

**West College Scotland
Board of Management**

**Monday 3 February 2020 at 3.00 p.m. in
Abercorn 2, Paisley Campus**

Agenda

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|--|------------------------------|------------------|
| <p>1. Strategic Risk Management Update
(3 – 3.40pm) – presented by Elizabeth Young</p> | <p>Paper 1</p> | <p>DA</p> |
| <p>2. Board Effectiveness Review 2019
(3.40 – 4pm) – attached for approval</p> | <p>Paper 2</p> | <p>KM</p> |
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| General Business | | |
| <p>3. Welcome</p> | | |
| <p>4. Apologies</p> | | |
| <p>5. Declaration of Interests</p> | | |
| <p>6. Minute of the meeting held on 9 December 2019
.1 Actions from the minutes</p> | <p>Enclosed
Enclosed</p> | <p>KM
KM</p> |
| <p>7. Matters Arising from the minute
(and not otherwise on the agenda)</p> | | |
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| Main Items for Discussion and/or Approval | | |
| <p>8. Students Association Report</p> | <p>Paper 8</p> | <p>VT</p> |
| <p>9. Chief Executive’s Report
.1 Business Transformation Plan
.2 Greenock Campus
.3 Student Support Funding</p> | <p>Paper 9</p> | <p>LC</p> |
| <p>10. Chair’s Report</p> | <p>Paper 10</p> | <p>KM</p> |
| <p>11. Strategic Risk Register</p> | <p>Paper 11</p> | <p>DA</p> |
| <p>12. Draft Regional Outcome Agreement</p> | <p>Paper 12</p> | <p>StG</p> |

Committee Reports

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|---|---------------------------------|----|
| 13. Estates Committee
Minutes of the meeting held on 10 December 2019 | Paper 13 | NA |
| 14. Audit Committee
Minutes of the meeting held on 12 December 2019 | Paper 14 | JM |
| 15. HR and CD Committee
Minutes of the meeting held on 21 January 2020
Draft Remit of the new Committee | Paper 15
To Be Tabled | MN |

Items for Information

- | | | |
|--|----------|-----|
| 16. Board of Management: Membership, Dates of Meetings
and Schedule of Business 2019/20 | Paper 16 | ShG |
| 17. Report on Delegated Action | Paper 17 | KM |
| 18. Any other business | | |
| 19. Date of Next meeting:
Monday 23 March 2020 at 4.00 p.m. at the Clydebank Campus. | | |

Shirley Gordon
Secretary to the Board

TITLE: STRATEGIC RISK MANAGEMENT UPDATE

Background: Under the Corporate Governance Code, the Board of Management is tasked with ensuring a framework of risk management and control is in place. Defining the College risk appetite sets a clear framework within which risks can be managed and provides guidance to staff throughout the College on the limits of risk that are acceptable to take, or that can be tolerated, as part of their day-to-day roles.

This paper presents the outcome of the two Scott Moncrieff facilitated workshops with the Senior Management Team on 19 November 2019 and the Board of Management on 12 December 2019 to capture their views on the level of College risk appetite.

The report provides an overview of the outcomes arising from these sessions to enable a discussion of what the most appropriate risk appetite level should be for each College category of risk. The paper also presents a draft risk appetite statement for the Board of Management to consider and the next steps to be undertaken in furthering the College Risk Management Strategy.

Action: The Board of Management is requested to consider and approved the:
1) risk appetite ratings; and
2) risk appetite statement.

Lead: David Alexander, Vice Principal Operations

Status: Open

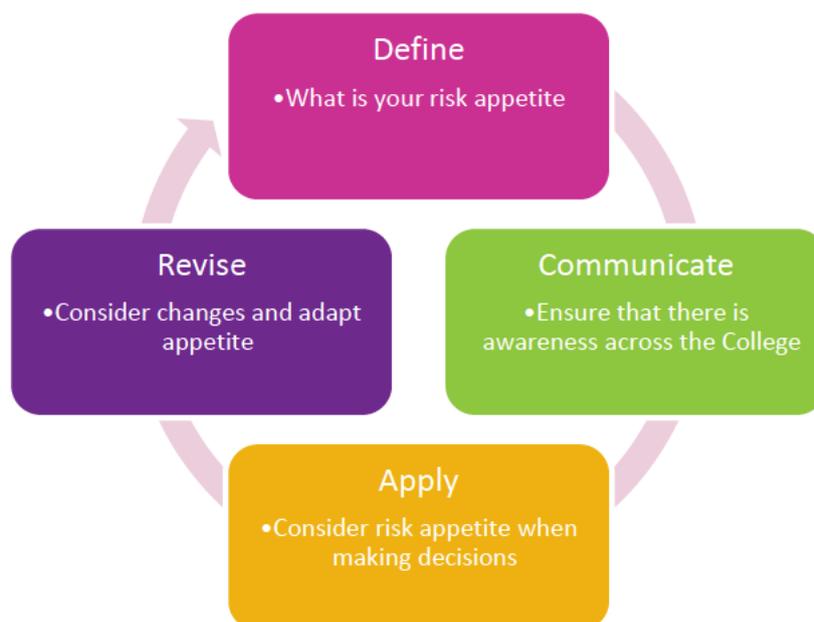
West College Scotland

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1. Introduction

“Risk appetite can be defined as ‘the amount and type of risk that an organisation is willing to take in order to meet their strategic objectives.’¹”

- 1.1 Risk appetite is the level of acceptable risk set by the Board of Management and should be considered throughout the College when you are faced with particular risks, to determine what action should, or should not, be taken. It is important to consider both risks that are threats to the College and risks that present opportunities to the organisation. This is important because you need to not only adequately control the risks that could stop you from achieving your objectives, but also actively consider what risks you could take to better achieve those objectives to help fulfil your ambitions as an organisation.
- 1.2 Defining your risk appetite sets a clear framework within which risks can be managed and provides guidance to staff throughout the College on the limits of risk that are acceptable to take, or that can be tolerated, as part of their day-to-day roles.



¹ Institute of Risk Management

2. Define stage

2.1 Scott Moncrieff facilitated two workshops with the Senior Management Team on 19 November 2019 and the Board of Management on 12 December 2019 to capture their views on the College level of risk appetite. This report provides an overview of the outcomes arising from these sessions to enable a discussion of what the most appropriate risk appetite level should be for each College category of risk.

2.2 The following sections present the outcome from the Board and SMT sessions:

- Risk categories
- Appetite definitions
- Risk appetite workshop outcomes

2.3 The aim of this session is to:

- Agree on the level of risk appetite for each risk category
- Consider the draft College risk appetite statement
- Next steps

Risk categories

2.4 The College categorised its risks to enable the identification of risk trends and gap analysis.

2.5 It is now proposed based on the feedback received that the College Risk Management Strategy categorise risks according to the following groupings:

Category	Description of Risk
1) Political	Those affecting the College strategic priorities normally at a national political level.
2) Competitive Environment	Those affecting the competitiveness of the College to deliver its services in terms of cost, quality, ability to deliver best value and to attract customers / partners to the College.
3) Finance	Those related to financial planning and control and the adequacy of insurance cover.
4) Staffing and HR	Those affecting the recruitment, retention and morale of staff.
5) Students	Those affecting the recruitment, retention, attainment and morale of students.
6) Reputational / External	Those affecting the reputation of the College and/or external partnerships / projects / community in which the College is involved.
7) Digital	Those affecting the ability of the College to deliver the objectives set out in its Digital Strategy.
8) Infrastructure	Those affecting the College's physical assets including buildings and IT systems
9) Learning and Teaching	Those affecting the successful delivery of the College's curriculum including student experience, performance and associated ROA targets.
10) Governance	Those that impose requirements on the College which could affect priorities / funding / reputation.

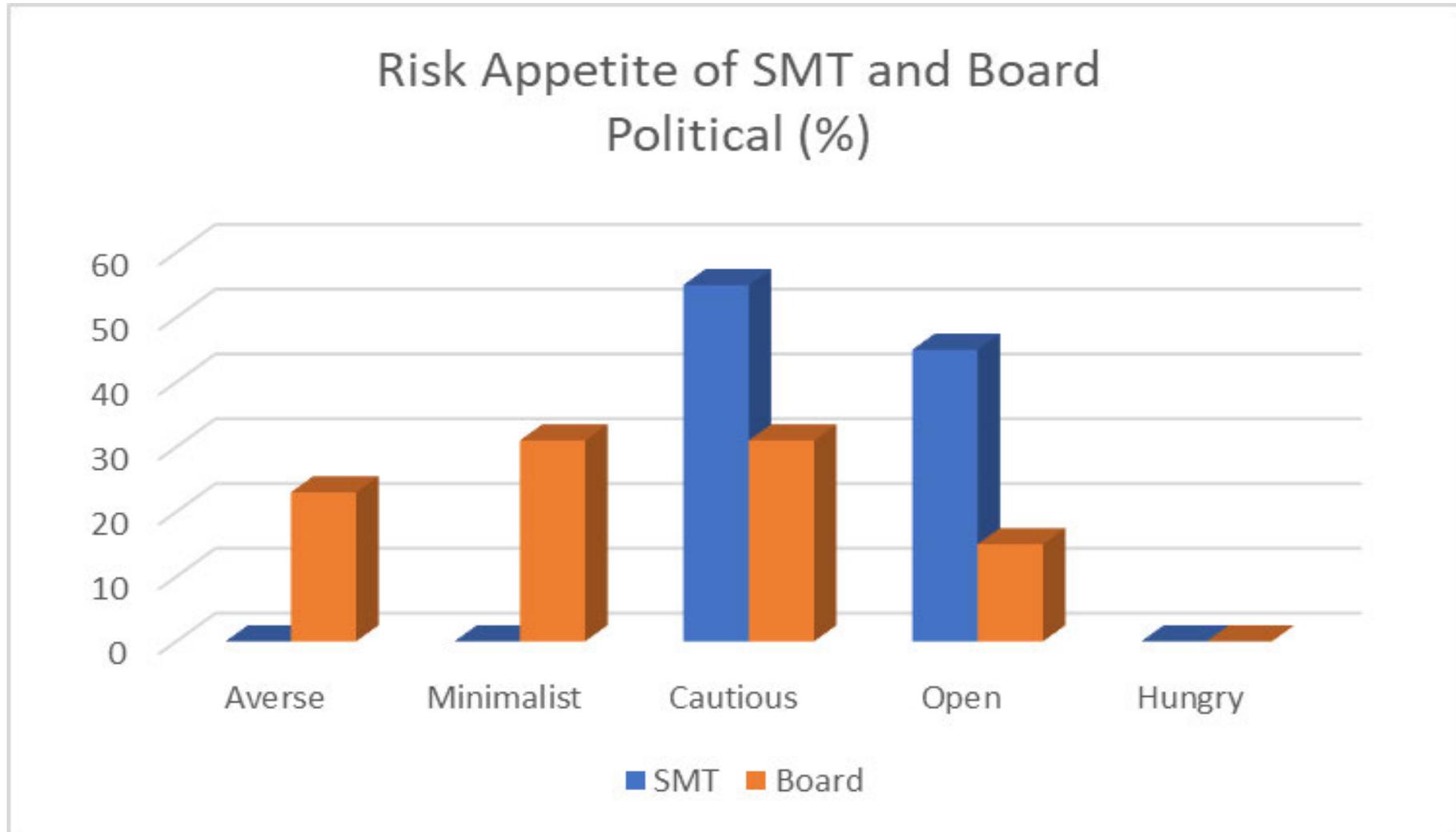
3. Appetite definitions

- 3.1 Outlined below are the classifications of risk appetite which were discussed and agreed at the previous Board of Management session. These classifications were drawn from HM Treasury guidance and have been used to consider the College's risk appetite in the risk categories on the previous page.

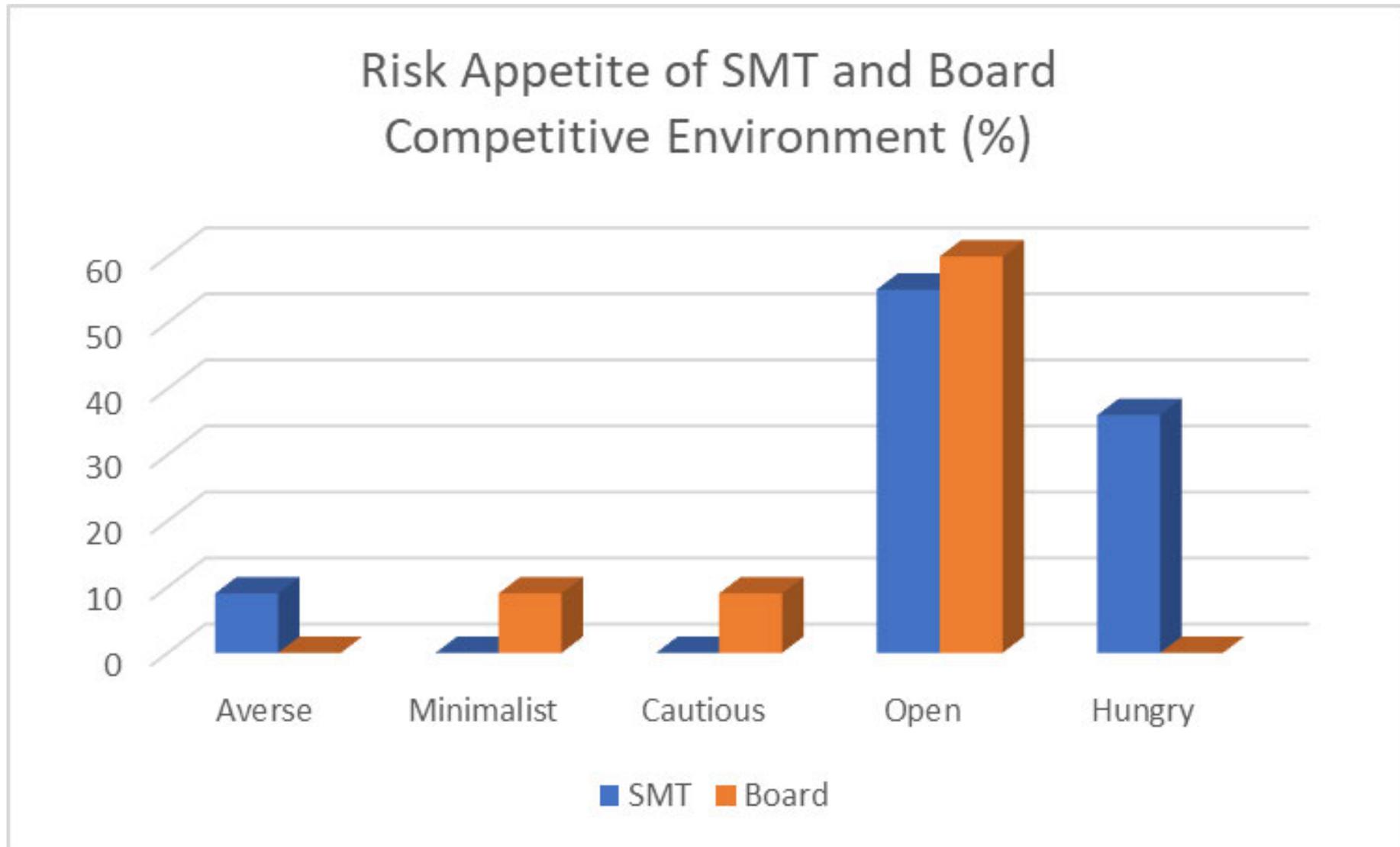
Risk Appetite Classifications	Definition
Averse	Avoidance of risk and uncertainty is a key organisational objective.
Minimalist	Preference for ultra-safe business delivery options that have a low degree of inherent risk and only have a potential for limited reward.
Cautious	Preference for safe delivery options that have a low degree of residual risk and may only have limited potential for reward.
Open	Willing to consider all potential delivery options and choose the one that is most likely to result in successful delivery while also providing an acceptable level of reward (and value for money).
Hungry	Eager to be innovative and to choose options offering potentially higher business rewards, despite greater inherent risk.

