital approach. Information and priorities from this National Group were shared and fed into the WCS Digital Strategy Group.

In addition to this, this membership ensured that West College Scotland played an important role in formulating the approach to be taken Nationally. We volunteered to host the West of Scotland National Digital Ambition Roadshow in October. These CDN Roadshows were targeted to a variety of team leaders/influencers within the organisation. With over 40 staff in attendance from WCS, it was the highest attended session of the CDN Digital Roadshows; a clear, and reassuring, indication of the level of appetite to discuss the digital agenda within our organisation.

The information and views gathered from this interactive session helped frame the expectations of what the new reality of a Digital world of Education may look like for teaching and support staff; little did we know it would impact sooner rather than later!

Alongside the above, we became members of The Digital Skills Partnership, Scotlands Future Forum, FutureScot EdTech Conferences and Jisc Community Team. These memberships have ensured we remain connected to subject specific support networks, remain current in our thinking and understand what is required from a National perspective.

Audit Report:

The Digital Strategy Reporting channel transferred from the previous Director of IT to Angela Pignatelli and Sara Rae (Assistant Principals) in December. The Digital Audit in January indicated 2 areas of good practice:

- The Digital Strategy is aligned to the College’s Corporate Strategy

- There was extensive consultation, both internally and externally in the production of the Digital Strategy. There were formal processes for the approval of the Digital Strategy.

and 2 areas of improvement:

- Establish a prioritised Delivery Plan
- Establish formal governance arrangements over the production of and agreement of a Digital Strategy delivery plan as well as the oversight of digital projects and initiatives.

Progress to date includes:

- Creation of the attached short-term Digital Strategy Action Plan
- Agreement that the production of and agreement of plans and oversight of projects and initiatives which occurs with the agreed membership of the Digital Strategy Group membership is reported to ELT to further report into the Learning, Teaching and Quality Committee.

Digital Strategy (Delivery) Action Plan:

From an operational point of view, it was agreed that Microsoft Teams would be the vehicle of choice for running the WCS Digital Strategy Group's work.

The renamed "COVID-19 Exceptional Arrangements Digital Strategy Action Plan" (attached) frames the work from January 2020 onwards. The main focus of the work of the Digital Strategy Group to date falls into the following main categories as regards delivering on the digital priorities:

1. Identification of immediate staff and students needs for remote working
2. Project planning and implementation of Microsoft Teams as WCS digital platform of choice
3. CPD, training and support
4. Communication

1. Identification of immediate staff and students needs for remote working:

A series of questions have been, and will continue to be, issued to the Digital Group. The members upload their professional views, recommendations and sometimes even video content to address the key themes to be addressed.

Progress to date includes addressing these themes:

- **Task 1 set with Digital Strategy Group:**
"Platforms: Which Digital ways of working would you recommend that teaching and support staff can use right now as part of their toolkit?" - to enable remote working.
- **Task 2 set with the Digital Strategy Group:**
"Toolkits: Which resources, including apps, would you recommend for immediate use by teaching and support staff to add to their toolkit for immediate use? (Kahoot? ClickView? Google Classrooms?)" - to enable remote working.
- **Task 3 set with the Digital Strategy Group:**
"Kit/Equipment: What is the minimum digital kit/equipment which students would need when learning remotely?" – to enable remote working.

Task 3 is currently underway but each task is met by specialist/informed views and recommendations.

The above prioritised questions have ensured that collated feedback is edited and uploaded to provide all staff with the relevant advice/recommendations a WCS all staff announcement. The embedded links and further support information associated is linked to our CoLT site (Centre of Learning Technologies) as the repository site to hold all information as a one-stop-shop.
(Appendix 3 for exemplar screenshots)

2. Project Planning and implementation of Microsoft Teams as WCS digital platform of choice

Microsoft Teams is part of the full Office 365 Suite and, therefore, intrinsically linked to our ICT systems including Azure AD. Due care has been required as regards how we approach this to ensure it is enabled in a safely controlled manner with a consistency in administration and consistency of approach to its infrastructure.

How Microsoft Teams is administered and managed impacts other elements of the system, including, email, Skype, One Drives, Network Logons, PowerBI and other systems which are integrated, such as Moodle, Myday, the staff intranet, iTrent and any other system using Single or Same Sign-On at WCS.

With this in mind, and to ensure we are adopting a sensible, structured and ordered format to information management, we have recommended that 'Teams Creation rights' rest solely with ICT and a minority of staff, primarily our Microsoft Innovative Experts -MIEs. This approach will provide certainty that Teams sites align to our WCS Directorate/Departmental structures and that there's a consistency in naming conventions within these sites. Working closely with our ICT team, we have agreed, and established, an approach for the immediate timeframe and initiated an approach for the longer-term.

Progress to date includes:

- Curriculum Staff Microsoft Teams sites: are in place for specific Covid-19 Exceptional Arrangements task for Curriculum Course Teams.
- Support Staff Microsoft Teams sites: preparation work is well underway.
- Student/Staff Microsoft Teams sites: are underway via a bespoke manual process by ICT to address immediate needs of Learning +Teaching to hold classes and upload class materials. Next academic session 20/21, we have agreed that this process will be automated, linked to UnitE and using a bulk creation preferred approach.
- Team 'Creators' have been identified
- Curriculum Team site itself given set naming convention (linked to class codes in UnitE)
- Curriculum Team site channels and folder naming conventions have been set

The above will ensure a rigorous and standard administrative set-up which enables consistency of approach and ease in locating information/data.

3. CPD, training and support

Covid-19 lockdown, and the requirements for working from home, brings with it a steep learning curve for all and a huge culture change, quite literally overnight, for all staff. Prior to the pandemic, the focus of the Staff Development Group and the core members of the Digital Strategy Group was a concentration on Aim 1 of the Strategy: Digital Skills. We had identified and unanimously agreed that this was the top priority. Against this, we had already researched and discovered that the Jisc Digital Capabilities Tool is the tool of choice for progressing the staff skills agenda. This has been purchased and will be available for use shortly.

In addition to the above, there have been very real needs for staff to 'hit the ground running' particularly in relation to teaching from home. We're mindful of not overloading staff with too much so have restricted, in a drip-feed manner, what we recommend as the priority CPD and support available in relation to Digital.

To support all staff, progress to date includes:

- Microsoft Teams bespoke training to Heads of Sector
- Microsoft Teams bespoke training to CQLs
- Microsoft Teams bespoke training to PAs
- Microsoft Teams bespoke training to the Quality Department
- Microsoft Teams Free on-line training to all staff every Tuesday at 2pm
- Creation of Digital Link for all staff to ask any Digital question via our Digital Strategy embedded questions link
(whereby any member of the Digital Strategy Group can answer any question)
- CPD to Aid Learning and Teaching
- CPD on CyberSecurity
- CPD on CDN Virtual Bridge Sessions every week
- CPD on Successful Online Learning and Teaching

To support all staff in this radical transition, the following guidelines documents have been written and provided to staff:

- Microsoft Teams Quick Guide and video link
- CQL Guidelines for Microsoft Teams Structure and Naming Conventions
- Heads Guidelines for Microsoft Teams Structure and Additional Owner Rights
- PAs Guidelines for Microsoft Teams Structure and Naming Conventions
- WCS Microsoft Teams Initiation and Guidelines for Use

4. Communication

Mindful that staff are responding to the pandemic in different ways and, in addition, they are responding to working from home in different ways, we have been restricting our communications to all staff on the recommendations, updates, developments and support for digital which is available to once a week. All staff announcements are issued every Monday.

In addition to this, we are picking up on direct enquiries and requests for support and advice.

Progress to date includes:

- All staff announcements every week
- Questions hyperlink which feeds enquiry directly into our Digital Strategy Group
- Questions from staff, Heads or CQLs directly to members of Digital Strategy Group

Next stage:

The Digital Strategy Group has been, since lockdown, very much planning on a month to month basis as there are so many factors unknown. The next steps, which have been initiated in discussions, are to plan further ahead where possible. This will result in an Action Plan which is more akin to a standard Action plan.

In addition to this, the group will continue to address the recommendations made in the Audit Report and meet these actions in a timely manner.

Appendix 1

WCS Digital Strategy Group Membership

Angela Pignatelli	WCS Assistant Principal	Chair
Sara Rae	WCS Assistant Principal	Chair
Brian Stobbs	WCS ICT Manager	Core Member
Margaret Scott	WCS Head of Innovative Learning	Core Member
Paul McLaughlin	WCS Head of Creative + Digital Industries	Core Member
Vivienne Mulholland	WCS Head of Finance	Core Member
Joe Rafferty	WCS Head of HR + Organisational Development	Core Member
James Brown	Jisc WCS Account Manager	Core Member

Wider membership:

1. Stuart Reid – ICT
2. Fiona Milne – Employability Adviser
3. Emma Hanna – Learning Technologies
4. James McNee – Learning Technologies
5. Tracey Winters – Learning Technologies
6. David Donaldson – Technician
7. Caroline Campbell - Technician
8. Fiona Goggins – Quality
9. Alan Bryce – Finance
10. George McIlroy – Enabling Services and Essential Skills
11. Joy McLean – Libraries
12. Dr Amanda Ford – Computing lecturer + MIE Specialist
13. Iain Shand – Computing CQL + MIE Specialist
14. Jonathan McCafferty – Learner Development lecturer and MIE Specialist
15. Leon Hay – Drama lecturer + MIE Specialist
16. Joe Harkins – Computing CQL + MIE Specialist
17. Susan Carton – Business lecturer + CMI specialist
18. Stuart Milton – Business lecturer
19. Alan Livingstone – CEL Computing
20. Pat Shearer – CQL Sport
21. Fraser Woods - DYW West

Recently joined:

22. Teaching Enhancement Lecturers
23. SA – President or VP

Potential for representation from:

24. Engineering and Construction
25. STEM Ambassadors

Appendix 2:

Examples of information sent out to staff to inform and support.
Generated by Digital Strategy Group and embedded in CoLT site.

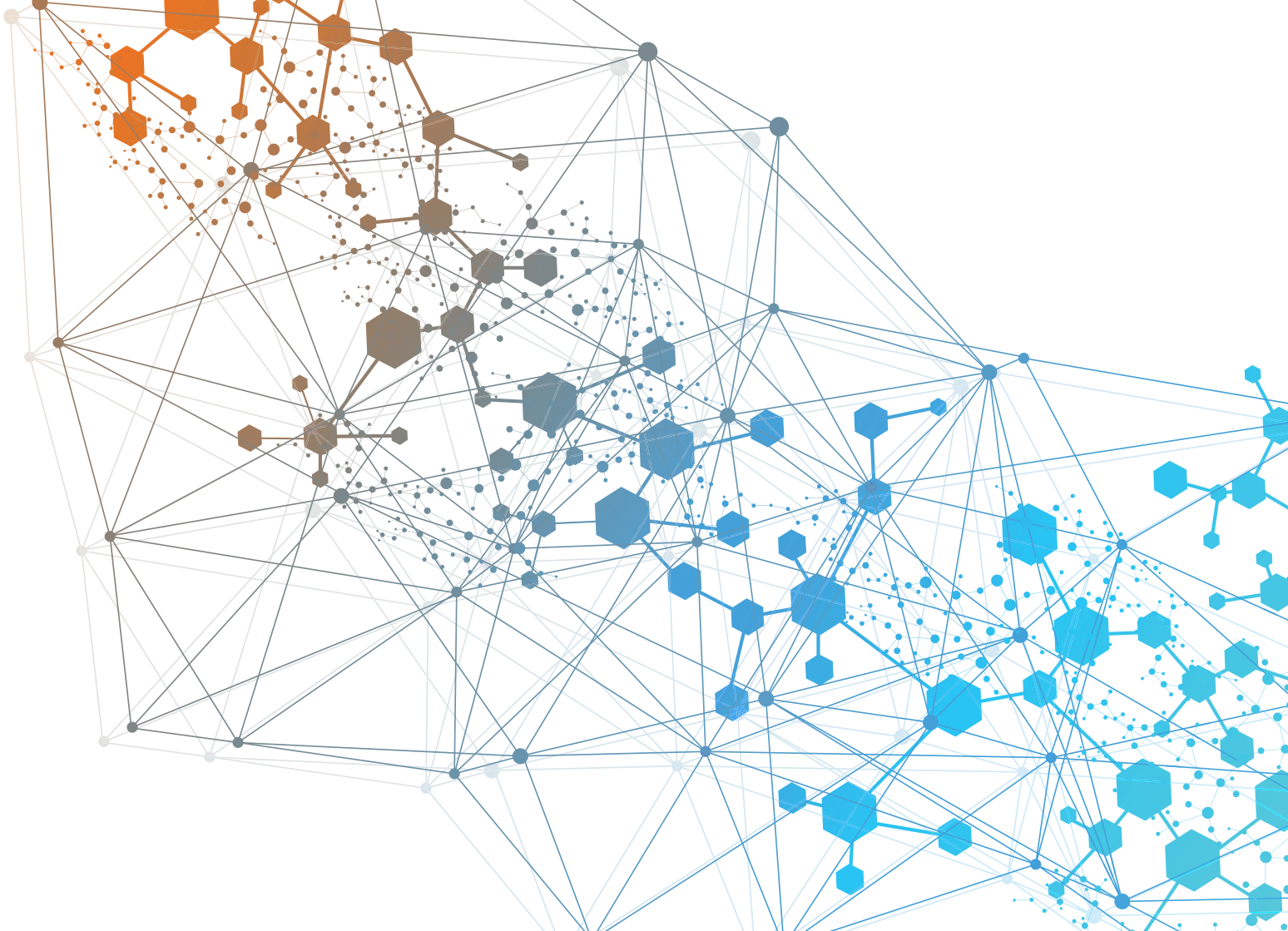
The screenshot shows a web browser window with the URL <https://www.wcscolt.com/microsoft-teams>. The page header features the Centre of Learning Technologies logo and navigation links: HOME, FAQ's, HINTS & TIPS, TOOLS, ABOUT. The main content area has an orange background with the heading "Microsoft Teams". Below the heading, the text reads: "Many of you may already be using Microsoft Teams. If not, come and join the community!" and "As part of our Office 365 package, staff and students have access to Microsoft Teams. Microsoft Teams is an intuitive platform for collaboration, meetings, calling and apps all in one place and all with simple administration. Teams is used widely in the sector for creating virtual classrooms and with groups of staff for communicating and collaboration using files such as Word, Excel and PowerPoint. You can use this already and we are in the process of setting up a staff Teams structure across the College which will enable a consistent approach." A large purple "T" logo is visible on the right side of the banner.

The screenshot shows a web browser window with the URL <https://www.wcscolt.com/webex>. The page header features the Centre of Learning Technologies logo and navigation links: HOME, FAQ's, HINTS & TIPS, TOOLS, ABOUT. The main content area has a blue background with the heading "WebEx". Below the heading, the text reads: "This is a hugely popular video conferencing tool which enables online meetings, screen share, webinars, web conferencing and cloud calling ...You'll find content to support teachers and faculty to teach remotely as well as student guides." and "Why use WebEx rather than another platform? WebEx is backed by one of the worlds largest Networking companies, Cisco. This backing ensures a smooth stream. Unlike Zoom there is no 40 minute limit on video calls. The same caveat applies for WebEx in that it shouldn't be used". A large blue "WebEx" logo is visible on the left side of the banner.