4. Risk appetite workshop outcomes

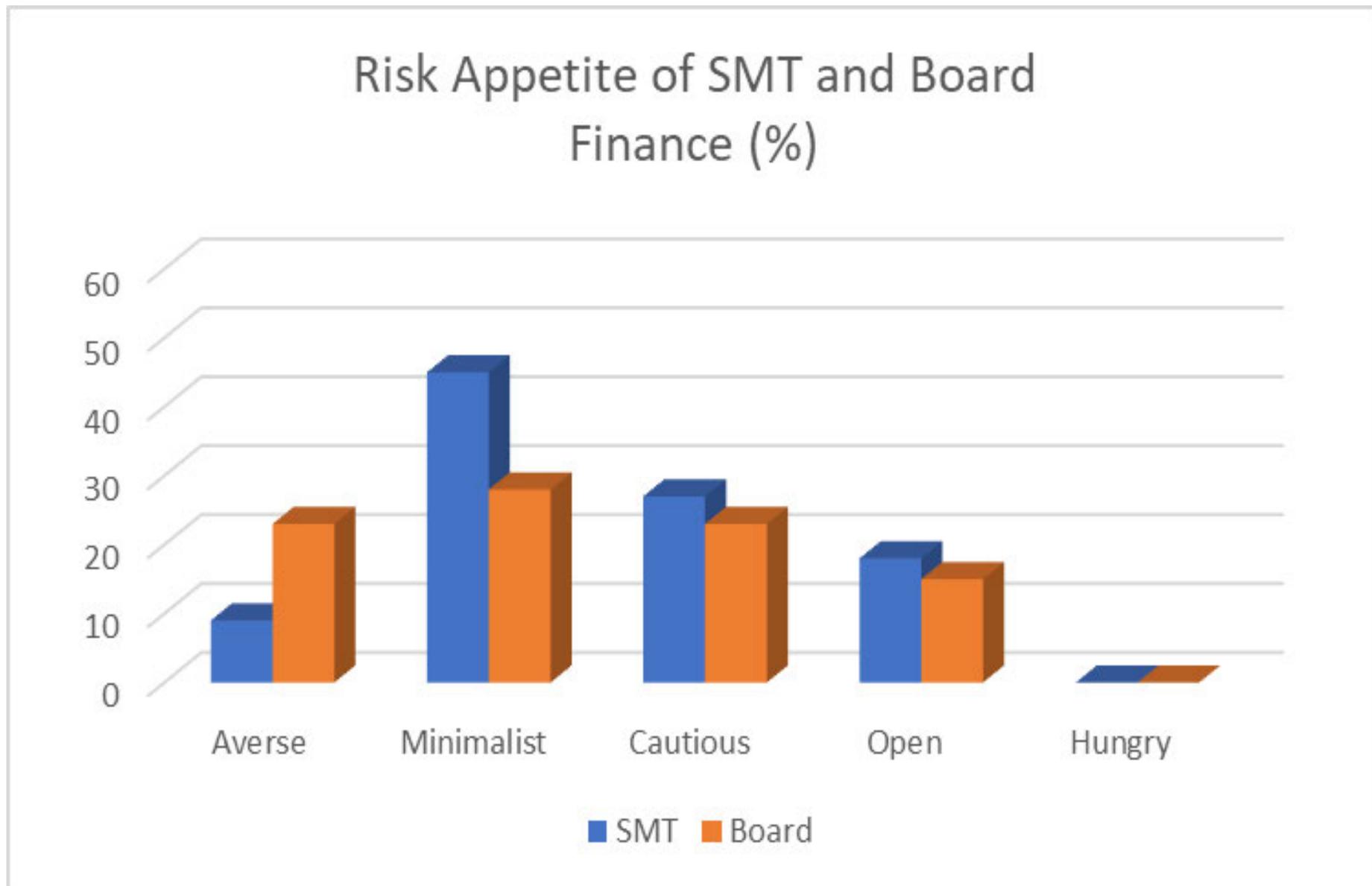
1) Political Risk



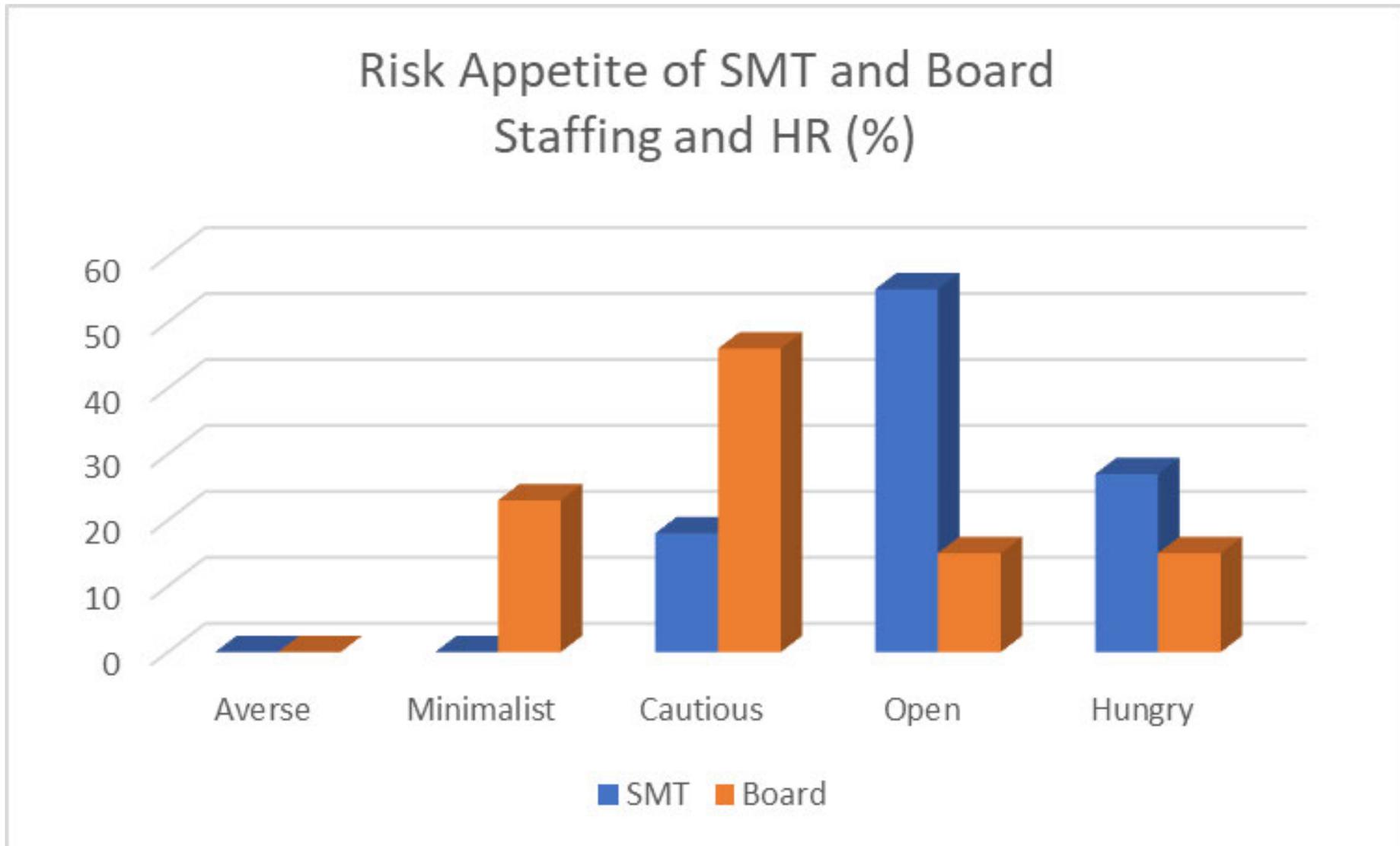
2) Competitive Environment Risk



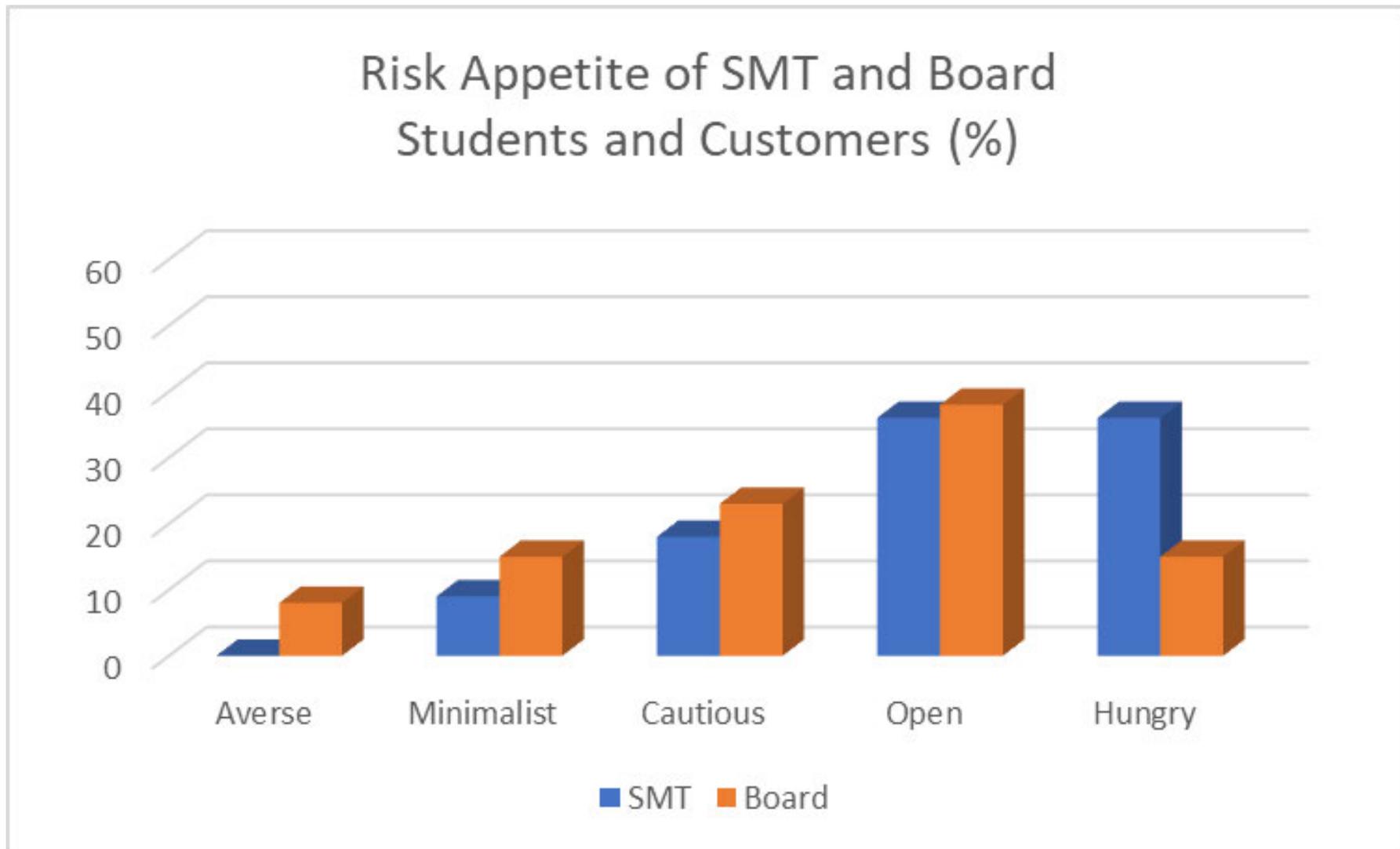
3) Finance Risk



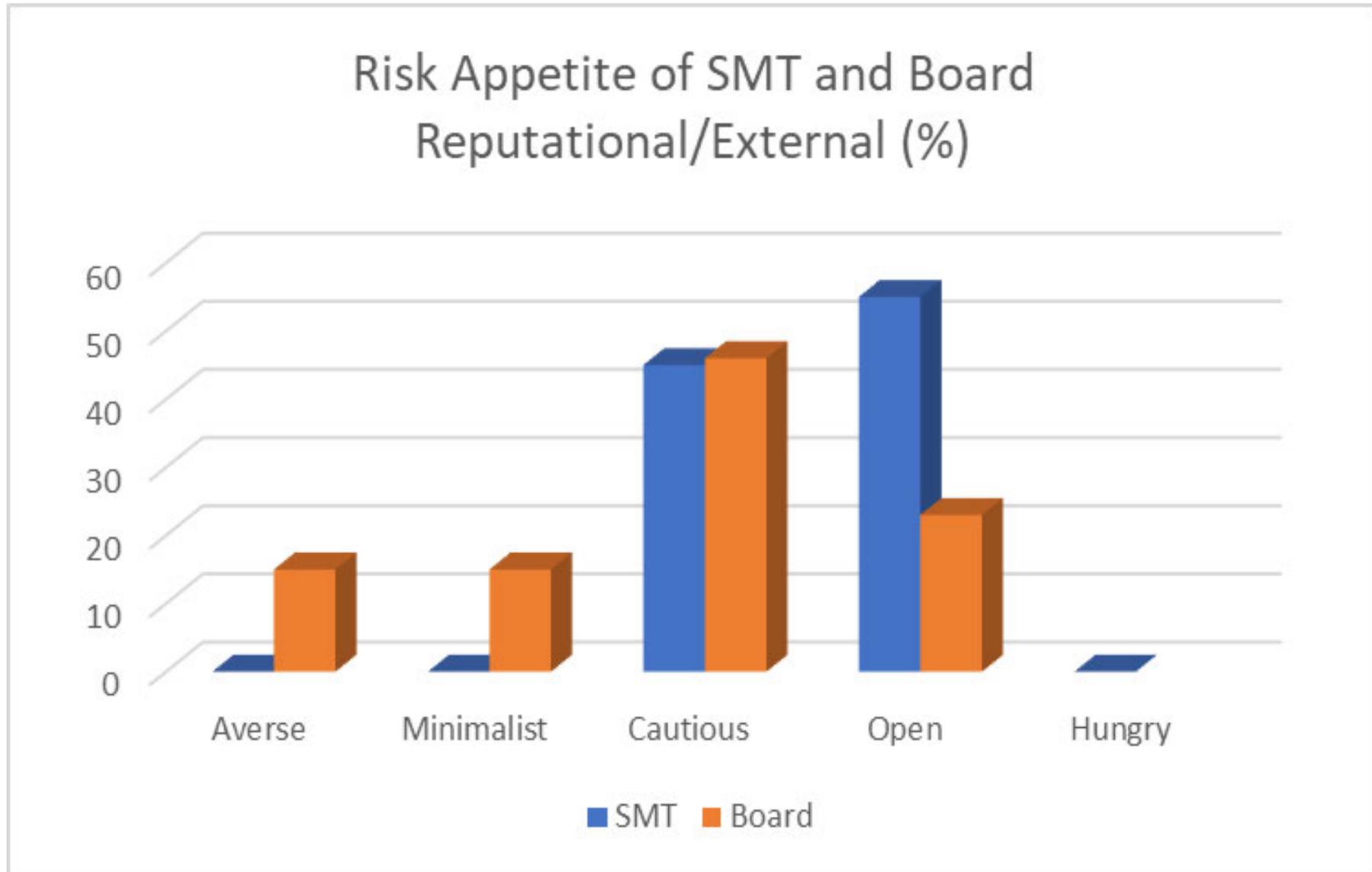
4) Staffing and HR Risk



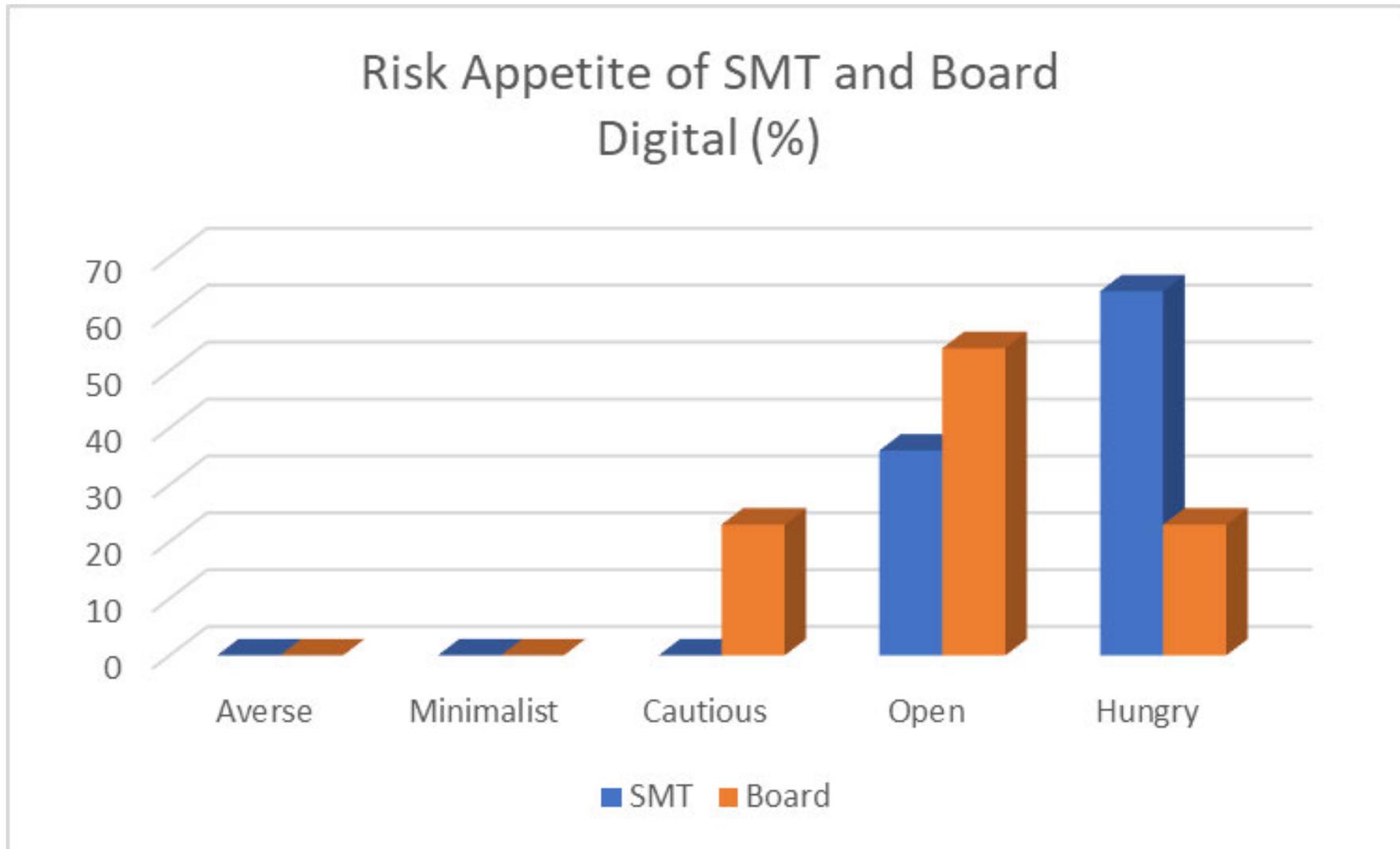
5) Students Risk



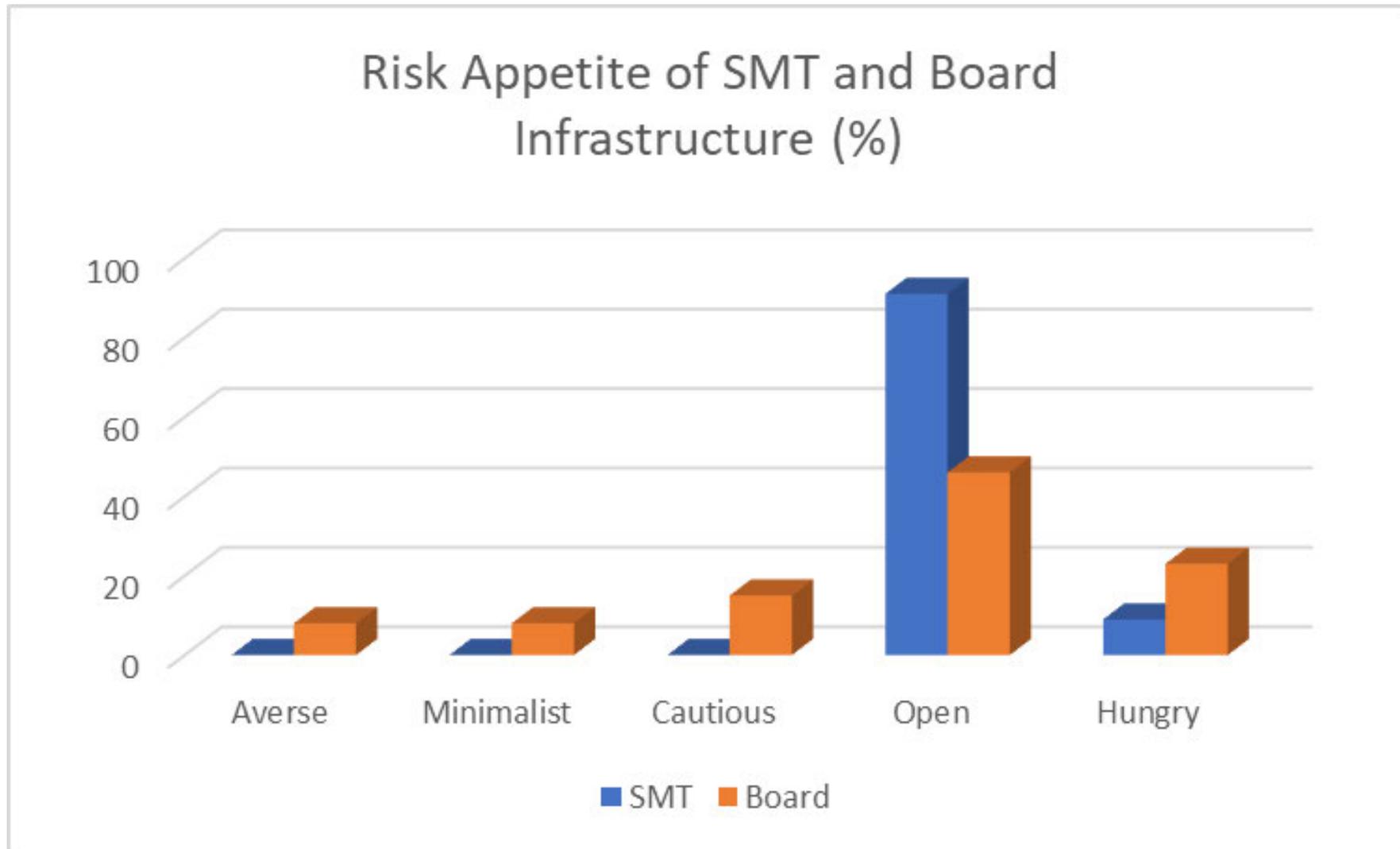
6) Reputational/External Risk



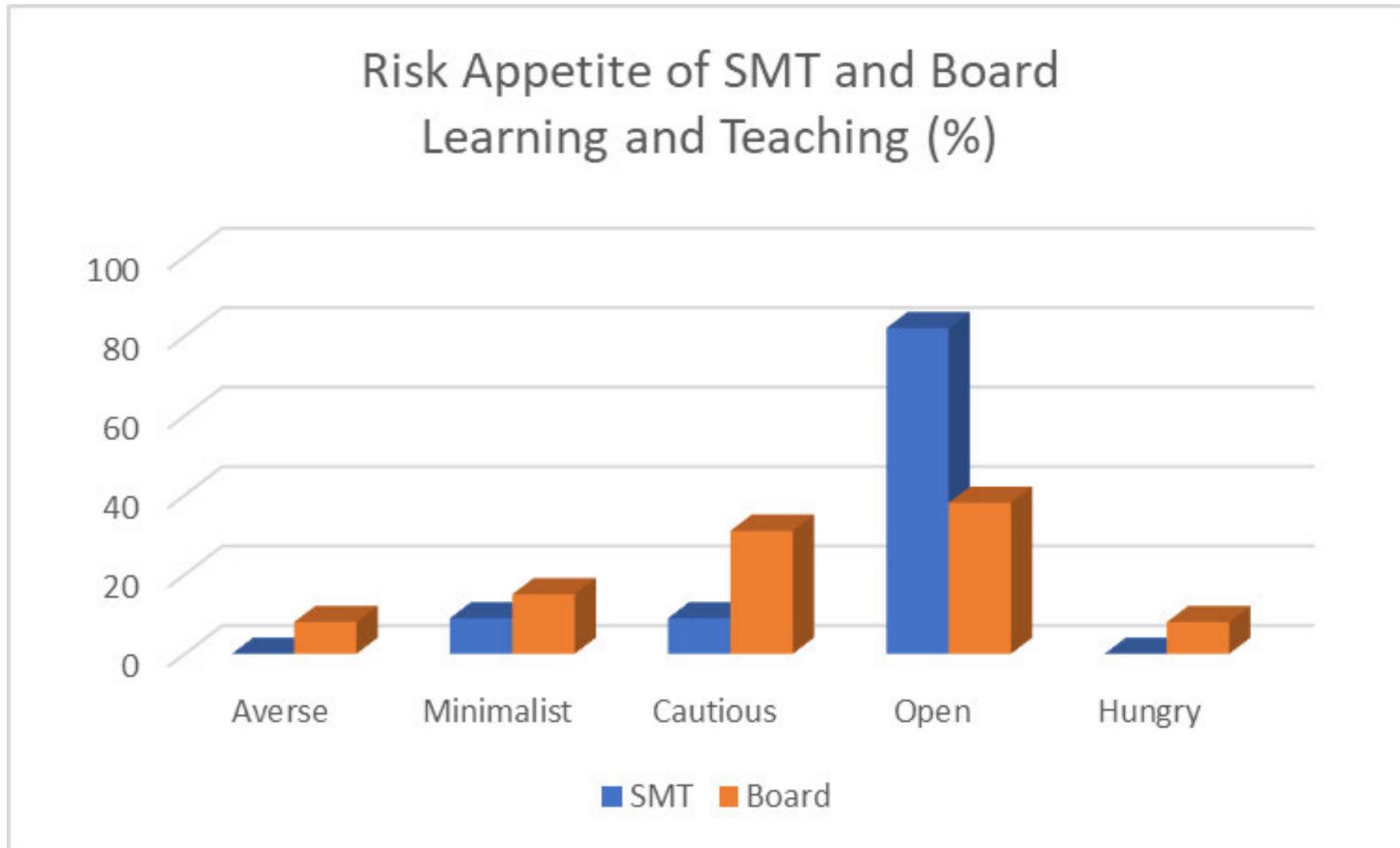
7) Digital Risk



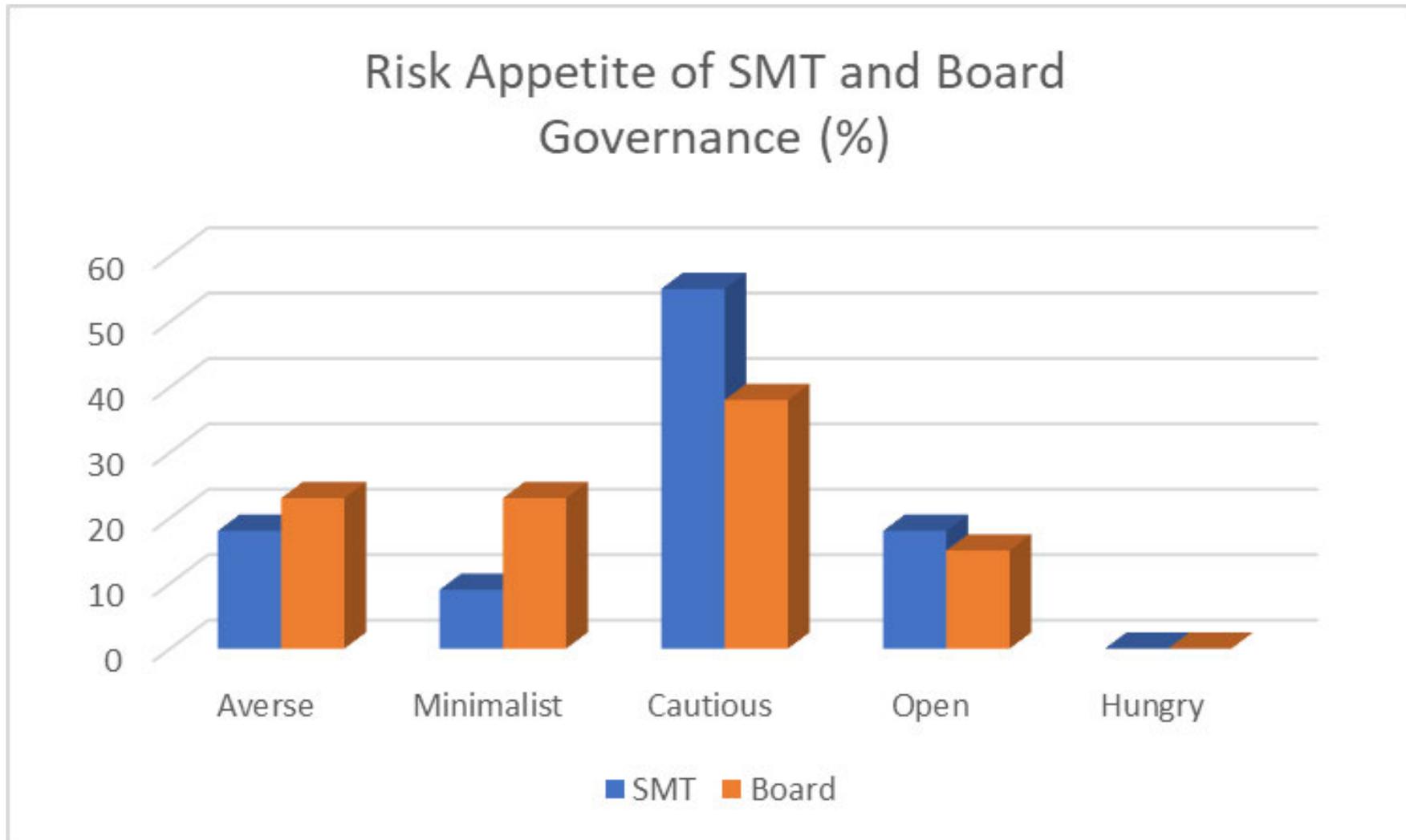
8) Infrastructure Risk



9) Learning and Teaching Risk



10) Governance Risk



4.1 The following table summarises the risk categories above:

Appetite	Risk Categories
Averse	<i>None</i>
Minimalist	(3) Finance
Cautious	(10) Governance
Open	(2) Competitive Environment (5) Students (8) Infrastructure (9) Learning and Teaching
Hungry	<i>None</i>

4.2 The results of the risk appetite Board and SMT sessions show that the following risk categories require further discussion:

- (1) Political
- (4) Staffing and HR
- (6) Reputational/External
- (7) Digital

5. Draft risk appetite statement

- 5.1 Where colleges have defined a risk appetite, many make an overall statement broadly defining their risk appetite, providing a high-level guide to management and the governing body, but retaining reasonable flexibility. Whilst an overall statement provides broad direction to the College, it will also be supported by the operating approach underpinning the risk management framework and by the monitoring and review of risks (for example, discussions at Board of Management and senior management level, over the level and acceptability of key strategic risks).
- 5.2 The following is a draft of the type of risk appetite statement to be adopted by the College based on the outcome of the work undertaken to date:

The College's approach is to minimise its exposure to financial, reputational and governance risk, whilst accepting and encouraging an increased degree of risk in pursuit of its mission and objectives. It recognises that its appetite for risk varies according to the activity undertaken, and that its acceptance of risk is subject always to ensuring that potential benefits and risks are fully understood before developments are authorised, and that sensible measures to mitigate risk are established.