The screenshot shows a web browser window with the URL <https://www.wcscolt.com/discord>. The page header features the Centre of Learning Technologies logo and navigation links: HOME, FAQ's, HINTS & TIPS, TOOLS, ABOUT. The main content area has a grey background with the heading "Discord". Below the heading, the text reads: "This is a communication tool which specialises in text, image, video and audio communication between users in a chat. It combines the features of a chat lobby, a message board and a VoIP chatting." and "Why use Discord rather than another platform? Discord is particularly popular with gamers and young people so may be more engaging for them. Here's a useful link on how to [set it up as a classroom](#)." and "Explore and enjoy!". A large blue Discord logo is visible on the left side of the banner.

Digital Strategy





Contents

Our ambition	02
Future skills	03
Supporting our corporate strategy	04
Key strategic aims	06
Digital pledges: what our success will look like by 2025	09
Case studies	10

Our ambition...



“65% of children starting Primary School will have jobs that don’t exist today” (World Economic Forum)

While we can’t accurately predict the future, we can be sure that in ten years the world will look very different from how it looks today.

Changes in technology, demographics, digitisation, automation, and demand for personalisation all have the potential to reshape the landscape in which we operate. This can disrupt the scale and nature of skills demand and the types of jobs that may be available to shape the economy.

At West College Scotland, we will ensure that the College has the digital capacity and capabilities to deliver in a modern economy. This involves using data to provide intelligence and insight that will help to shape curriculum ambitions and business processes.

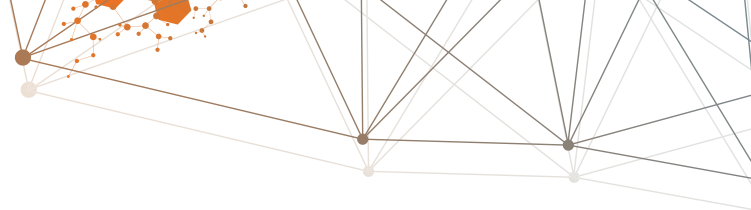
“ Digital isn’t optional. Digital transformation is a global phenomenon, happening at pace across our economy and is a core driver of productivity and inclusive economic growth. ”

Keith Brown, Cabinet Secretary Economy, Jobs and Fair Work, Scottish Government

Providing a positive digital experience for all students, with appropriately skilled and qualified staff and a digital infrastructure that is fit for purpose now and in the future.

Inspirational and Innovative remains the overall ambition for the College in describing the environment and experience for both students and staff.

Future Skills



Scotland's digital sector contributes around **£5.25 billion** to the Scottish economy and is forecast to be the fastest growing sector in Scotland by 2024

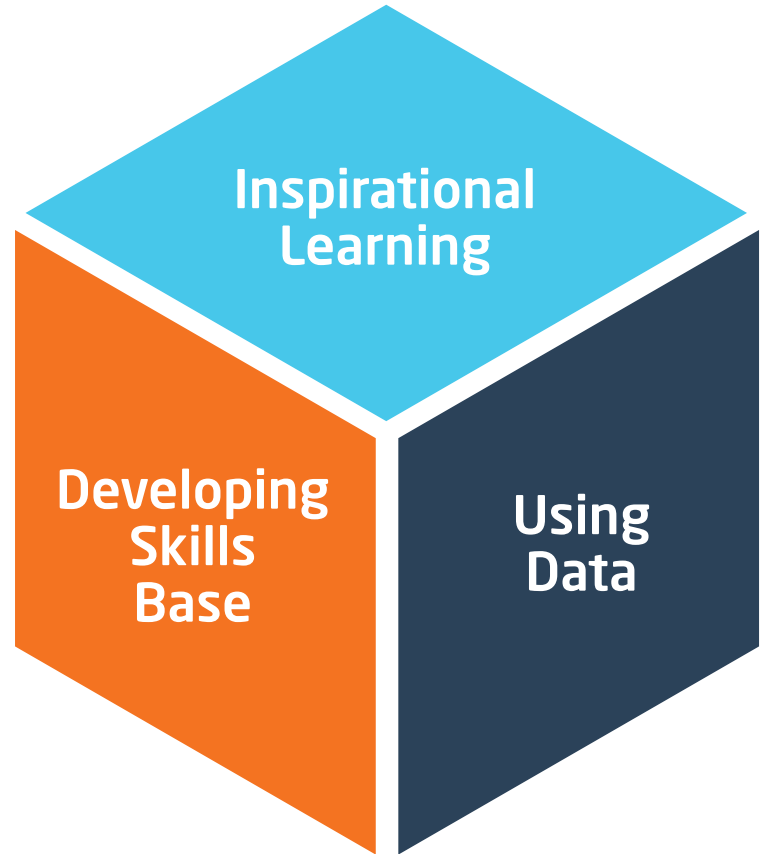
90% of all jobs require digital skills

All industry sectors report a digital skills shortage

The digital sector provides **11,000** job opportunities each year

West College Scotland 'Our Workforce, Our Future' research shows that of those employers with a skills gap in their workforce **61%** listed digital skills as a priority

Supporting our corporate strategy





As framed in our Corporate Strategy, our digital success will ensure:

Inspirational Learning

We will develop new learning methodologies that offer benefits to students, exploiting the potential of new technologies.

We will develop the digital skills of all our staff, ensuring they keep pace with new technologies.

Using Data

We will use data to generate business insights, building up better data on outcomes as well as outputs.

We will build a better understanding of what approaches are effective through evaluation and sharing of good practice.

Developing Skills Base

We will provide a positive digital experience to our students, allowing them to develop the skills needed for the future employment.

We will ensure that all courses develop appropriate digital skills utilising technology.

6 Key strategic aims



Aim 1. Digital Delivery *“the preferred mode”*

We will ensure that within teaching and learning we innovate and embed our digital activity to develop, grow and reimagine our provision.

We will do this by:

- Adapting, editing and creating new digital learning and teaching resources and approaches;
- Using digital learning and assessment resources effectively and appropriately with our students and clients;
- Using digital technologies effectively to support agility in organising, planning, teaching, assessing, showcasing and reflecting on learning attainment and achievement

Aim 2. Digital Capability *“the skill sets of our people”*

We will encourage and foster an environment of digital thinking that will ensure our students, staff and communities are confident and effective practitioners in the digital landscape we inhabit and create.

We will do this by:

- Ensuring that there is the capability and capacity to promote, grow, enhance, adapt and personalise digital skills, abilities and thinking;
- Identifying and participating in digital learning opportunities as a means of continued personal development and using basic devices, software, hardware and services to a consistent standard;
- Tracking, monitoring, evaluating and enhancing our digital skills and abilities to ensure effectiveness, efficiency and drive self-improvement

Aim 3. Digital Intelligence *“the influence of information and analytics”*

We will use the data we gather to enhance our digital intelligence and inform the choices we have and decisions we take.

We will do this by:

- Using digital information and analysis in a responsible and professional manner to inform decision making and inspire organisational growth.
- Collating, managing, accessing, storing and using the digital data in a legal, ethical and secure manner, working within legislation and guidelines; and
- Ensuring digital material is available and processed in a range of appropriate formats (including text, graphical, video, audio and haptic), acknowledging ownership and licence where necessary.



Aim 4. Digital Infrastructure *“the bytes work”*

We will provide a digital platform that will stimulate digital contribution and meet digital capacity for our students and staff.

We will do this by:

- Evaluating, selecting and investing in current and appropriate digital software providing pervasive access to our students, staff and communities; and
- Maintaining and developing a campus-cloud infrastructure that promotes access and innovation, provides capacity and capitalises on opportunities in sharing and collaboration.

Aim 5. Digital Resources *“the way we engage”*

We will ensure that we promote a digital approach for business improvement and process across College resources and services.

We will do this by:

- Supporting individuals, teams and departments to thrive in the field of digital technologies in education through the creation of digital materials in multiple contexts and environments;
- Providing service and resource that engages with the student and staff journey in the most suitable digital format;
- Developing our ability to advance new practices in digital thinking, digital entrepreneurship and the use of digital technology

Aim 6. Digital Partnerships *“how we involve communities”*

We will ensure that our interactions and collaborations enhance the digital landscape we share.