The College's appetite for risk across its activities is provided in the following statements and is illustrated diagrammatically {note table will be updated after Board discussion}:

Appetite	Risk Categories
Averse	None
Minimalist	(3) Finance
Cautious	(10) Governance
Open	(2) Competitive Environment (5) Students (8) Infrastructure (9) Learning and Teaching
Hungry	None

(3) Finance – *The College aims to maintain its long-term financial viability and its overall financial strength. Whilst targets for financial achievement will be challenging the College has a minimalist appetite for risk that puts in peril the long-term sustainability of the College.*

(10) Governance – *The College places great importance on governance, and has no appetite for any breaches in statute, regulation, professional standards, bribery or fraud. It wishes to maintain accreditations related to courses or standards of operation and has cautious appetite for risk relating to actions that may put accreditations in jeopardy.*

The above statements take priority over the statements of areas of risk appetite below.

(2) Competitive Environment – *The College wishes to be amongst the leaders in transforming knowledge, ideas, skills and expertise into teaching, innovation and enterprise, thereby enriching our stakeholders and wider society. It recognises that developing this may involve an increased degree of risk and is comfortable in accepting this risk subject always to ensuring that potential benefits and risks are fully understood before developments are authorised and that sensible measures to mitigate risk are established.*

(5) Student – *The College aims to ensure that we recruit the correct student onto the correct course, retain those students and ensure that they have a productive time at College. It recognises that in order to compete with other institutions that it must accept an increased degree of risk in order to attract and retain those students. It is comfortable in accepting this risk subject to a) limitations imposed by ethical considerations, and b) ensuring that potential benefits and risks are fully understood before developments are authorised and that sensible measures to mitigate risk are established.*

(8) Infrastructure (including estate projects, IT and equipment) – *Major change activities are required periodically to develop the College, and to adapt to changes in the regulatory and technological environment and in the nature and conduct of the College’s activities. The College expects such changes to be managed according to best practice in project and change management and has low appetite for deviating from such standards.*

(9) Learning and Teaching - *The College wishes to stimulate students to develop a wish to engage in lifelong learning, encourage an independent attitude and an aspiration to achieve success. It recognises that this should involve an increased degree of risk in developing education and the student experience and is comfortable in accepting this risk subject always to ensuring that potential benefits and risks are fully understood before developments are authorised and that sensible measures to mitigate risk are established.*

To Be Discussed Further

Based on the outcome from the Board / SMT sessions the following risk categories require to be further refined:

(1) Political – *The College aims to make a significant, sustainable, and socially responsible contribution to the West of Scotland and to Scotland through education, knowledge exchange and operational activities. It recognises that this should involve an increased degree of political risk and is comfortable in accepting this risk subject always to ensuring that potential benefits and risks are fully understood before developments are authorised and that sensible measures to mitigate risk are established.*

(4) Staffing and HR – *The College aims to value, support, develop and utilise the full potential of our staff to make the College a stimulating and safe place to work. It places importance on a culture of equality and diversity, dignity and respect, collegiality, annual reviews, the development of staff, and the health and safety of staff, students and visitors. It has appetite for any deviation from its standards in these areas.*

(6) Reputational / External – *It is regarded as critical that the College preserves its high reputation. The College therefore has a cautious appetite for risk in the conduct of any of its activities that puts its reputation in jeopardy, could lead to undue adverse publicity, or could lead to loss of confidence by the political establishment and funders of its activities.*

(7) Digital – *The College wishes to be at the leading edge in the digital arena and wishes to grow its digital ambitions. It recognises that that this will involve an increased degree of risk in developing digital solutions and is comfortable in accepting this risk subject to a) limitations imposed by financial considerations, and b) ensuring that potential benefits and risks are fully understood before developments are authorised and that sensible measures to mitigate risk are established.*

6. Next steps

6.1 The next steps are:

1. Confirmation of College risk appetite for the risk categories.
2. Review and confirmation of the risk appetite statement.
3. Update of the College Risk Management Strategy in consultation with the Audit Committee.
4. Approval of the updated College Risk Management Strategy by the Board of Management.
5. Implementation of updated Risk Management Strategy across the College.

7. Appendices

Appendix A: Strategic Risk Register

Risk No.	Risk Reference	Strategic Objective	Risk	Mitigating Controls and Actions	Assessment post mitigation			
					Risk Probability	Risk Impact	Risk Score	Previous Score
1	WCS 1	1.1 1.3 3.1 3.4	Inability to clearly forecast the volatility and impact of SFC funding and funding methodology changes in relation to core-grant-in-aid, credit activity model; reduction in European funding; student support funding and estates maintenance.	<p>1) Detail of 2019-20 final SFC funding received 17 May 2019. This 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.</p> <p>2) 2019-20 budget approved in conjunction with 5 year future financial scenario planning and detailed assumptions.</p> <p>3) Transformation Plan submitted to SFC in order to address future financial challenges. Following submission of revised plan in November 2018 the College continues to engage with the SFC on the implementation of the plan.</p> <p>4) Robust financial forecasting including production and review of monthly management accounts.</p> <p>5) Estates Strategy including objective to improve / rationalise the College estate utilising estate maintenance funding.</p> <p>6) Financial modelling of next 5 years being undertaken based upon SFC FFR assumptions. Allows the College to identify funding gap and to continue to take necessary steps to address the gap.</p> <p>7) Commercial Development Group reporting to Corporate Development Committee with focus on maintaining and growing income including ESF activity.</p> <p>8) Robust monitoring of current and future curriculum delivery plans (CMAP) including staffing requirements.</p> <p>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.</p>	6	4	24	24

Risk No.	Risk Reference	Strategic Objective	Risk	Mitigating Controls and Actions	Assessment post mitigation			
					Risk Probability	Risk Impact	Risk Score	Previous Score
2	WCS 3	1.2 3.1 3.3 3.4	Failure to deliver Estate Strategy objectives due to business cases for development of estate being delayed, with this having a resultant negative impact on the ability of the College to recruit students, retain staff and address legislative requirements	<p>1) The College continues to actively engage with SFC, SFT and other key stakeholders re investment and in relation to implementation of national estate condition survey review and future direction of travel.</p> <p>2) Approved Estate Strategy highlights required estate investment for consideration by SFC and Scottish Government.</p> <p>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.</p> <p>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</p> <p>5) Inverclyde local development plan now finalised leading to restrictions on future College developments on preferred site. College continues to engage with partners to find suitable way forward.</p> <p>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.</p> <p>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.</p> <p>8) Ongoing engagement with SFC</p>	5	4	20	16

Risk No.	Risk Reference	Strategic Objective	Risk	Mitigating Controls and Actions	Assessment post mitigation			
					Risk Probability	Risk Impact	Risk Score	Previous Score
3	WCS 2	1.11.22.34.1	Failure to secure adequate estates maintenance / capital funding for future investment or refurbishment of IT and physical infrastructure.	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 as financial modelling assumed flat cash settlement in future years. There is also a need to understand the basis of estates maintenance funding allocation beyond 2019-20.3) WCS participation in SFC/sector Capital Working Group.4) Outline Business Case for Greenock updated and submitted to the SFC in December 2018 following Board of Management approval. SFC have confirmed receipt and willingness to work with College to take forward OBC. Implications of recently published Inverclyde local development plan now being considered, and College is engaging with partners in relation to this. 5) Outline Business Case for Paisley submitted to the SFC and feedback received from the SFC. Discussion with partner organisations remains ongoing.in relation to the collaborative aspects of the proposals, and an updated OBC for Paisley will require to be submitted to SFC. 6) SFC have issued the outcome of a national College estate condition survey. College has discussed and obtained agreement with SFC as to how the 2018-19 high priority maintenance funding will be applied.	4	4	16	16
4	WCS 16	1.3 2.2 3.1 3.4	Failure to prepare for the anticipated impact upon the College of Brexit including loss of European funding, loss of students / staff and access to exchange programme funding.	1) College undertaken review of possible impacts of Brexit on operations. Output has been discussed at senior management level and with relevant Board Committees. To note potential impact on EU funded programmes (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

Risk No.	Risk Reference	Strategic Objective	Risk	Mitigating Controls and Actions	Assessment post mitigation			
					Risk Probability	Risk Impact	Risk Score	Previous Score
5	WCS 4	1.2 2.1 3.2 3.4	Failure to deliver SFC Regional Outcome Agreement targets at a time of limited resource results in future credit and/or funding adjustments.	1) Positive engagement with SFC in relation to ROA development and monitoring for current and future years. 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 school head teachers 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 considered the College ROA during the meeting in March 2019 and considered the outcomes that will be delivered at that time. The ROA 2019-20 was submitted to the SFC and subsequently approved on 29 July 2019.	4	3	12	12
6	WCS 5	1.1 1.2 1.3 3.4	Impact and outcome of National Pay Bargaining for both teaching and support staff.	1) WCS representation and involvement in national college Employers Association and national joint negotiating committee (NJNC). 2) Financial impact assessment / planning scenarios with the financial impacts of National Bargaining subject to ongoing discussion with the SFC. National Bargaining funding distribution for 2019-20 amended in year and agreed with Colleges Scotland and the Scottish Funding Council. 3) 2018-19 final SFC funding included an allocation in order to meet the cost of national bargaining. 4) Business Continuity Planning considers impact of industrial action, with specific plans in place. 5) Local trade union consultation and negotiating committees for support and teaching staff continuing to meet on an ongoing basis in order to maintain positive College industrial relations. 6) Robust college sector and WCS communications plan including liaison with Student Association on impact on students. 7) Local workforce planning arrangements subject to positive internal audit review (June 2018). 8) Support staff pay award until September 2019 been settled.	6	2	12	12

Risk No.	Risk Reference	Strategic Objective	Risk	Mitigating Controls and Actions	Assessment post mitigation			
					Risk Probability	Risk Impact	Risk Score	Previous Score
7	WCS 6	1.1 2.1 3.3 4.2	Failure to maintain or acquire and use IT systems and infrastructure to support the digital ambitions of the College.	<p>1) IT Strategy, Policies / Procedures and system access processes in place. The Finance and General Purposes Committee have reviewed progress achieved in delivering the IT Strategy as at Year 2 and are satisfied with progress given the level of resource available to the College - although recognise that the College digital ambitions are being constrained by the level of SFC funding. Strategic dialogue with the SFC is ongoing in an effort to secure the required level of funding in order to deliver College digital ambitions.</p> <p>2) Staff and student feedback and evaluation procedures in place.</p> <p>3) IT Contingency Plan in place with regular review.</p> <p>4) College has achieved Cyber Essentials Plus accreditation as required..</p> <p>5) College Digital Strategy has been reviewed by SMT and sets out digital ambitions for the College. To be presented to the Board for approval in coming period.</p> <p>6) Funding bid developed based for submission to SFC to ensure IT systems are fit for purpose. Initial discussions have been held with SFC on IT condition survey and College offered to be model for such a survey.</p> <p>7) College HR department providing support to staff undertaking national support staff job evaluation, with role profile documentation to be completed by 28 June 2019.</p>	4	3	12	12
8	WCS 15	1.1 2.1 3.4 4.3	Failure to deliver the financial and/or non-financial objectives outlined in the College Transformation Plan "Future Proofing Our College".	<p>1) Transformation Plan has been developed by the College and discussed in detail with the SFC.</p> <p>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.</p> <p>3) Projects have been initiated in line with the plan and are directed by a specific member of SMT.</p> <p>4) Detailed delivery plan has been created to allow milestones to be set and monitoring to take place.</p> <p>5) College on track to meet financial objectives outlined in the plan during 2018-19. However future years remain challenging and the plan will require to be further reviewed/updated. SFC indicative funding figures have been published and have crystallised the financial challenges faced by the College. No guidance on future years.</p>	3	4	12	12

Risk No.	Risk Reference	Strategic Objective	Risk	Mitigating Controls and Actions	Assessment post mitigation			
					Risk Probability	Risk Impact	Risk Score	Previous Score
9	WCS 9	1.2 1.3 3.4	Inability to maintain positive staff relations	1) Approved Workforce Plan in place to address Audit Scotland recommendations. 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 session and staff surveys undertaken on regular basis allowing issues to be addressed early. 5) Local trade union consultation and negotiation committees in place for teaching and support staff. 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
10	WCS 11	1.1 2.3 3.1 3.2	Ability to generate consistent levels of alternative income or to grow alternative income streams.	1) Alternative Income Strategy currently under development in response to requirements of 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
11	WCS 7	1.2 3.4	Inadequate business continuity / cyber resilience planning leading to material interruptions to service delivery.	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	3	3	9	9

Risk No.	Risk Reference	Strategic Objective	Risk	Mitigating Controls and Actions	Assessment post mitigation			
					Risk Probability	Risk Impact	Risk Score	Previous Score
				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.				
12	WCS 10	1.3 2.3	Failure to embed Workforce Plan resulting in lack of appropriate resources and skills being developed to achieve College strategic objectives and outcomes	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) Trent 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. Internal audit recommendations were subject to final report from OD&HR Committee to the Audit Committee in May 2019 allowing the closure of the issues raised. 8) Staff skills survey being developed to allow the College to identify and address future skills gaps.	3	2	6	6
13	WCS 13	3.4 4.1	Inability to ensure a holistic response to data and information governance, including compliance with the General Data Protection Regulations (GDPR).	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
14	WCS 14	1.2 3.4	Normal business activities are unduly affected due to	1) Detailed resource planning involving all relevant parties at stage to address any issues in advance of project start date.	3	2	6	6

Risk No.	Risk Reference	Strategic Objective	Risk	Mitigating Controls and Actions	Assessment post mitigation			
					Risk Probability	Risk Impact	Risk Score	Previous Score
			the complexity of sequencing estates investment works	<p>2) Staff resource increased during 2018-19 to address the significant increase in level of expenditure and complexity of projects being undertaken.</p> <p>3) Well embedded project / estate team with knowledge base that allows issues to be identified and addressed.</p> <p>4) use of external professional advisors to provide oversight and critical review of proposed activities / plans.</p>				

TITLE: BOARD EFFECTIVENESS REVIEW 2019

Background: An annual effectiveness review of the Board was undertaken in May 2019 following the Strategic session held in April. A report summarising the responses received and highlighting areas of good practice and areas where further consideration and improvement could be made, with specific recommendations being made was considered by the Board at its meeting held on 17 June 2019 when the Board approved the Report on its Annual Effectiveness Review 2019 for submission to the SFC and publishing on the College website.