We will do this by:

- Building people networks that harness positive internal and external connections, share positive practice and work in partnership across the Regions we serve;
- Encouraging and fostering an environment of digital collaboration and teamwork through the sharing of materials, techniques and objectives to improve effectiveness at WCS;
- Respecting others, maintaining privacy and engaging in all communications with an appreciation on the range of cultural and social norms within our societies.

Digital Pledges; what our success will look like in 2025



Aim 1. Digital Delivery

We will have reimagined our curriculum so that digital innovation and delivery is incorporated across all modes and levels.



Aim 2. Digital Capability

We will have attained a skills and confidence level across our student and staff that ensures digital practice is a norm.



Aim 3. Digital Intelligence

We will be deriving business intelligence and analytics easily and freely from the data we collect across the organisation



Aim 4. Digital Infrastructure

We will ensure that our digital infrastructure will have evolved to meet our digital ambition



Aim 5. Digital Resources

We will ensure that our processes and service offerings will be digitally designed and delivered



Aim 6. Digital Partnerships

We will be recognised for our digital engagement across our Region and wider networks



Case Study: Coding Clubs

West College Scotland is at the forefront of promoting and delivering STEM and digital skills, and improving access to digital technology to learners.

The College sector leading approach to delivering STEM activities has been recognised by the STEM Foundation who have awarded the College the STEM Assured Standard. West College Scotland has also been recognised as a Microsoft Showcase School, the first FE College in the UK to be selected and the only educational establishment in Scotland to receive the accolade.

West College Scotland successfully accessed funding to deliver extracurricular computing science projects to engage and inspire Scotland's next generation of digital makers. In partnership with our Local Authorities, we are supporting the delivery of Coding Clubs in secondary schools, primarily targeting S1 and S2 pupils to fulfill the key component of the Scottish Government's Digital Skills Investment Plan. This project is specifically designed to inspire more young people, specifically females, to pursue a career in STEM.



Our Digital Xtra Project launched coding clubs aimed at encouraging high school pupils to become involved in coding



Case Study: Digital Innovations

WCS was a partner in the Carevolution project, which was an Erasmus+ project bringing together partners from Spain, Italy, the Netherlands, and Scotland. Along with our partners, we developed new curricular materials for homecare workers across Europe, to address the integrated homecare needs of elderly people.

Following this, our Care Sector along with our Innovative Learning Team, collaborated to develop a proposal building on the original project. By securing funding from the Ufi Charitable Trust's VocTech Seed programme. We developed a mobile training app for homecare workers. The mobile training app is called Homecare in your Pocket (HIP).

The main benefits are:

- Learning relating to the new aspects of homecare work will be accessible to the dispersed homecare workforce
- Bitesize learning materials will enable on-the-go learning, in recognition of the time pressures faced by homecare workers
- Up-to-date enhanced homecare training available in an interactive and visual format.
- Our Care and Learning Technologies staff are working closely together to maximise digital input.
- We are working with a group of expert advisors, and have MOUs in place with UWS, SSSC, and HRM Homecare.
- Our HND Graphic Design students are working on a live client project to design the logo, icons, home screen, and promotional materials for the app.
- Video content for the app will be created by our TV team based at our Greenock Campus.
- The plan is for the app to be free at point of use to homecare workers, with investment sought from key sector stakeholders.
- A secondary target audience is unpaid carers, as we recognise that the information provided will also be valuable to those who are, for example, caring for relatives.



***Richard
Lochhead, Minister
for Further Education,
Higher Education and
Science, meeting the
App development
team.***

Case Study: STEM Champions



**STEM
champions
learning
programming
using gaming
technology**

West College Scotland worked in partnership with the Scottish Out of School Care Network funded by the Scottish Government, to create and deliver training for those who work in the Out of School Care (OSC) Sector.

Introduction to Creative Computing was devised to introduce OSC staff to working with new technology to enable them to become STEM Champions for their service. The aim of the course was to introduce digital activities to the people with whom they work.

Learners, most of whom had little programming experience, were taught how to create games using Raspberry Pi and Scratch software

Once completed, the learners then delivered these sessions to the young people they were working with in their OSC setting. This has had a positive impact on students' understanding of the use of digital technology and STEM.

STEM Champions, most of whom had little programming experience, learned how to create games using Raspberry Pi, Micro:bits and Scratch software. This supported the Champions to engage in an introductory level of STEM activities allowing them to deliver interactive sessions to the local networks who provide out of school care.

Case Study: Digital Integration

As a primary partner in the SFC funded national collaborative FUTUREquipped project we have supported the exploration of the potential for Scotland's colleges to support business innovation through collaboration with the Innovation Centre programme by working closely with Construction Scotland Innovation Centre and the Digital Healthcare Institute, supported by DataLab and Censis.

Staff and students involvement in the project has allowed the College to scope and inform future skills and therefore curriculum needs required to meet the anticipated integration of digital health and care technology into homes. The impact of which will support skills development for the future workforce ensuring they are equipped with the appropriate skills required given the ageing population.



*WCS
collaboration
with Innovation
Centres to support
skills development
for the future
workforce*



**DIGITAL
PARTICIPATION
SIGNATORY**

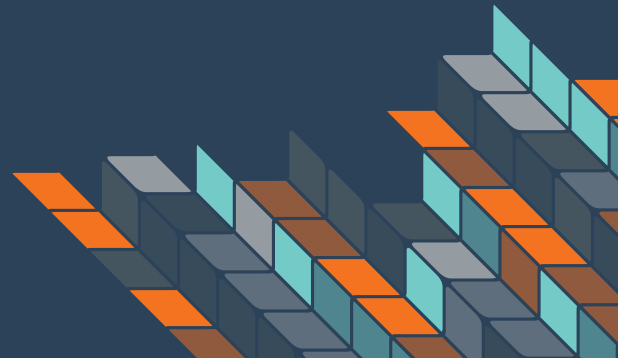


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TITLE: Planning for 2020-21 Curriculum Delivery

Background: At this point there are so many uncertainties around when the College may reopen campuses and the specific restrictions that we may have. We do know that an element of social distancing will definitely be required and at present we are undertaking curriculum scenario planning for a range of circumstances:

- Scenario 1 August start with social distancing restrictions (assuming until Dec)
- Scenario 2 Delayed start (assuming October, also with social distancing)
- Scenario 3 Repeated lockdown campus closures

Curriculum teams are working on scenario planning using the paperwork attached (Appendix 1) so that we have a consistency of approach and an ability to share ideas across the College. The planning also allows us to identify the impacts on other areas of the College such as Estates and IT. In tandem with this, there is overall College mobilisation planning, particularly in terms of Estates and HR.

As a College we are planning for the autumn using the following key aims:

- To have the **fewest** possible people on a campus at any one time.
- To ensure the **safest** possible environment for those on any campus
- To ensure the **best** possible learning and working experience for students and staff.

Prior to the COVID-19 pandemic, the curriculum planning process for 2020-21 was almost complete, with full time recruitment well underway and our CMAP (Curriculum Plan) in a final draft. This showed a planned achievement of our student activity targets and we were at the stage of finalising our staffing budgets for individual curriculum areas. These areas were still working on planning more efficiencies into the delivery in order to meet our Business Transformation Plan objectives.

We continue to recruit to our original full-time prospectus and to some part-time courses. Recruitment has continued throughout lockdown and we will be enrolling students for Autumn courses at the end of May. This early enrolment will help us keep an ongoing engagement with new students and better prepare them for the start of

their courses. This will be particularly valuable this session to help maximise application conversion rates and communicate regularly as plans may have to change.

Our original schedule was for all full time courses to start on 24 August. This is two weeks after teaching staff return from holiday and this time before courses start is usually used for student induction, planning, materials development and CPD. Next session however, assuming we can even be on campus at this time, we will also have student 'catch up' and deferral activity from 2019-20. We have therefore proposed adjusting the full time course start dates to compress teaching time during the year and start all full time courses on 21 September. This will hopefully allow for most of the deferral and catch up work to be completed and allow more time for implementing estates changes and planning course delivery under social distancing restrictions. The EIS is yet to agree to the calendar change but were receptive to the proposal at last week's JCNC meeting.