At its meeting on 7 October 2019, the Board noted that it was 3 years since it last conducted an *external* review of its effectiveness. Under the terms of the current Code of Good Governance, Colleges should conduct an externally facilitated effectiveness review at least every 3 years. In order to meet this requirement, a tender exercise was conducted through the Procurement Manager using Quick Quotes and it was agreed that CM Associates be invited to conduct the External Effectiveness Review during the period October to December 2019 with a final report to be provided to the Board in February 2020.

Unfortunately, Candy Munro cannot attend the Board Meeting today as she will be on holiday. However, Candy met with the Chair and Principal to discuss the draft report on 18 December 2019 and following that meeting the final draft of the report was sent to all Board members on 19 December 2019 for review and comment back to Candy by Friday 10 January. The feedback she received from members confirmed that they were happy with the report and the outcome.

As such, the Board is asked to **approve the final version of the Board Effectiveness Review attached.**

Action: The Board is asked to approve the report attached.

Lead: Keith McKellar, Chair, Board of Management

Status: Open

WEST COLLEGE SCOTLAND BOARD EFFECTIVENESS REVIEW DECEMBER 2019

**REPORT PREPARED BY CANDY MUNRO
CM ASSOCIATES**

West College Scotland

Effectiveness Review

1. Introduction

2. Conclusions: Summary

3. Effectiveness Review

4. Areas for Development

Annex 1: Document Review

1. Introduction

Background

The Code of Good Governance for Scotland's Colleges (the Code) sets out the principles of good governance for colleges in Scotland. All colleges that receive funding from the Scottish Funding Council or a regional strategic body must comply with the Code as a condition of grant. Each board must state its adoption of the Code in its corporate governance statement contained within its annual financial statement.

The five principles set out in the Code provide a framework within which colleges are expected to develop their own policies and procedures.

The Code states that the board must have in place a robust self-evaluation process,

'The board must keep its effectiveness under annual review and have in place a robust self-evaluation process. There should also be an externally facilitated evaluation of its effectiveness every three years.'

The Guide for Board Members in the College Sector and the Board Development Framework provide additional guidance for board members and board secretaries.

This externally facilitated effectiveness review was undertaken against the 2016 Code of Good Governance for Scotland's Colleges.

Methodology

The effectiveness review included several stages aimed at building up an overview of the board's effectiveness. This included,

- Initial meeting with Board Secretary to discuss the review and the project plan
- Review of the outcome and recommendations from previous reviews,
 - 2017 External Effectiveness Review
 - 2019 Annual Effectiveness Review
- Desk research which involved reviewing a range of governance documentation, see Annex 1 for more detail
- 1:1 interviews with the Chair, Vice Chair, the Principal, a Committee Chair and staff and student board members
- A board survey to seek members views and levels of satisfaction with governance arrangements
- A board workshop to test out the findings from the 1:1 interviews and the survey results, and to review board effectiveness against the five principles in the Code
- Observation of
 - the board's 'Risk Appetite Workshop'
 - the December 2019 board meeting

2. Conclusions: Summary

West College Scotland has an effective board which clearly puts the student experience and the provision of relevant and high-quality learning at the centre of their discussions.

Leadership of the board is strong, and the chair has an inclusive approach which actively encourages effective contributions from all board members.

There is an appropriate balance of challenge and support from the board to the senior executive team.

The board makes good use of the committees and places great trust in the committee chairs. The committees also make effective use of co-opted members who make a positive contribution.

However, the number of committees does present a challenge in relation to the demands on both board member and staff time. This must be balanced with the significant contribution the committees make to the effective working of the board.

The board demonstrates innovation and creativity and is ambitious for the student experience and the economic wellbeing of the region. This is supported by an informed approach to risk management.

The areas identified for further development fall under the following headings,

- Standing Orders
- Board agendas and papers
- KPIs
- Student engagement
- Relationships and collaboration

3. Effectiveness Review

The review process has identified areas of effective practice which are detailed below under each of the headings in the Code.

3.1 Leadership and Strategy

- The board sets the vision and the strategy for the college and the strategic planning process is effective. The 2019-25 corporate plan clearly aligns with key regional and national priorities. The joint Board and SMT strategic planning event involved key external speakers representing both industry and education.

'The board has had a number of strategy sessions with the senior leadership team which are helpful in setting the strategic direction for the college. Members of the Board have participated well in the sessions.'

- The board clearly understands the importance of good governance and strives to achieve a balanced discussion at board meetings between governance matters, strategic issues and routine business.
- The introduction of an hour-long session before the main board meeting to discuss key issues has contributed to board members knowledge and understanding. The most recent of these was a workshop to consider the board's risk appetite.
- Work is underway to develop a dashboard for board members which would report on high level strategic KPIs. Some discussion took place at the board workshop on the use of the dashboard and the need for a clear understanding of how policy decisions might impact on the KPIs reported.
- The employer skills survey, "Our Workforce, Our Future", was an innovative approach to identifying skills requirements and will contribute to workforce planning across the region.
- Regular policy briefings are circulated, which inform members about the wider policy agenda, this might be extended to include a 'policy digest'.

3.2 Quality of the Student Experience

- Student members on the board are fully engaged and a student member sits on the Learning Teaching and Quality Committee where the quality of learning and teaching is scrutinised.
- The Student Association provides a written report on recent activity to every board meeting.
- The quality of the student experience is clearly at the centre of decision making,

'Board discussions are all centered round the student body and the Chair was quick to bring discussion points onto the impact on the students.'

3.3 Accountability

- Standing Orders, Scheme of Delegation and other supporting governance documentation are compliant and are of a high standard.
- Effective use is made of the committees, and the board relies on the committees to work effectively and scrutinise the more detailed KPIs. The board has confidence in the quality of the reporting back to board meetings by committee chairs.
- However, there are many committees. Following a recent review, the number was reduced from eight to seven – the HR&OD committee and the Corporate Development Committee are planning to merge on a trial basis for one year. However, this will be only if the committee members feel that a single committee can cope with the combined workload of the two committees and deliver what is expected. This is a mature and considered approach to this proposal.
- The number of committees does present a challenge in relation to demands on board members time and the staff resource required to service the committees. This must be balanced with the significant contribution made by the committees to the effective working of the board. This should be kept under review.
- Good use is made of co-opted members on the committees and they bring valuable skills, knowledge, contacts and experience to the college.
- Committees review and approve their role and remit on an annual basis.
- The board plan to develop a formal risk management appetite statement as part of their risk management strategy, and a facilitated workshop on risk appetite was held immediately prior to the December board meeting.
- The board discusses risk in a remarkably honest and open manner and this discussion takes place within the context of collective responsibility. Evidence demonstrates that the committees have ownership of their risks and mitigations.
- The Audit and Finance Committees meet jointly on an annual basis.

3.4 Effectiveness

- The Chair provides a formal written report for each board meeting which covers the wider policy agenda, college sector stakeholder engagement and information from Colleges Scotland. This is very helpful in building board members knowledge of wider sectoral issues.
- The Chair is inclusive in his chairmanship and actively encourages contribution by all members.
- The senior independent member is an experienced board member.
- Board diversity is important to the board, and a short life working group was established to produce an action plan to widen board diversity. This has been effective with a successful board recruitment campaign.
- There is clear understanding of collective responsibility

'We are able to have open discussions in a climate of collective responsibility and ambition for the college and the wider region.'

- There is clear evidence of the Board & Executive working in partnership - balancing challenge and support, which is a core function of the board.
- An effective Board Development Action Plan is in place which identifies strategic drivers and prioritises actions.

3.5 Relationships and Collaboration

- The employer skills survey was innovative and the first of its kind to be conducted by a college in Scotland. The survey has enabled the college to engage with a wide range of businesses and will contribute to curriculum planning to meet the needs of the local economy.

4. Areas for Development

These are the areas that have been identified for further consideration and development. The board has a high level of self-awareness and it has been reassuring that in discussions there have been no surprises.

Each of these area presents challenge and requires balance, unfortunately there are no easy answers. The board has the maturity and skills to take an informed and balanced approach to their consideration.

- **Standing Orders** - consideration should be given to increasing quorum for board and committee meetings to 50%.
- **Board agendas and papers**
 - keep under review the balance of agenda items, the volume of papers and what business could be effectively delegated to committees, without over burdening the committees
 - on the agenda clearly mark each item as for decision / discussion / information
 - when developing the risk appetite statement consideration should be given to how often strategic risks are reviewed, currently these risks reviewed at each committee and board meeting.
- **KPIs** – when developing the new dashboard, the board are aware of the need for a single set of integrated KPIs which ensure that all areas of strategic importance to the College are being effectively monitored.
- **Student engagement** - identify more opportunities for the board to interact with students
- **Relationships and collaboration** - consider a session with the executive team to map out and understand college engagement with external partners across the region such as Community Planning Partnerships, Economic Forums etc. This will enhance the boards understanding of how the college contributes to the economic and social wellbeing of the region and engages with key stakeholders.

Annex 1: Document Review

The document review included the following,

- 2017 External Effectiveness Review
- 2019 Internal Effectiveness Review
- Annual Review 2019
- Articles of Governance
- Board Committees Role and Remit
- Strategic Plan 2019-25
- Annual Audit Report
- Strategic Risk Register
- Board papers and minutes
- Committee papers and minutes
- Standing Orders
- Student Survey
- Scheme of Delegation
- Report and Financial Statements
- Board Development Action Plan

BOARD OF MANAGEMENT

Minutes: 9 December 2019

Present: Keith McKellar (Chair), Liz Connolly, Nick Allan, Steven Cairney, Jim Hannigan, Jacqueline Henry, Jenifer Johnston, Linda Johnston, Priya Kaur, John Leburn, John McMillan, Mark Newlands, Vanessa Thompson, David Watson, Sabira Akram and Fiona Beveridge.

Attending: Stephanie Graham (Vice Principal Educational Leadership), David Alexander (Vice Principal Operations), Alan Ritchie (Director of Finance and Estates), Vivienne Mulholland (Head of Finance and Student Funding) and Drew McGowan (Interim Secretary to the Board).

By Invite: Candy Munro (External Effectiveness Review Lead) and Shirley Gordon (Incoming Secretary to the Board).

Apologies: Andrew Hetherington.

BM577 WELCOME

The Chair introduced the College's two new non-executive members – Fiona McKerrell and Sabira Akram – to the rest of the Board and Attending Officers. He also welcomed Shirley Gordon, who will be taking up the role of Secretary to the Board in the New Year, and Candy Munro who is observing the meeting for the purposes of the Board External Effectiveness Review.

BM578 DECLARATION OF INTERESTS

- John McMillan and Liz Connolly: Trustees of the West College Scotland Foundation.
- Jim Hannigan: NMIS Project Manager, Skills Development Scotland.
- David Alexander: Scottish Funding Council Board member and Chair of the SFC Audit and Compliance Committee.
- Angela Wilson: West Dunbartonshire Council's use of Pentana.
- Sabira Akram: Business Analyst, Scottish Qualifications Authority.
- Fiona McKerrell: Partner employed by Skills Development Scotland.

BM579 MINUTES OF PREVIOUS MEETING

The minutes of the meeting held on 7 October 2019 were approved.

BM580 ACTIONS FROM THE MINUTES

The Board noted the actions taken since the last meeting.

BM581 MATTERS ARISING FROM THE MINUTES

The Vice Principal Operations informed the Board that the Scottish Funding Council had now accepted the College's Voluntary Severance Scheme approved by the Board at the October 2019 meeting on the recommendation of both the Organisational Development and HR Committee and Remuneration Committee. Members noted that SFC had confirmed this

BM582 STUDENTS ASSOCIATION REPORT

Vanessa Thompson, President of the WCS Students Association, tabled a report on the activities of the Student Association since the last meeting of the Board and provided a brief summary. She highlighted their plans to work with Curriculum Quality Leaders across the College to improve student engagement in the New Year. The Board welcomed this and also recognised the Student Associations work in recruiting and training hundreds of class representatives.

BM583 CHIEF EXECUTIVE'S REPORT

The Board received a written report from the Principal and Chief Executive and she provided a verbal update on a number of matters:

.1 Business Transformation Plan: Despite assurances provided at the time of writing her report, the Principal informed members that the Scottish Funding Council had unfortunately been unable to officially confirm their decision on the College's future credit target and apologised for their delay. Following a conversation earlier in the day with colleagues at the SFC, she told the Board that it has been intimated this was due to the delayed Scottish budget caused by the snap general election and had been advised by the SFC that a decision should be communicated to the College soon. Responding to a query regarding timescales and impacts, the Principal assured the Board that contingency plans were in place. It was agreed that the Board would be kept informed of developments. [Action: LC]

.2 Greenock Campus: Following the extensive discussion at the previous Board meeting on the negative attention which has focused on the Greenock campus recently, the Principal tabled a paper and apprised members of developments.

The Principal informed the Board that a positive meeting with the Management, Student Association and trade union representatives was held on 25th November to discuss solutions to the challenges facing the Greenock campus. The Board noted that an independent review was discussed at this meeting and that the Principal would be amenable to such a review if its focus were to be on the future, rather than a retrospective review. These internal discussions are expected to reconvene in the New Year and updates will be provided at future meetings.

The Principal enclosed a copy of Inverclyde Council's Director of Education, Communities and Organisational Development's report on the College's Greenock provision, prepared at the request of their Education Committee, for the Board's information and it was welcomed as a fair account. Since the last meeting, members heard, the Vice Principal Educational Leadership attended a councillor briefing session to discuss current provision and future plans for the Greenock campus. The Principal confirmed that no further concerns have since been raised by elected members and that the Scottish National Party group of Inverclyde councillors has now publicly supported the College's proposals for a new campus at the East India Docks. It was noted that the Principal, the Chair and the Vice Chair of the College are due to meet with Inverclyde Council's Education Convener on 17th January and that an update will be provided at the February Board meeting. The Board thanked the Principal for her update and welcomed the significant progress since October.

[Action: LC]

.3 Chair Recruitment: The Board noted that applications for the position of Chair close on 11th December 2019.

.4 Student Counsellors: The Principal informed the Board that the College had been allocated £122,000 in order to support the introduction of 2.71 FTE student counsellors, part of the Scottish Government’s commitment to fund 80 new counsellors across Scotland’s colleges and universities over the next four years. It was noted that the College already has 3 existing counsellors in place and that the funding will be used to support the introduction of additional counsellors. The Board welcomed the additional funding for student support and the news that the College had already started the recruitment process for these new posts.

.5 Pentana: The Board also heard of the College’s work with West Dunbartonshire Council to introduce the Pentana system during the 2019-20 academic year – work that will require culture change as well as system change.

.6 Awards: The Principal informed members that the College was awarded Highly Commended in the Health Promoting College category at the College Development Network Awards and Commended in the Essential Skills category. Additionally, for the first time it was noted, the College had also been shortlisted for a Green Gown Award in the Next Generation Skills category. The Board welcomed this positive news.

BM584 CHAIR’S REPORT

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

BM585 FINANCIAL STATEMENTS

The Vice Principal Operations introduced a suite of finance and audit papers that had been considered by the Audit, Finance and/or Joint Audit-Finance committees:

.1 Internal Audit Annual Report 2018-19: Members considered the Internal Audit Annual Report and welcomed the positive conclusion that the College “has a framework of controls in place that provides a reasonable assurance regarding the organisation’s

governance framework, internal controls, effective and efficient achievement of objectives and the management of key risks”. The Board approved the report.