There are some courses that may be particularly difficult to run under social distancing restrictions and the learning be so compromised that we need to delay the start and remove from delivery in the autumn. Teams will decide this as they progress the scenario planning exercise.

It is unclear at this stage what the situation will be with employers, apprentice delivery, placements and commercial courses. Colleges clearly can provide support to employers, upskilling and education to help the economic recovery. It is critical we ensure we are flexible and responsive to meet local needs and are able to adapt to changed economic priorities. How we take forward the positive aspects of this current situation in order to amend our curriculum delivery in the future and ensure our curriculum is matched to changed employment and economic needs will be a key aspect of curriculum evaluation and planning next session.

Action: The Committee is invited to consider this update report and discuss.

Lead: Stephanie Graham, Vice Principal Educational Leadership

Status: Open.

Appendix 1

COVID-19 - Curriculum 20-21 delivery plans

Scenario 1 August start with social distancing restrictions (assume until Dec)

Scenario 2 Delayed start (assume October, also with social distancing)

Scenario 3 Repeated lockdown campus closures

Scenario 1

Curriculum Plan for social distancing restrictions until December

Whilst the government social distancing requirements are not clear for this period, we would want to ensure that we deliver the curriculum in a way to minimise any infection risks for staff and students.

Planning considerations:

- Delivering with staff and students meeting social distancing guidelines of being at least 2 meters apart.
- Any additional measures that could be taken to minimise infection risks.
- Delivery with some students or staff unable to be on campus due to their personal circumstances.
- Additional staffing hours increases as a result of changes or savings that could be made by delivering differently.
- Any development work or physical changes required to put measures in place.
- Any risks – to activity targets, student engagement, quality etc.

Curriculum Area	

Courses or Units that could not be delivered

Course/unit	Reason	Action – remove/replace/reschedule

Courses or Units that require to be/can be amended (including moving to complete or partial online delivery)

Course/unit	Reason	Action

Implications for:

IT	
Estates	
Staffing	
Development	
Quality	
Other	

Risks	
-------	--

Scenario 2 - Delayed start

Consider how could the courses be rescheduled:

- Started online
- Started late and condensed over the rest of the year
- Started late with reduced content overall but still provide progression
- Require to be removed

In implications, add anything additional for IT, Estates, Staffing, Costs, Quality, Development or Risks

Course	Actions	Implications

Scenario 3 – Repeated lockdown

Any actions that could be taken in order to deal with closures at short notice and help students and staff be better prepared

Actions	Implications

Any additions considerations

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Title: **Strategic Risk Register**

Background: The Strategic Risk Register was last considered by the Board at its meeting held on 23 March 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 February 2020 meeting and was aligned to the College Corporate Strategy) was considered and an update on the actions taken to develop the College Risk Management Strategy provided. The Board **approved** the College Strategic Risk Register and in doing so considered:

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

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



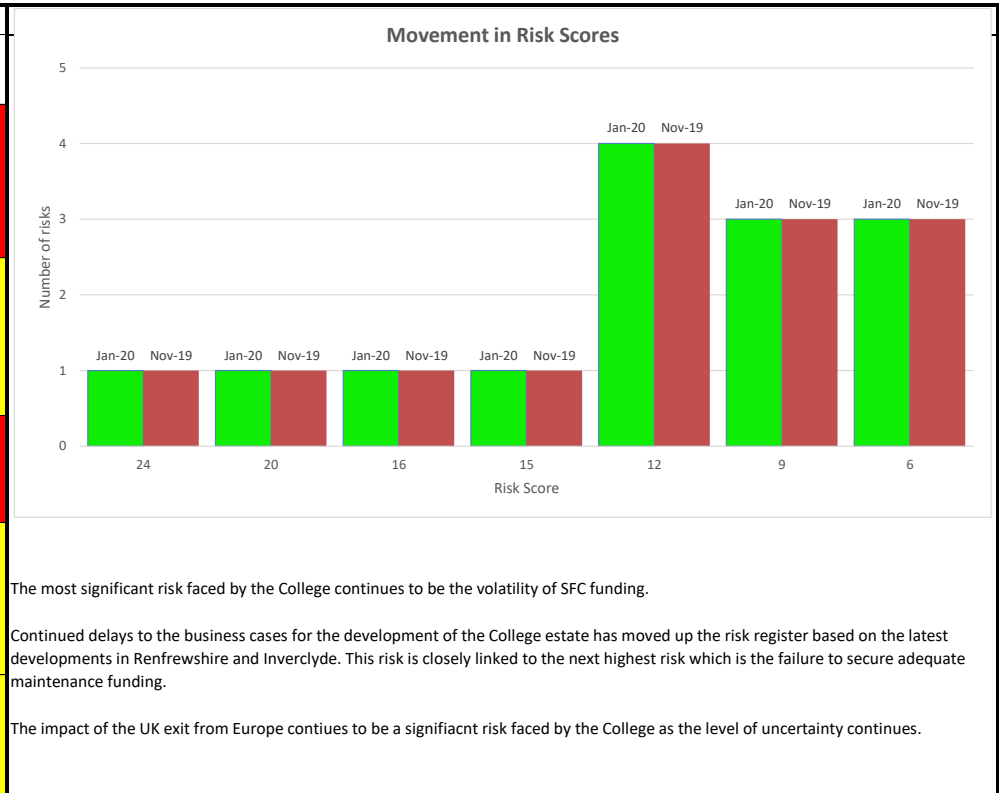
Strategic Risk Register

Strategic Risk Register Dashboard Report

Risk register review period:
Board / Committee review period:

January 2020
February 2020

Top 5 Risks Post Mitigation						
Ref	Risk	Movement since previous register	Probability	Impact	Score Feb 20	Score Feb 19
WCS 1Finance	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
CS 3Infrastruct	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
CS 2Infrastruct	Failure to secure adequate estates maintenance / capital funding for future investment or refurbishment of IT and physical infrastructure.	↔	4	4	16	16
'CS 16Governan	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
Learning and T	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



WEST COLLEGE SCOTLAND STRATEGIC RISK REGISTER

Risk No.	Risk Reference / Category	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 Finance	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 during 2019-20 and beyond. 2) 2019-20 budget approved by College Board 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 final agreement and 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 Infrastructure	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 and annual implementation updates highlight 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 / Category	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 Infrastructure	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 once these have been concluded. 6) The College has updated the estate condition work undertaken in 2015. This provides robust data showing the level of investment required as at 2019 in order to get the College estate up to Condition B and maintain this..	4	4	16	16	↔	VP Operations
4	WCS 16 Governance	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 Learning and Teaching	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. The draft ROA will then be submitted to the SFC for initial consideration.	4	3	12	12	↔	Principal

Risk No.	Risk Reference / Category	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 Staffing and HR	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 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). Workforce planning being carried out at departmental level based on agreed template 7) Support and teaching staff pay award until September 2020 in place.	6	2	12	12	↔	Principal
7	WCS 6 Digital	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 renewed its Cyber Essentials Plus accreditation as required. Work commencing on updating the Scottish Government Cyber Resilience Framework. 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 Governance	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 has a plan in place to meet financial objectives 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 / Category	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 Staffing and HR	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 Competitive Environment	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 Reputational / External	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 Staffing and HR	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 / Category	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 Governance	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 Learning and Teaching	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
	Negligible 1	Marginal 2	Critical 3	Catastrophic 4

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: INTERNAL AUDIT REPORT – DIGITAL STRATEGY

Background: As part of the internal audit programme for 2019-20 Scott Moncrieff conducted a review to which considered the College’s mechanisms for promoting staff equality and diversity and embedding these principles throughout the College including setting equality outcomes, implementing actions and ongoing monitoring and reporting.

Action: The Audit Committee is requested to approve the contents of this report.

Lead: Elizabeth Young, Director

Status: Open

NOTE - This report was considered by the the Audit Committee at its meeting held on 12 March 2020. The Audit Committee approved the report, asked that the College Digital Strategy be circulated to members and agreed that the report should also be considered at the next LTQC meeting.

1. Introduction

- 1.1 In July 2019, the Board of Management approved the College's first Digital Strategy. The Strategy is built around six key themes encompassing curriculum delivery, staff and student capability, data intelligence, infrastructure, resources and partnerships.
- 1.2 The development of the Strategy was led by a small group of senior managers reporting to the Senior Management Team, with the group looking at best practice in sectoral and national approaches. The group further considered how external stakeholders could help inform the ambitions of the Strategy.
- 1.3 As part of the 2019-20 Internal Audit Plan Scott Moncrieff sought to confirm that there were adequate processes in place for the development of the College's Digital Strategy and that planning will support implementation.

2. Conclusion

- 2.1 The review concluded that:

The College had an extensive engagement process in producing its Digital Strategy during 2019. The Strategy includes a number of objectives which are aligned to the College's Corporate Strategy. We also noted that there was effective governance in approving the Strategy.

At the time of our audit work, whilst the Digital Strategy had been approved, the College had still to undertake formal processes to produce a plan which set out the activities that would be delivered to fulfil the Digital Strategy objectives.

We have provided detailed recommendations for management on the processes and controls that should be established for delivery and oversight of the Digital Strategy.

- 2.2 The report identified several areas of good practice including that the College Digital Strategy was aligned to the Corporate Strategy and that there was extensive consultation, both internally and externally, in the production of the Strategy.
- 2.3 The report identified one area for improvement (Grade 2) which related to the creating of an oversight group to monitor the implementation of the Strategy. As part of that implementation a detailed plan should be created which is tied into the Financial Strategy of the College.
- 2.4 The management have accepted the recommendation and initiated the management action noted in the report to address the issues identified. The one recommendation will be added to the Rolling Audit Action Plan for monitoring purposes.

3. Recommendation

3.1 The Audit Committee is requested to approve the contents of this report.



West College Scotland Internal Audit Report 2019/20

Digital Strategy

January 2020



Scott-Moncrieff
business advisers and accountants



West College Scotland

Internal Audit Report 2019/20

Digital Strategy

Executive Summary	1
Management Action Plan	4
Appendix A – Definitions	7

<i>Audit Sponsor</i>	<i>Key Contacts</i>	<i>Audit team</i>
<i>Angela Pignatelli, Assistant Principal</i>	<i>Sara Rae, Assistant Principal David Alexander, Vice Principal, Operations</i>	<i>Paul Kelly, IT Audit Director Dominic O'Neill, IT Auditor</i>

Executive Summary

Conclusion

The College had an extensive engagement process in producing its Digital Strategy during 2019. The Strategy includes a number of objectives which are aligned to the College's Corporate Strategy. We also noted that there was effective governance in approving the Strategy.

At the time of our audit work, whilst the Digital Strategy had been approved, the College had still to undertake formal processes to produce a plan which set out the activities that would be delivered to fulfil the Digital Strategy objectives.

We have provided detailed recommendations for management on the processes and controls that should be established for delivery and oversight of the Digital Strategy.

Background and scope

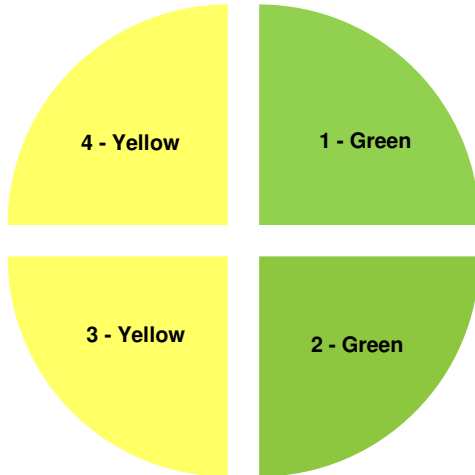
In July 2019, the Board of Management approved the College's first Digital Strategy. The Strategy is built around six key themes encompassing curriculum delivery, staff and student capability, data intelligence, infrastructure, resources and partnerships.

The strategic development of the Strategy was led by a small group of senior managers reporting to the Senior Management Team, with the group looking at best practice in sectoral and national approaches. The group further considered how external stakeholders could help inform the ambitions of the Strategy.

Our review sought to confirm that there are adequate processes in place for the development of the College's Digital Strategy and that planning will support implementation.

Control assessment

- 1. There will be process in place to modify the Digital Strategy in response to changes in corporate strategy and the technology environment.

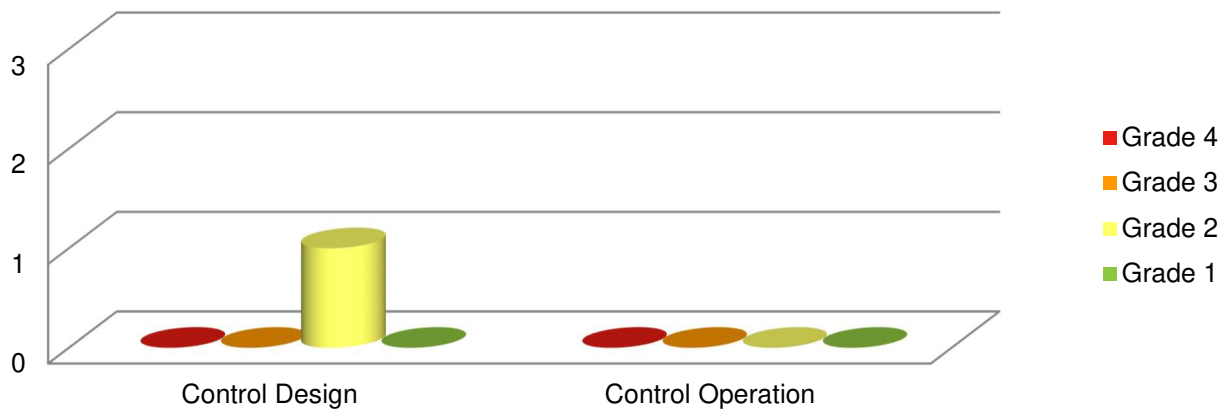


- 2. Internal and external stakeholders were identified and engaged with to allow input to the Digital Strategy requirements

- 3. There is clear alignment of the Digital Strategy objectives with corporate objectives;

- 4. Proposed governance arrangements over the Digital Strategy adequately address are such as prioritisation, resource planning and allocation as well as approval and delivery of operational plans.

Improvement actions by type and priority



One improvement action has been identified from this review and this relates to the design of controls themselves. See Appendix A for definitions of colour coding.

Key findings

Good practice

We have gained assurance that West College Scotland reflects good practice in several areas:

- The digital strategy is aligned to the College's Corporate Strategy.
- There was extensive consultation, both internally and externally, in the production of the Digital Strategy. We also noted that there were formal processes for the approval of the Digital Strategy.

Areas for improvement

We have identified several areas for improvement which, if addressed, would strengthen West College Scotland's control framework. These include:

- Establishing a prioritised delivery plan; and
- Establishing formal governance arrangements over the production and agreement of a Digital Strategy delivery plan as well as the oversight of digital projects/initiatives.

These are further discussed in the Management Action Plan below.

Acknowledgements

We would like to thank all staff consulted during this review for their assistance and co-operation.

Management Action Plan

Control Objective 1: Internal and external stakeholders were identified and engaged with to allow input to the Digital Strategy requirements



1.1 Stakeholder Consultation

We noted from our audit work that there had been extensive engagement with internal stakeholders in the developing the Digital Strategy. A key component of this engagement was achieved through the Digital Strategy Group. This comprised of a 'core' group as well as a 'wider' group. The membership of the core group comprised mainly of those in senior management roles, with membership of the wider group coming from staff involved in day-to-day teaching and operations.