.2 Audit Committee Annual Report 2018-19: The Chair of the Audit Committee tabled the annual report, which is mandatory and outlines how the Committee discharged their duties throughout the course of the year, and provided a summary of its content. After considering the report, the Board were content to approve it.

.3 External Auditor Report and Letter of Representation 2018/19: The Board considered the External Auditor Report and Letter of Representation. The Vice Principal Operations spoke to the report, highlighting a number of areas for the attention of members – including comments on effective financial forecasting, requirement for investment in estates and the auditors’ unqualified audit opinion. The Board welcomed an encouraging report, particularly in recognising estates challenges and the College’s detailed five-year financial planning given Audit Scotland’s recommendations for the college sector outlined in a number of recent reports. Members recognised the hard work of staff in the Finance department before approving the report and agreeing that the Principal and Chair be authorised to sign the documents on the Board’s behalf.

.4 Financial Statements for the Year Ending 31 July 2019: The Vice Principal tabled the Financial Statements for the Board’s consideration and approval. He explained that after being approved it will be submitted to the Scottish Funding Council before being presented to the Scottish Parliament’s Post-Legislative Audit Committee. The Board recognised that the College has achieved a breakeven position in challenging circumstances and praised the performance of the Finance department staff. Members approved the Financial Statements and authorised the Principal and Chair to sign the document on the Board’s behalf.

BM586 STRATEGIC RISK REGISTER

The Vice Principal Operations tabled the strategic risk register and provided a summary for the benefit of new members of the Board. He confirmed that, as would be expected given its nature, the strategic risk register had not been amended since the Board last met and commented that the Board may wish to consider developing a risk target once the ongoing work in relation to a risk appetite statement was concluded. The Chair of the Learning, Teaching and Quality Committee raised concerns expressed at their November meeting regarding the impact that reduced revenue and capital funding could have on learning and teaching across the College – emphasising the College is unable to meet the needs of teaching departments. The increasing need for student support funding was also another area where the level of risk would be kept under review. The Board discussed this and approved the strategic risk register.

BM587 COMMITTEE REPORTS

.1 Corporate Development Committee: The Chair of the Corporate Development Committee updated the Board on the planned merger of his committee with Organisational Development & HR, as mentioned earlier in the meeting. He highlighted concerns regarding the respective agendas and schedules of business of the committee; however, committee members and attending officers planned to meet in the New Year to make progress on the merger. The Chair reminded the Board that it has been planned for an International Strategy to be brought to a future meeting for the consideration of

members. After reviewing this with the Assistant Principal Enterprise and Skills, it had been agreed that an International Plan would be the most appropriate course of action. Finally, he highlighted the importance of alternative income to the College – particularly given the current financial position covered in an earlier item – and commended staff for achieving the target in 2018/19 and informed members that the target for 2019/20 would be at a higher level and expected to be achieved. The Board welcomed this news.

.2 Learning Teaching and Quality Committee: The Chair of the Learning, Teaching and Quality Committee told the Board that committee members welcomed the most recent update on full-time enrolments and the internal audits on safeguarding and the student experience. On behalf of the Committee, she raised concerns regarding the early withdrawal rates of HE students and those under 18, as well as individual feedback in the student survey relating to inappropriate comments and claims of bullying. The Chair informed members that work was being undertaken by the College and Inverclyde Council and schools to address the issues relating to the early withdrawal of under 18s. She was reassured that the isolated negative student feedback was being followed up and that the overall satisfaction rates for students were very high. The Board agreed that attending officers should report back to the Committee on this issue. The Vice Principal Educational Leadership provided a verbal update on the new Regional Outcome Agreement guidance and confirmed that the College's second draft will be submitted for members' consideration at the February meeting of the Board.

[Action: CM; SG]

.3 Finance and General Purposes Committee: The Chair of the Finance and General Purposes Committee provided a summary of the previous meeting and highlighted the review of the Technology One finance system project, describing it as a fair assessment of the project and welcomed the identified lessons learned for future projects.

i) **Contract Approval:** The Chair of the Committee informed the Board that



ii) **Management Accounts to 31 October 2019:** The Vice Principal Operations tabled the Management Accounts for the first quarter for the Board's consideration and apprised members of the situation regarding student support funds. Members were informed that the College faces significant difficulties to meet the demands of the 2019-20 funding obligations. Members heard how this is mainly due to the 6% increase in bursary maintenance payments, with no corresponding increase in SFC funding allocation, and the increasing demand for the £8,100 minimum income for care experienced students. The Board noted that the College had made early representations to the Scottish Funding Council regarding the level of student funding for 2019-20 given that the College allocation had been below that for 2018-19, and an un-year request had now been formally submitted to the SFC for additional student support funding of more than £1 million in order to meet the funding demand. The Vice Principal Operations also confirmed that he raised this on behalf of the Principal at the Principals Group meeting on Monday 9th December and feedback from colleagues indicated that other colleges faced

similar challenges. The Board noted this information and approved the Management Accounts to 31 October 2019.

iii) Financial Regulations Annual Review: The Vice Principal Operations tabled the new Financial Regulations Annual Review, advising that the document had been streamlined for clarity, and included links to key supporting documents. Responding to a query regarding the non-salary rewards section in the Regulations, the Vice Principal Operations confirmed that these are not currently used by the College but it is good practice to have this section in place. The Board was content to approve the Financial Regulations Annual Review.

.4 Joint Audit and Finance & General Purposes Committee: The Chair of the Joint Audit and Finance & General Purposes Committee tabled his report for the Board's consideration, noting that the Board earlier in the meeting had considered two of the recommendations in the report. The Chair highlighted that in the closed session with the auditors they had been highly complementary about the Management team and their staff. The Board noted the contents of the report and welcomed this comment.

BM589 BOARD: COMMITTEE MEMBERSHIP, SCHEDULE OF BUSINESS AND DATES OF MEETINGS (BM537)

The Board noted its membership, proposed schedule of business for 2019-20 and the dates of Board and committee meetings for session 2019-20.

BM590 REPORT ON DELEGATED ACTION TAKEN SINCE LAST MEETING

The Board homologated the action taken by the Chair in regards to appointments made to the Learning, Teaching and Quality Committee. He also informed the Board that he had not assigned the two new members to a committee yet and this would be reported back to the Board at the February meeting. [Action: KM]

BM591 ANY OTHER BUSINESS

.1 Estates Committee Meeting: The Chair of the Estates Committee informed members of the Board that his Committee would be meeting the following day and would receive a presentation on the College's updated estate condition surveys. He invited any interested members to attend and it was agreed that the Interim Secretary to the Committee would distribute the details in an email.

[Action: DM]

.2 Risk Appetite Statement: Prior to the Board meeting, members and attending officers attended a development session with Scott Moncrieff on a risk appetite statement. At the end of this session, following a discussion, it was agreed that the meeting would begin at 15:00 to accommodate further discussion on this issue and a paper would be prepared to facilitate this. [Action: DA]

.3 Care Experienced, Carers and Estranged Students: After a short discussion on student support, it was agreed that the Board should consider the College's provision of support for care experienced, carers and estranged students at a future meeting in the New Year.

[Action: SG/IFS]

BM592 THANKS

The Chair thanked everyone for their attendance and the Interim Secretary to the Board for his diligence and hard work over the past few weeks before wishing everyone a Merry Christmas and closing the meeting.

BM593 NEXT MEETING

Monday 3 February 2020 at 3.00 p.m. at the Paisley Campus.

Board of Management: Meeting of 9 December 2019

Actions from the Minutes

Date of meeting	Min Ref	Matter for Action	Responsible Person	Action Taken	Timescale (where applicable)
9 December	BM583.1	Business Transformation Plan: Board to be kept informed of progress in discussions with SFC	L Connolly		February meeting (CE Report)
	BM583.2	Greenock Campus: i. Principal, Chair and Vice Chair to meet with the Convener of the Education Committee. ii. Report progress to be brought to next meeting.	i.K McKellar, J Henry and L Connolly ii. L Connolly		February 2020 meeting (CE Report)
	BM583.5	Pentana: Vice Principal Operations to confirm cost of system in an email to David Watson.	D Alexander		
	BM584.2	Committee Merger: Chair of Corporate Development Committee to provide a report to the Board on progress on the merger of his Committee with the Organisational Development & HR Committee.	M Newlands		February 2020 meeting (verbal under Committee Reports)
	BM587.2	LTQ Committee: Committee to be updated on response to student feedback highlighted at last meeting.	C McNab		February 2020 meeting (verbal under Committee Reports)
	BM587.2	Regional Outcome Agreement: Second draft of new Regional Outcome Agreement to be submitted to the Board for consideration.	S Graham		February 2020 meeting (substantive item)

	BM590	Delegated Action: Chair to appoint new Board members to committees.	K McKellar		February 2020 meeting (substantive item)
	BM591.1	Estates Presentation: Interim Secretary to send invite to all Board members to the meeting of the Estates Committee for a presentation.	D McGowan		Complete
	BM591.2	Risk: Board meeting to begin at 3.00pm to allow for discussion on risk and a paper submitted to facilitate this.	D Alexander		February 2020 meeting (substantive item)
	BM591.3	Student Support: Presentation to the Board on the College's provision of support for care experienced, carers and estranged students.	S Graham I Forster-Smith		March 2020 meeting
		Actions from previous minutes			
17 June 2019	BM556.1	Remuneration Committee – i.pay award agreed and to be implemented; ii. Committee to meet again in 6 months' time	i.D Gunn ii. M Newlands G McArthur		i.Complete ii Future meeting
	BM556.4	Nominations Committee – i.Nominations process for Support Staff member to be initiated at start of next session; ii. Development session on Risk Management to be held immediately prior to Board meeting in October 2019	G McArthur	i.Outcome of process reported to Board at October meeting. ii. Development session to be deferred until December meeting	i.Complete ii. Complete

10 Dec 2018	BM495 488.4	Workforce Plan 2019-2024 – implementation plan and action plan to be taken into account in development of People Strategy and monitored by ODHR Committee which will provide progress reports to the Board.	D Gunn		Future meeting (will be considered by the newly merged ODHR and CDC Committee)
7 Oct 2019	BM565 (i) 544	Brexit – i.small group to be established to consider what kind of College there should be in the future and align this with the potential impact of Brexit.	K McKellar	i.Board to return to this matter once more information is available	i.Future meeting
	BM567 (i) 516 (i) 501	Business Transformation Plan – Board to be kept informed of progress in discussions with SFC	L Connolly		February meeting (CE Report)
	BM567 (iv)	Voluntary Severance Scheme – VS Scheme now to be forwarded to SFC for their approval	L Connolly D Alexander	VS Scheme approved by the SFC and communicated to the Board at December meeting	Complete
	BM570 (iv) 515.2	Chair’s Report - External Effectiveness Review now underway. Review to be completed and report to February 2020 meeting	K McKellar		February 2020 meeting (substantive item)
	BM570 (v) 515.1	Chair’s Report - Review of Committee Structure – Board supported the proposals emerging. Further consideration to be given to how to achieve them.	K McKellar L Connolly		Future meeting

	BM571	Board Membership – i. 2 new members to be invited to join Board wef 1 December 2019; ii. 1 new member to be co-opted to LTQ Committee wef 1 November 2019	D McGowan	The two new Board members and co-opted member of the LTQ Committee have completed all documentation and have attended their first meeting.	Complete
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TITLE: STUDENTS ASSOCIATION REPORT

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

Lead: Vanessa Thompson, President, Students Association

Status: Open



The Student Association Board February 2020

The Students' Association {SA} continues to work for the benefit of all students. At the time of writing, The SA consists of Student President– Vanessa Thompson and three Vice Presidents at Paisley – Chris Bett, at Clydebank – Stefana Margarint and at Greenock Priya Kaur. We are currently recruiting Executive Officers throughout the campuses, we have some awaiting disclosure clearance, but we also have 2 returning student officers from last year in Greenock, these are our LGBT+ officer and our carers officer. We will continue to recruit more officers were possible.

The SA would first of all like to thank our Chair Keith for all of the support and guidance he has given the Students Association over the years. He has helped to make all the new officers feel comfortable and confident to fully participate in all college matters. We wish his well in his next steps.

Our class reps training is underway and will be completed by the 5th of February, we will have sessions on in all our campuses to ensure all students have easy access to this important training. We currently have 544 class reps – Clydebank have 165, Greenock have 142 and Paisley have 237.

The recruitment of an SA staff member is currently in its final stages and we are hopefully that the recruitment process will be fully underway by the end of this month. We are hopefully that this new position will enable to SA to be more engaging with students.

Time to talk is happening this month and we are working with the Wellbeing Advisor Kirsty on the plans for this, we will be carrying out activities in 4 of our campuses. This will ensure students are aware of the support they can have for their mental health and to help reduce the stigma around talking about it all things mental health.

We are also planning to do more SA promotion at the end of this month, this is to ensure that all of the January starting students are aware of who we are, what we do and how we can help them. Furthermore, it will give our current students a reminder that we are still here and ready to help and support them.

Further plans on what the SA are going to be doing this year will be determined within the next week when the whole SA team are getting together.

Any questions are welcome.

TITLE: CHIEF EXECUTIVE'S REPORT

Action: The Principal has provided a report on a range of matters. This report is mainly for discussion and noting.

Lead Liz Connolly, Principal and Chief Executive

Status Open, except item 1 which is restricted

1 Business Transformation Plan

1.1

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

2 Greenock Campus

- 2.1 As previously reported the Chair responded to the letter from Councillor Clocherty which asked that the Board consider renaming one, or both, of the Greenock campuses the James Watt campus.
- 2.2 A meeting took place on the 17th January with Councillor Clocherty and Ruth Binks, Corporate Director of Education, Communities and Organisational Development. The meeting was positive and constructive. Full details of this meeting will be reported at the February Board meeting.
- 2.3 A further meeting was held with Trade Union representatives on Wednesday 8th January to continue the discussion on the document that was submitted to the Board at the October meeting. Staff representatives from EIS-FELA Unison and Unite were present, as was the Student President.
- 2.4 Again, this meeting was positive and productive. We discussed in more detail some of the issues that were raised in the '10 point' document, specifically a Greenock telephone number and contact details, Inverclyde presence on College Board of Management and Improved marketing for Greenock.
- 2.5 Across all three of these areas the conversation was broad and wide ranging with a number of positive suggestions being made in respect of how we can improve our processes.

- 2.7 Specifically, the group asked that we consider how we raise the profile of all Board members as they felt this would be beneficial to all staff.
- 2.8 In respect of the review that was discussed at the previous meeting it was agreed that if the College was to invest scarce resources in this it would need to be future focussed. The Executive agreed to consider this further.
- 2.9 It was agreed that a further meeting would be arranged to continue the discussions.

3 Student Support Funding

- 3.1 As reported at the last Board meeting, the College had concerns about the level of student support funding allocated for this year and our ability to meet legitimate demand from students. This issue was raised with the Funding Council by the Vice Principal, Operations.
- 3.2 The College requested additional in year funding of £1,409,000. On the 20th December we received confirmation from the Funding Council that our request for additional student support funding would be met in full.

4 Education Scotland Progress Visit

- 4.1 Education Scotland and the Scottish Funding Council (SFC) are this year introducing Progress Visits, the purpose of which is for assuring and improving the quality of provision delivered in colleges. Progress Visits will be carried out annually.
- 4.2 The purpose of the visit is to allow colleges to demonstrate how well they are delivering on the targets and milestones identified in their Enhancement Plans. They also allow colleges the opportunity to outline any changes to their circumstances resulting in revisions to their original objectives.
- 4.3 Our Enhancement Plan is informed by the quality improvement framework for Scotland's Colleges: How Good is Our College? (HGIOC?) and the progress visit will focus on the three key principles of outcomes and impacts, delivery of learning and services to support learning and leadership and quality culture.
- 4.4 Our progress visit is taking place on 29th and 30th January. The Education Scotland Team will provide verbal feedback to the senior team at the end of the visit with a written report provided two weeks later. The final report will also be sent to the Board. A verbal update on the visit will be provided at the Board meeting.

5 DYW Annual Report

- 5.1 The Developing the Young Workforce 5th Annual Progress Report 2018-2019 was published in December 2019. A copy of the report can be accessed <https://www.gov.scot/publications/developing-young-workforce-fifth-annual-progress-report-2018-19/>.
- 5.2 A case study of the joint College and DYW Greenpower project supporting the Inver Racers is featured on pages 20 and 21.

6 Award Shortlisting

- 6.1 The College has been shortlisted for a TES FE award in the category 'Best Teaching and Learning Initiative' for the Greenpower Initiative which is delivered in partnership with the regional Developing the Young Workforce Team.
- 6.2 The winners will be announced at an awards dinner to be held on Friday 20th March at the Grosvenor House Hotel, London.

7 Equality Diversity and Inclusion Conference

- 7.1 The Advance HE Equality Diversity and Inclusion Conference 2020: Courageous conversations and adventurous approaches: creative thinking in tackling inequality will be held at the Radisson Blu hotel in Edinburgh from 17th to 19th March.
- 7.2 Clare Fraser, the College's Equality, Diversity and Inclusion Manager will be running a workshop at the conference. The workshop, which is titled Harnessing Diversity in Governance – A Multi-Dimensional Model, will share the good practice of the college's approach.

TITLE: CHAIR'S REPORT

[REDACTED]

[REDACTED]

Status: Restricted



CHAIR'S REPORT

February 2020

CONFIDENTIAL

[Redacted text block]

TITLE: STRATEGIC RISK REGISTER

Background: Under the Corporate Governance Code, the Board of Management is tasked with ensuring a framework of risk management and control is in place. This paper presents the College Strategic Risk Register for the consideration of the Board of Management and provides an update on the actions taken by the College to embed risk management across the College.

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

- The risks included in the register;
- The 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; and
- The further developments undertaken in relation to the College risk management framework.

Lead: David Alexander, Vice Principal Operations

Status: Open

1. Risk Management Strategy

- 1.1 The West College Scotland Risk Management Strategy was approved by the Board of Management. The College Strategic Risk Register is subject to ongoing review by the Board of Management and all Board of Management Committees, with oversight being provided by the Audit Committee.

2. College Strategic Risk Register Update

- 2.1 Following review by the College Senior Management Team, the Board of Management approved the risk register at its meeting in December 2019.
- 2.2 The Strategic Risk Register has reviewed by the following Committees since the December 2019 Board meeting:
- Estates – 10 December 2019
 - Audit – 12 December 2019

These Committee meetings:

- reviewed the risks included within the register;
- considered the risk ratings both pre and post mitigation;
- considered whether any other risks should be considered for removal; and
- determined whether any new risks should be considered for inclusion.

The Finance and General Purposes Committee did discuss the potential inclusion of the student support funding issue which concerned the ability of the College to support Scottish Government commitments in the main to care experienced students. However, the Committee agreed not to include it and instead keep it under review pending the outcome of the SFC in-year student support fund review

The Committees considered that the risk register operating environment within which the College functions has not materially changed since the risk register was reviewed by the Board of Management in December 2019. Thus:

- No risk score has been amended; and
- No strategic risk has been removed and no new risks have been included.

- 2.3 The current Strategic Risk Register is provided with this covering report and is aligned to the College Corporate Strategy.

Development of the College Risk Strategy

- 2.4 The Board of Management has continued to implement the risk management action plan.

- 2.5 At the December 2019 Board meeting, members participated in an externally facilitated session designed to inform the development of a College risk appetite statement for incorporation into the overall Risk Management Strategy.
- 2.6 The outputs from the December 2019 Board of Management and November SMT risk appetite sessions will be further considered by the Board at the 5 February 2020 Board meeting. This review will aim to agree a risk appetite for the various College risk categories and with this conclude a College risk appetite statement. The development of this risk appetite statement will allow the College to move towards the next stage of the development process, namely wider communication of the overall College risk appetite.

3. Conclusion

- 3.1 The Board of Management is requested to review and approve the Strategic Risk Register and in doing so consider:
- The risks included in the register;
 - The 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; and
 - The further developments undertaken in relation to the College risk management framework.



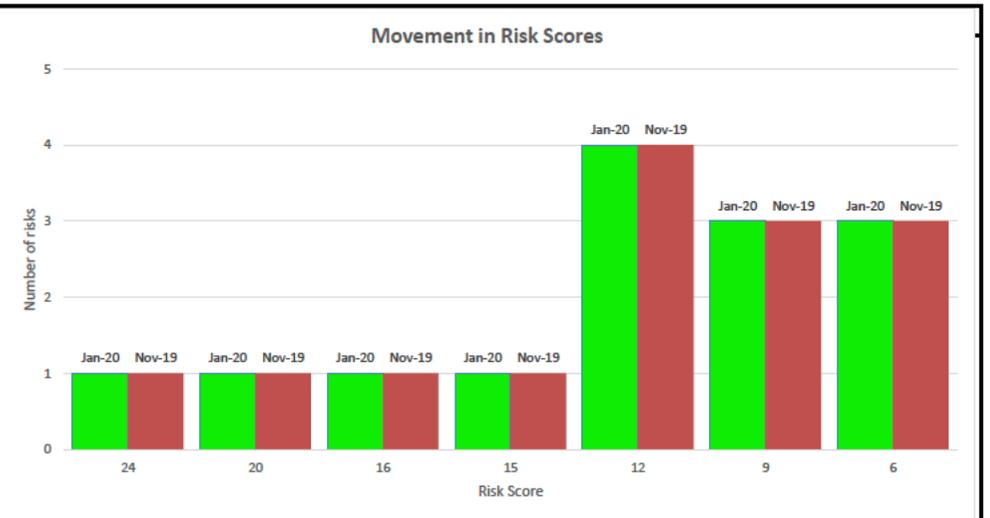
Strategic Risk Register

Strategic Risk Register Dashboard Report

Risk register review period:
Board / Committee review period:

Jan-20
Feb-20

Top 5 Risks Post Mitigation						
Ref	Risk	Movement since previous register	Probability	Impact	Score Feb 20	Score Feb 19
WCS 1	Inability to clearly forecast the volatility and impact of SFC funding and funding methodology changes in relation to core-grant-in-aid, credit activity model; reduction in European funding; student support funding and estates maintenance.	↔	6	4	24	16
WCS 3	Failure to deliver Estate Strategy objectives due to business cases for development of estate being delayed, with this having a resultant negative impact on the ability of the College to recruit students, retain staff and address legislative requirements	↔	5	4	20	9
WCS 2	Failure to secure adequate estates maintenance / capital funding for future investment or refurbishment of IT and physical infrastructure.	↔	4	4	16	16
WCS 16	Failure to prepare for the anticipated impact upon the College of Brexit including loss of European funding, loss of students / staff and access to exchange programme funding.	↔	5	3	15	10
WCS 4	Failure to deliver SFC Regional Outcome Agreement targets at a time of limited resource results in future credit and/or funding adjustments.	↔	4	3	12	12



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

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

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

WEST COLLEGE SCOTLAND STRATEGIC RISK REGISTER

Risk No.	Risk Reference	Strategic Objective	Risk	Assessment pre mitigation			Mitigating Controls and Actions	Assessment post mitigation				Movement since last review	Executive Responsible
				Risk Probability	Risk Impact	Risk Score		Risk Probability	Risk Impact	Risk Score	Previous Score		
1	WCS 1	1.1 1.3 3.1 3.4	Inability to clearly forecast the volatility and impact of SFC funding and funding methodology changes in relation to core-grant-in-aid, credit activity model; reduction in European funding; student support funding and estates maintenance.	6	4	24	1) Detail of 2019-20 final SFC funding confirmed and shows a level of core funding which is not greater than in 2018-19; a change in the estates funding methodology which will impact upon College operations; and no specific funding in order to meet the cost of any annual pay increases. The College will continue to face a number of financial challenges arising from this settlement. 2) 2019-20 budget approved in conjunction with 5 year future financial scenario planning and detailed assumptions. 3) Transformation Plan submitted to SFC in order to address future financial challenges. The College continues to engage with the SFC on the implementation of the plan including review of curriculum delivery in Renfrewshire. 4) Robust financial forecasting including production and review of monthly management accounts. 5) Estates Strategy including objective to improve / rationalise the College estate utilising estate maintenance funding. 6) Financial modelling of next 5 years undertaken based upon SFC FFR assumptions. Allows the College to identify funding gap and to continue to take necessary steps to address the gap. 7) Commercial Development and Credits Group reporting to Corporate Development Committee with focus on maintaining and growing income including ESF activity. 8) Robust monitoring of current and future curriculum delivery plans (CMAP) including staffing requirements. 9) Active College representation and involvement in external SFC review groups - funding methodology, CDN Finance network; credit review; access and inclusion; rural and remoteness premium and student funding.	6	4	24	24	↔	VP Operations / VP Educational Leadership
2	WCS 3	1.2 3.1 3.3 3.4	Failure to deliver Estate Strategy objectives due to business cases for development of estate being delayed, with this having a resultant negative impact on the ability of the College to recruit students, retain staff and address legislative requirements	6	4	24	1) The College continues to engage with SFC, SFT, local councils and other key stakeholders re investment and in relation to implementation of national estate condition survey review and future direction of travel. 2) Approved Estate Strategy highlights required estate investment for consideration by SFC and Scottish Government. 3) Draft Outline Business Case for Paisley estate submitted to the SFC. Response received from SFC in regard to Paisley OBC and the College is currently engaging with partners in relation to the collaborative aspects of any proposals. 4) Outline Business Case for Greenock updated and submitted to the SFC in December 2018 following Board of Management approval. SFC have confirmed receipt and willingness to work with College to take forward OBC. 5) Inverclyde local development plan now finalised leading to potential restrictions on future College developments on preferred site. College continues to engage with partners to find suitable way forward. 6) Ongoing prioritisation of College estates funding in a way which links to priority projects, with update reports being provided to each meeting of the Board of Management Estates Committee. 7) Ongoing involvement in sector/SFC capital working group enables WCS input to ongoing discussions in relation to SFC estates maintenance allocation methodology and capital allocations. 8) Ongoing engagement with SFC	5	4	20	20	↔	VP Operations

Risk No.	Risk Reference	Strategic Objective	Risk	Assessment pre mitigation			Mitigating Controls and Actions	Assessment post mitigation				Movement since last review	Executive Responsible
				Risk Probability	Risk Impact	Risk Score		Risk Probability	Risk Impact	Risk Score	Previous Score		
3	WCS 2	1.1 1.2 2.3 4.1	Failure to secure adequate estates maintenance / capital funding for future investment or refurbishment of IT and physical infrastructure.	5	4	20	1) College Estate Strategy submitted to SFC, reviewed by internal audit and subject to annual review on implementation and progress by Board of Management Estates Committee. 2) 2019-20 SFC funding for estates has seen a reduction in lifecycle maintenance and priority maintenance funding. The continued reduction in lifecycle maintenance does present an operational challenge. There is also a need to understand the basis of estates maintenance funding allocation beyond 2019-20. 3) WCS participation in SFC/sector Capital Working Group and wider consultation exercises where possible. 4) Outline Business Case for Greenock updated and submitted to the SFC in December 2018 following Board of Management approval. SFC have confirmed receipt and willingness to work with College to take forward OBC. College currently undertaking curriculum horizon scanning exercise in responding to SFC information request in relation to Greenock OBC. Implications of published Inverclyde local development plan being actioned and College is engaging with partners in relation to this. 5) Outline Business Case for Paisley submitted to the SFC in October 2017 and feedback received from the SFC. Discussion with partner organisations remains ongoing in relation to the collaborative aspects of the proposals, and an updated OBC for Paisley will require to be submitted to SFC. 6) The College has updated the estate condition work undertaken in 2015. This provides robust data showing the level of investment required in order to get the College estate up to an acceptable standard.	4	4	16	16	↔	VP Operations
4	WCS 16	1.3 2.2 3.1 3.4	Failure to prepare for the anticipated impact upon the College of Brexit including loss of European funding, loss of students / staff and access to exchange programme funding.	5	3	15	1) College has considered possible impacts of Brexit on operations and continues to keep this under review. Output has been discussed at senior management level and with relevant Board Committees. It is anticipated there may be an impact on EU funded programmes (such as Modern and Foundation Apprentices). 2) The College is a member of a sector working group on Brexit allowing access to latest intelligence specific to the College sector. 3) Close liaison with SFC on future funding arrangements post 2021 when current ESF funding is due to end.	5	3	15	15	↔	Principal
5	WCS 4	1.2 2.1 3.2 3.4	Failure to deliver SFC Regional Outcome Agreement targets at a time of limited resource results in future credit and/or funding adjustments.	5	4	20	1) Positive engagement with SFC in relation to ROA development and monitoring for current and future years. Internal audit of ROA process indicated robust planning arrangements in place regarding development of ROA. 2) Effective internal monitoring and reporting procedures in place, including operational planning process, and monitoring through the Board of Management and all Committees. 3) Good working relationships with local authorities and schools in order to access attainment funding in support of College activities in this area. 4) Detailed curriculum development planning and review process which has been subject to positive review by internal audit. 5) Blended approach to delivery of teaching and learning including online learning allowing College to address changes in recruitment and delivery. 6) Curriculum offering is reviewed to ensure employer and student needs are met and appropriate courses delivered. 7) The Board of Management to consider the College ROA during February 2020 meeting and considered the outcomes that the ROA will deliver. The draft ROA will then be submitted to the SFC for comment upon.	4	3	12	12	↔	Principal