We also noted that the Senior Management Team was formally involved in each stage of the development of the Digital Strategy, providing input, feedback and appraisal. There was also contribution from external stakeholders with the College being part of the Colleges Scotland Digital Ambition Group allowing for best practices and strategies to be shared with the College from other FE institutes.

Control Objective 2: There is clear alignment of the Digital Strategy objectives with corporate objectives

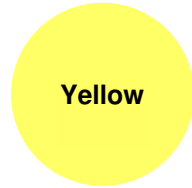


2.1 Digital Capability and IT Infrastructure

The Digital Strategy is clearly aligned with the College corporate strategy and its objectives, and it is key that the Digital Strategy is designed to support these objectives. The three further sub-objectives under Digital outlined in the College Corporate Strategy - using data, inspirational learning and developing the skills base - are adequately covered by the six key strategic aims of the Digital Strategy. Further, it is clear the six key strategic aims of the Digital Strategy have been developed directly from the Digital corporate objective demonstrating that there is a clear alignment between the Digital Strategy and the College Corporate Strategy and its objectives.

Control Objective 3: There are processes in place to modify the Digital Strategy in response to changes in corporate strategy and the technology environment.

Control Objective 4: Proposed governance arrangements over the Digital Strategy adequately address areas such as prioritisation, resource planning and allocation as well as approval and delivery of operational plans.



4.1 Governance Arrangements and Operational Plans

At the time of our audit work, whilst the Digital Strategy had been approved by the College Board of Management, a formal delivery plan had not yet been developed. Management stated that it is intended to develop this within the first half of 2020 and that oversight for the Strategy will sit with the Board of Management Learning, Teaching and Quality Committee.

We recognise that there has been some progress in implementing the principles outline within the Strategy. This includes piloting new technologies and taking a 'Digital First' approach. This has resulted in the digitisation of several processes such as a fully digitised student funding application process, the use of Skype for Business to broadcast lectures live across all three campuses and the planned use to build on this with the piloting and introduction of Microsoft Teams to improve interact and engagement for staff and students.

Risk

There is a risk that, without delivery plans which set out planned activities/initiatives and supporting governance arrangements, the College will not be able to deliver the Digital Strategy in a coherent and cost-effective manner.

Recommendation

We recommend that the College develops an overarching delivery plan for the Digital Strategy. This should set out the planned activities to be undertaken that will achieve the objectives set out within the digital and corporate strategies. In developing the delivery plan, management should also ensure this is integrated with the College Financial Strategy which identifies the estimated capital and revenue costs of all planned activities. In developing the delivery plan and the Financial Strategy which supports it, there will need to be appropriate prioritisation of activities to recognise financial constraints not only to deliver agreed strategic imperatives but also to maintain business as usual technologies/services.

Management will also need to ensure that there is enough capacity and capability within the College to support digital transformation activities. This will include digital, project and programme management, technical and financial planning and monitoring skills. These are core components of effective operational planning and successfully delivering digital projects. A gap analysis should be performed to identify any areas where there is a need for increased capacity and/or capabilities.

Management should carefully consider the governance arrangements over Digital Strategy planning and delivery. When designing these arrangements, an oversight group should be created which has sufficient authority to make decisions over prioritisation of activities, resources allocation and scrutiny of delivery including risk management arrangements. The governance arrangements should also be closely aligned with existing corporate governance arrangements, with clearly defined escalation points.

The oversight group's remit should include:

- An annual review of Digital Strategy objectives to confirm that they are consistent with Corporate Strategy and digital/technology environment to be provided to the Board of Management
- A review of Digital Strategy business cases as required to confirm that they are consistent with strategic objectives and will deliver value for money.
- Approving the annual Digital Strategy operational plan and oversight of its delivery with appropriate action being taken to ensure that objectives are fulfilled.
- Oversight of benefits realisation from Digital Strategy initiatives.
- Managing and controlling people and financial resource.
- Providing regular updates to the College Senior Management Team.

Management Action

Grade 2
(Design)

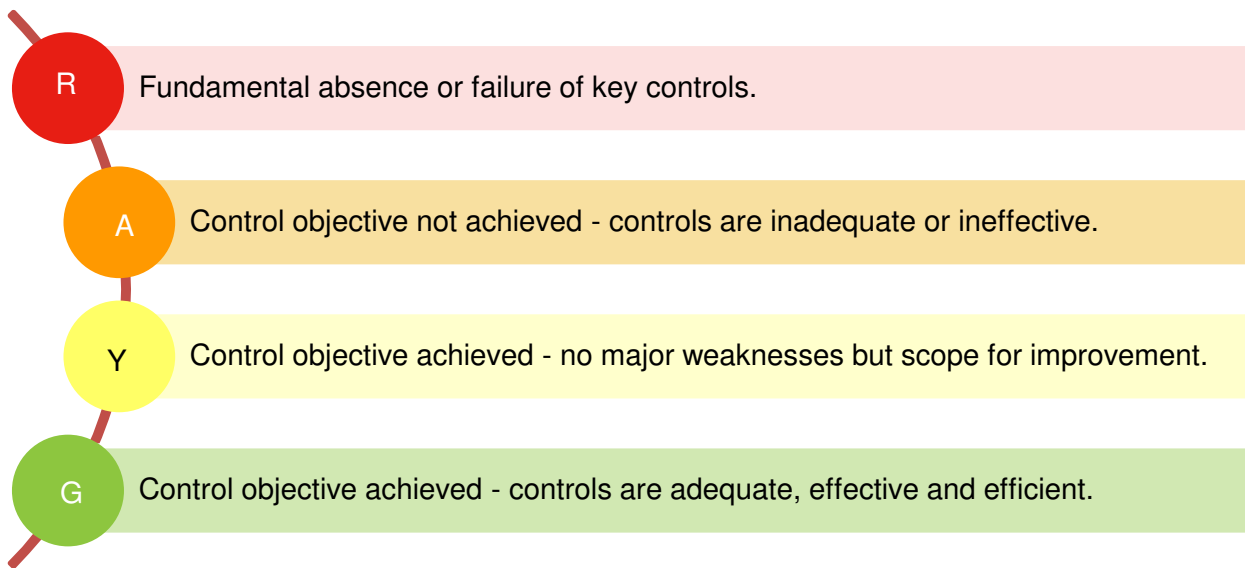
The College will look to establish an oversight group consisting of both senior and operational managers. The group will agree a remit to include the matters noted above. The Group will then look to create a delivery action plan including SMART targets aimed at delivering the Strategy objectives.

Action owner: Assistant Principal – Creativity and Skills

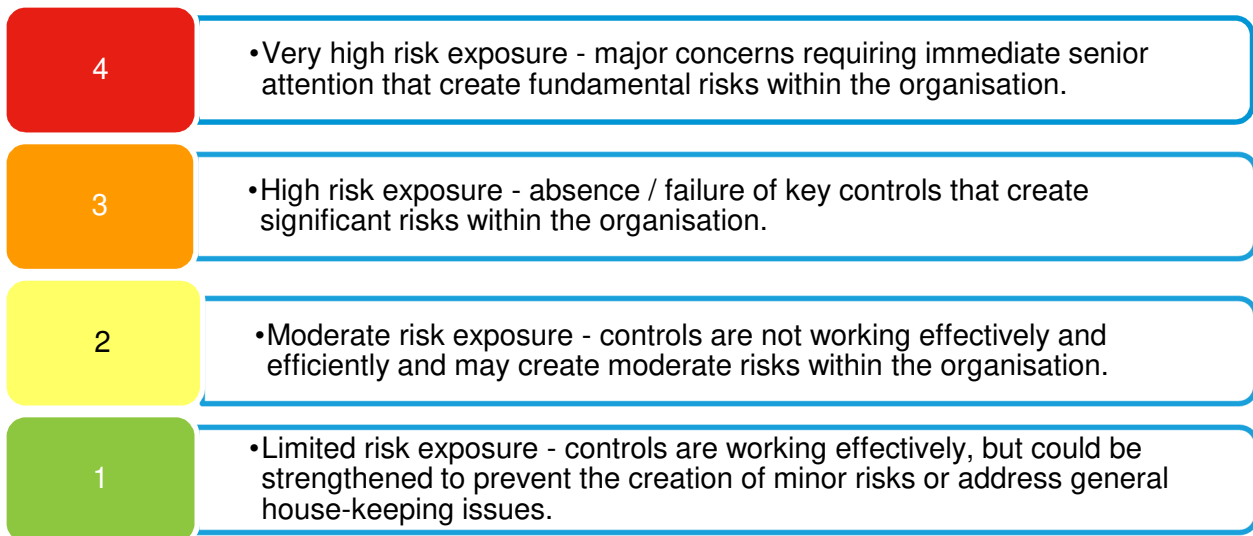
Due date: 31 May 2020

Appendix A – Definitions

Control assessments



Management action grades



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

Background: The Committee is asked to note and approve the following:

- LTQC Remit
- Current Membership List
- 2020/21 Proposed meeting dates

Action: The Committee is asked to consider and approve the three attachments.

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

LTQ Composition (Para 2 of the Remit)

Category	Name
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.	Liz Connolly – Principal Vanessa Thompson - Student President David Watson - Teaching Staff Jackie Henry – Chair Fiona McKerrell Steven Cairney - Support Staff
The Committee is empowered to co-opt additional members, subject to approval by the Nominations Committee	Ruth Binks Mark Hamilton

In Attendance	Name
Vice Principal Educational Leadership	Stephanie Graham
Assistant Principal, Performance and Skills	Cathy MacNab
Assistant Principal, Student Life and Skills	Iain Forster-Smith
Secretary	Shirley Gordon

Quorum	Two Members of the Board of Management
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2020/21 LTQ Meeting Dates:

- Wednesday 11 November 2020 – 4 till 6pm
- Wednesday 24 February 2021 – 4 till 6pm
- Wednesday 19 May 2021 – 4 till 6pm

Quality Standard Committee Meeting

Date – 13 February 2020

Time – 15:00 – 16:30

Location Cunard Suite – West College, Paisley Campus

Chair – John Redman, Head of Quality and Professional Standards

Present:

Curriculum - David Gemmell (DG), Isobel Lightbody (IL) Fiona McKenzie (FM), Paul McLaughlin (PM), Margaret Scott (MS), Lorna Smith (LS)

Support Services: Steven Cairney (SC), Fiona Goggins (FG),

Apologies – Isabel Brown, Susan Carton, Robin Chandler, Alison Dunne, Janice Maxwell, Jim McAllister, Christine McGowan, Jackie McLellan, Cathy McNab, Johanne Porter, Morven Pringle

Action Minutes – Tracy Reid, Administrator (Temporary) for Quality Team

Agenda

1. Apologies	JR
2. Actions arising from last meeting [24/10/19]	JR
STANDING ITEMS	
3. Approvals – to report	FG
4. Reports from verification	FG
5. Awarding Body Updates	FG
OTHER ITEMS	
6. Performance Indicators – to discuss a. WCS PIs for 2018-19 b. Sector Data	JR
7. EU Directive- Accessibility a. College response b. Implementation	JR
8. GTCS – Verbal Update	JR

9. Education Scotland Progress Visit – Verbal Update	FG
10. Student Association – Verbal Updates: a. Class representatives b. Participative Budget Opportunities	JR
11. Complaints a. Q1 and Q2 Reports b. Revised MCHP by SPSO – to report	JR
12. AOB	
13. Date and time of next meeting: Thursday 7 th May 2020 at 3:00pm-4:30pm, Paisley Campus, Abercorn 4	

Actions Arising (from the previous minutes)

- **Internal Approvals**
 - This procedure will be revisited during session 2019-20. John Redman and Isobel Lightbody will be looking at this with a planned implementation date of August 2020-21. COMPLETED

- **Reports from Verification**
 - CM requested that Quality pull together the Key Points relating to the Verification process and issue electronically before February 2020. COMPLETED

 - The committee agreed that forming a Project Action Group from across campuses and curriculum areas would be helpful in identifying and seeking solutions to IV process improvements. CM will take this forward in Block 2 of this session. CONTINUING

- **Stakeholder Feedback**
 - CM will refer suggestion on learning styles CPD to the TEL team. COMPLETED

 - CM will take forward a request that Student Records be updated and accurate on the census date. COMPLETED

- CM to request TELs to set up an online forum for staff to discuss approaches to improving retention. CONTINUING
- **Accessibility**
 - SC will ask Dr McFarlane if she would be willing to come to the College to speak to staff groups about the Directive – ACTION – SC - CONTINUING

Standing Items

JR explained Standing Items in more detail for the benefit of the new members and touched on the importance of the decisions which the Quality Standards Committee must make collectively on behalf of WCS.

Approvals to Report (FG)

- FG discussed with the Committee of the most recent conditional Approvals, stating that most common reason for conditions being applied, is due to paperwork not being fully completed on submission, thus causing significant delays.
- FG also highlighted to the members of the new Approvals Checklist which is due to be implemented soon;
- FG advised that SC is currently working on Foundation Apprenticeships. FG explained the internal process of the Foundation Apprenticeships;
- NCF Retail has also been approved, for Distance Learning;
- TQUK – In the process of dispatching Certificates to Students direct;
- Accountancy – approval recommendations agreed
- ESOL delivery under review – Margaret Campbell, Pauline Hare and Steven Cairney currently working on this and will feedback to the committee at a later date;
- DG raised the issue of start of term criteria query. FG responded and confirmed Block 1 Verification and took onboard DG's points raised;
- FG explained roles and asked that Curriculum staff would be happy to endorse conditions made, etc, ie: approved/not approved and confirmed that deadlines are still to be implemented.

Awarding Body updates

- FG discussed with the Committee of the planning processes for forthcoming visits for this summer;
- City & Guilds – successful visit;
- ECITB – successful visit;
- ILM – Annual Monitoring Visit was particularly successful within Paisley Campus;
- Distance Learning were awarded on their delivery;
- JR/DG updated committee with feedback on outcome of newly launched Rockscool course;
- SQA – 69 in progress;
- 3 visits in total – 2 with ‘High Confidence’ outcome and 1 visit with ‘Minimal Confidence’

Other Items

Performance Indicators

- Power-point demonstrating that WCS Full-Time Further Education is *above* Sector statistics; with Part-Time Further Education retaining steady improvement in success rates; Full-Time Higher Education is average for the college (with 4.5% and 2% drop last session having an adverse effect); Part-Time Higher Education – success rate is *above* Sector statistics; SIMD10 – deprived areas *significantly above* Sector statistics (3.7% improvement from 2017-2018 session).

EU Directive on Accessibility

- JR discussed implications with inception in September 2020;
- JR explained in detail on how to improve online functionality overall and demonstrated the ease of this to the Committee.
- JR – Equality Checklist Accessibility - for information;
- JR noted the scale with rolling-out this programme
- DG recommended pre-delivery checklists with relevant software guidance and recognising learning materials.
- DG provided useful tips/information for staff using Microsoft 365 software on a regular basis;
- MS also added identified resources for promoting accessibility

GTCS – verbal update

- WCS now registered with GTCS
- Staff information sessions arranged.

Education Scotland Update

- Report overtaken by College announcement
- Feedback very positive

Student Association Update (JR)

- Class Rep Training
- Development of on-line training materials
- Process to appoint Student Association Liaison Officer post underway.
- Participative Budget – verbal update

Complaints – Annual Report (JR)

- Q1 and Q2 reports issued for information
- Low numbers for each quarter
- SPSO produced revised guidance for Colleges – College policy will need to be amended to reflect revised guidance. ACTION JR

Any Other Business (ALL)

- No items recorded