Risk No.	Risk Reference	Strategic Objective	Risk	Assessment pre mitigation			Mitigating Controls and Actions	Assessment post mitigation				Movement since last review	Executive Responsible
				Risk Probability	Risk Impact	Risk Score		Risk Probability	Risk Impact	Risk Score	Previous Score		
6	WCS 5	1.1 1.2 1.3 3.4	Impact and outcome of National Pay Bargaining for both teaching and support staff.	6	3	18	1) WCS representation and involvement in national college Employers Association and national joint negotiating committee (NJNC). 2) Financial impact assessment / planning scenarios on the impacts of National Bargaining ongoing. National Bargaining funding distribution for 2019-20 amended in year and agreed with Colleges Scotland and the Scottish Funding Council. 3) Business Continuity Planning considers impact of industrial action, with specific plans in place. 4) Local trade union consultation and negotiating committees for support and teaching staff continuing to meet on an ongoing basis in order to maintain positive College industrial relations. 5) Robust college sector and WCS communications plan including liaison with Student Association on impact on students. 6) Local workforce planning arrangements subject to positive internal audit review (June 2018). 7) Support and teaching staff pay award until September 2020 in place.	6	2	12	12	↔	Principal
7	WCS 6	1.1 2.1 3.3 4.2	Failure to maintain or acquire and use IT systems and infrastructure to support the digital ambitions of the College.	4	4	16	1) IT Strategy, Policies / Procedures and system access processes in place. The Finance and General Purposes Committee review progress achieved in delivering the IT Strategy on an annual basis and are satisfied with progress given the level of resource available to the College - although recognise that the College digital ambitions are being constrained by the level of SFC funding. Strategic dialogue with Colleges Scotland and the SFC is ongoing in an effort to secure the required level of funding in order to deliver College digital ambitions. 2) Staff and student feedback and evaluation procedures in place. 3) IT Contingency Plan in place with regular review. 4) College has achieved Cyber Essentials Plus accreditation as required. 5) College Digital Strategy which sets out digital ambitions for the College, presented and approved by the Board of Management. 6) Discussions remain ongoing with the SFC on IT condition survey and College offered to be model for future sector wide survey. 7) College HR department providing support to staff undertaking national support staff job evaluation.	4	3	12	12	↔	VP Operations
8	WCS 15	1.1 2.1 3.4 4.3	Failure to deliver the financial and/or non-financial objectives outlined in the College Transformation Plan "Future Proofing Our College".	4	4	16	1) Transformation Plan has been developed by the College and discussed in detail with the SFC. 2) Board of Management have approved the Plan and financial objectives are monitored through the F&GP Committee. Board of Management monitor overall plan achievement. 3) Projects have been initiated in line with the plan and are directed by a specific member of SMT. 4) Detailed delivery plan has been created to allow milestones to be set and monitoring to take place. 5) College on track to meet financial objectives outlined in the plan during 2019-20. However future years remain challenging and the plan will require to be further reviewed/updated. SFC indicative funding figures have been published and have crystallised the financial challenges faced by the College. No guidance on future years.	3	4	12	12	↔	Principal

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

Risk No.	Risk Reference	Strategic Objective	Risk	Assessment pre mitigation			Mitigating Controls and Actions	Assessment post mitigation				Movement since last review	Executive Responsible
				Risk Probability	Risk Impact	Risk Score		Risk Probability	Risk Impact	Risk Score	Previous Score		
13	WCS 13	3.4 4.1	Inability to ensure a holistic response to data and information governance, including compliance with the General Data Protection Regulations (GDPR).	3	3	9	1) Data Protection Officer (DPO) appointed in compliance with legislative requirement. DPO is part of shared services agreement allowing the College to work collaboratively with other institutions. 2) DPO is undertaking review of departmental compliance with data legislation and addressing issues as required. Reports provided to working group on progress and issues identified / rectified. 3) College has a working group covering GDPR and data management issues with involvement from senior staff. The Group has oversight of the information risk assessment process. 4) Data Protection concepts and principles embedded within the operations of the College.	3	2	6	6	↔	Principal
14	WCS 14	1.2 3.4	Normal business activities are unduly affected due to the complexity of sequencing estates investment works	4	2	8	1) Detailed resource planning involving all relevant parties at stage to address any issues in advance of project start date. 2) Staff resource increased during 2018-19 to address the significant increase in level of expenditure and complexity of projects being undertaken. 3) Well embedded project / estate team with knowledge base that allows issues to be identified and addressed. 4) use of external professional advisors to provide oversight and critical review of proposed activities / plans.	3	2	6	6	↔	VP Operations

Corporate Strategy 2019-2025

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

Tolerance Matrix and Scoring Grid

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

Risks - Probability x Impact Score Grid

Almost Certain 6	6	12	18	24
Very Likely 5	5	10	15	20
Likely 4	4	8	12	16
Possible 3	3	6	9	12
Very Unlikely 2	2	4	6	8
Remote Chance 1	1	2	3	4
	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: Draft Regional Outcome Agreement 2020-21 to 2022-23

Background: The attached draft Regional Outcome Agreement was submitted to the SFC by the required deadline of 13th December. This ROA is a completely new three year document in a new format, following the SFC guidance. The final ROA is due to be submitted to SFC by the end of March and will come to the March Board meeting for approval following review of the document and setting of targets at the Learning, Teaching and Quality Committee on 26th February.

At present, we do not have feedback from SFC on this draft but hope to have this by the end of January and can update the Board verbally at the meeting. The publication of FE Sector performance indicators in late January may also inform some changes to the text or targets.

Action: The Board is asked to note the progress made on the new ROA document and provide any feedback on this draft to inform the work to complete the document.

Lead: Stephanie Graham, Vice Principal Educational Leadership

Status: Open.



West College Scotland Regional Outcome Agreement

2020-21 to 2022-23

FIRST DRAFT DECEMBER 2019

DRAFT

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Table 1: National Performance Measures For 2020-21
Equality Impact Assessment

Introduction

The Board of Management of West College Scotland submits the following West Region Outcome Agreement to the Scottish Funding Council. The Outcome Agreement reflects the College's commitment to respond to the educational and skills needs within our region, aligned to the Scottish Funding Council's priorities and to demonstrate the College's contribution to the Scottish Government's Economic Strategy. The Outcome Agreement sets out the processes and mechanisms that West College Scotland has established to monitor performance and progress in achieving its goals and objectives.

West of Scotland will receive core grant-in-aid of £? from the Scottish Funding Council for academic year 2020-21 to plan and deliver further and higher education in the region.

The College will continue to intensify efforts to meet government priorities of:

- Widening Access and Articulation
- Improving Attainment and Retention
- Equalities, Health and Wellbeing
- Developing the Young Workforce (DYW)
- Skills, Apprenticeships and STEM
- Innovation and Industry Partnerships
- Climate change emergency

The Regional Outcome Agreement is developed and progress is monitored through our Board Committees, including representation from our Student Association. The Regional Outcome Agreement is informed by our close working with Local Authorities, Community Planning Partnerships, employers and other stakeholders. Our progress, future objectives and aspirations are shared throughout the development of the updates to the Regional Outcome Agreement with staff, Trade Unions, students and stakeholders.

The College has a new [Corporate Strategy](#) for 2019-2025 with four main priorities:

- Personalisation
- Collaboration
- Agile and Adaptive
- Digital

Our job is to ensure students leave West College Scotland equipped with the skills and knowledge to compete in the jobs market; to make a full contribution to the wellbeing of their families, their communities and the economic growth of the country. As well as scope, we also have scale. As one of Scotland's largest regional colleges, with over 20,000 students, 1,200 staff and a turnover of £? million, ours is a huge organisation and a major employer, uniquely placed to help shape the West region's educational landscape and contribute to its social and economic development.

Outcome Agreement Commitments

By 2023 we will have: (to be completed)

-

Our Regional Context

West College Scotland delivers further and higher education across the West Region covering the main local authority areas of Renfrewshire, Inverclyde and West Dunbartonshire. In addition, the College provides education to other neighbouring local authorities including East Renfrewshire, Argyll and Bute, Ayrshire, Lanarkshire and Glasgow.

A link will be provided to the [West College Scotland Context document covering Population, Employment, School Leaver Destinations, Qualifications and Participation, Deprivation and Poverty, Economic Performance and Business Profile](#)

Section 1: The Learner

Access and learning

West College Scotland is committed to ensuring that we provide the highest quality of learning opportunities for students from all backgrounds and support them all to flourish, achieve and progress to further study or employment. The College will work towards the recommendations within the Blueprint for Fairness Report, particularly in supporting students and young people from deprived areas and those with a Care Experienced background.

The West Region contains some of the most deprived areas of Scotland, including the most deprived area in the country within Ferguslie Park Paisley. Inverclyde and West Dunbartonshire are the 2nd and 3rd most deprived Local Authorities within Scotland by share of 20% datazones, as measured in the Scottish Index of Multiple Deprivation 2016. The College plays a key role in improving the life chances of individuals within all our communities. The deprivation and poverty profile of the West Region will continue to drive our strategic priorities, aligned to access and equality and effective engagement with Community Planning Partners.

Our College is clearly defined by the support and opportunities we provide to these communities and our student feedback confirms the College's strengths in ensuring a very inclusive and supportive environment. We recognise some of the many challenges our students face in achieving full success at college and are committed to continuing to work to adapt learning to better meet their needs and provide the support they need, particularly around resilience, mental health and wellbeing.

Retention and Attainment

Improving retention and attainment is a key priority for the College, particularly in curriculum areas with low performance indicators. The College has aspirations to have overall student success levels in the upper quartile of sector rates by 2020. This is a challenging aspiration when the College serves a region with high levels of deprivation and has a strong priority in supporting wider access, offering opportunities and developing individuals at a pace and level best suited to them.

Our student retention and success rates for FE programmes are already above Sector averages (**to be confirmed once benchmarking data for 2018-19 is published**), and we have been closing the attainment gap for those from our most deprived areas. Closing this gap further remains a priority for the College, as well as improving the success rates in curriculum areas where rates are lower and for categories of students such as Care Experienced and those with a disability.

Unlike FE programmes, College overall success rates for HE are below sector averages and whilst we had been achieving increasingly better rates for successive years, 2018-19 rates saw a reduction. Improving HE success rates is a major college priority and we are addressing this through a greater level of in-year monitoring and scrutiny, to result in more significant interventions and improvements. Aiding this will be a far better use of data analytics, increased student support and more sharing successful interventions across the curriculum areas.

Whilst attainment rates may be lower, our HE student satisfaction rates are significantly above sector averages and students report that their programmes prepare them for work and take responsibility for their learning. In some cases, our success rates are impacted by students securing employment before the end of their course and we will work to provide these students with more flexible ways of completing their qualification whilst in employment.

Our student destination rates are broadly in line with the Sector and in many curriculum areas almost all students are securing immediate, relevant employment on completion of their courses. We see successful student progression to positive destinations to be even more critical than success rates and are committed to improving our data and analysis in this area to better inform curriculum developments to ensure our students have the best possible opportunities to progress.

Articulation

The Scottish Funding Council's aspiration for Access is that at least 60% of HN entrants to university should articulate with advanced standing by academic year 2019-20 and by 75% by 2025-26.

The College is committed to enabling students to progress their learning and to shortening the student journey by improving articulation. In 2017-18, 274 successful HN students from West College Scotland articulated to University with advanced standing (48% of the HN students who went to university, which was an 8% improvement on 2016-17) but the College recognises more work is to be done by both the College and by the Universities to achieve the SFC aspirations.

The College has many well-established articulation links, particularly with Glasgow Caledonian University and also with the University of the West of Scotland where 78 students per year are also supported through the additional places arrangements. We will continue to work with UWS under our partnership agreement to work collaboratively and smooth the transition of students to the university.

The College has a partnership agreement with the Open University and an Academy model with Strathclyde University has been running successfully for some time for Engineering.

Formal articulation arrangements are now being expanded upon in the areas of Business including Accountancy, Tourism and Computing areas with Glasgow Caledonian University. Similarly, formal articulation arrangements with University of Glasgow are in negotiation for Science and Social Science and being progressed with Glasgow School of Art for Interior Architecture into the Architecture and Interior Design Faculties. Arrangements are also in place for a collaboration with Glasgow University for direct articulation for HNC Applied Science and Social Science.

Curriculum reviews have highlighted more opportunities for articulation in Engineering and consideration being given to a collaboration with Bolton University and BBC Scotland for Make Up Artistry degree provision. There have been early discussions with University of Stirling, for articulation in Nursing, Social Sciences and Sports

SFC is currently funding a Curriculum Mapping exercise to inform any future estates developments for the College and UWS in Paisley. We will consider any opportunities which are identified through this work to further develop our articulation and progression to university for our students.

In addition to working on articulation pathways, the College maintains a very positive relationship with SWAP West. We deliver programmes in Social Sciences, Science and Access to Primary Education, enabling mature students from deprived areas to access University.

Deprivation - SIMD10/20

The Scottish Funding Council National Aspirations for Access includes the aim that 20% of College activity per year should be delivered to students from SIMD10 postcodes by 2020-21. 25% of West College Scotland activity is for students from SIMD10, well above sector averages and a reflection of the deprived areas that the College serves. This student activity level has reduced slightly in last two years, although the Local Authority areas we serve have also reduced the proportion of the population in SIMD10.

SFC no longer expect Colleges to grow the SIMD10 intake but to work towards ensuring comparable successful completion rates.

The success rate for SIMD10 students on courses 160 hours or more in 2018-19 was 63.4%, and 66.7% for non SIMD10. The attainment gap narrowed due to a 2% improvement for SIMD10 students and 3% reduction for non SIMD10. In 2018-19 there was a 3.3% attainment gap compared to a 8.4% gap in 2017-18. Full time HE students from SIMD10 actually had better success rates than those students not from SIMD10.

The College continues to analyse performance of SIMD10 students and provide the support required to help them stay on their courses and achieve. In 2018-19 there was a 2% difference in the early retention rates with SIMD10 students more likely to withdraw early and more is being done to monitor and provide interventions where possible to address this.

The College works extensively with SWAP to provide a range of courses for mature students from deprived areas to develop their academic and personal skills to enable them to progress to University. During session 2018/19 the College enrolled 261 students on to SWAP programmes, an increase of 31% on the previous year and the highest amongst the SWAP West region, with 107 students articulating to university directly from college and others progressing internally to our HNC programmes in college. Success rates for SWAP programmes were 74% for session 2018-19, substantially higher than for other FE full time programmes. The College is planning to further increase this provision and working with SWAP to consider community-based programmes that further encourage and broaden access opportunities. <https://www.scottishwideraccess.org/west>

The College community-based adult learning involves learning activities that meet national and College learning objectives: 'Life-long' with learner-centred learning built around the interests and motivations of the students, and 'Life-wide' covering the personal, work, family and community aspects of living. (Scotland's Adult Learning Statement of Ambition, 2014).

The College provides community-based adult learning in West Dunbartonshire, Renfrewshire, East Renfrewshire and Inverclyde. West Dunbartonshire and Ferguslie Learning Centre remain the 'flagship' community programmes and are delivered in completely distinct and unique ways to suit

these communities. The Ferguslie Learning Centre, is the outreach centre for West College Scotland, operating from a base in the Ferguslie Park area of Paisley, the most deprived area in Scotland.

The College partnership with [Working4U](#) and West Dunbartonshire Council's Adult Learning Team to provide community based certificated learning has been highlighted as good practice by Education Scotland: [CLD and college collaboration in West Dunbartonshire](#)

In collaboration with Inverclyde Council, the College is working to expand community provision in Inverclyde, replicating the strengths of the West Dunbartonshire programmes, with clear progression routes to further education and employment in key areas to support local economic priorities.

Mental health and wellbeing

Supporting the good mental health and wellbeing of our students and staff is an increasingly high priority in the College. We have an Employee Health and Wellbeing Strategy in place with themes under 'PROSPER' – Promote, Respond, Observe, Support, Practice, Educate and Review and a newly developed Student Health and Wellbeing Strategy under the same themes

[Staff Health and Wellbeing Strategy](#)

Student link: <https://www.westcollegescotland.ac.uk/media/213570/student-health-wellbeing-strategy.pdf>

The second largest cohort of students with a disability are those who have declared a mental health condition. Concerningly, this increased by 2% in 2018-19 to 1,400 of our students. In addition to those with a declared condition, staff report that student mental health is a serious issue with many other students and this impacts on learning and teaching and on student success.

The College has a signed Student Mental Health Agreement with the Student Association and will continue to work in partnership with them to address mental health and wellbeing. The new Student Wellbeing Advisor post has had very positive feedback from staff and students and has implemented a range of successful initiatives, including 'Gie's A Break cafes' to support students' mental health. The College will continue to seek more funding opportunities to support initiatives to support mental health and wellbeing of our students including provision of free breakfast for Students or soup at lunchtime.

The College has in place a team of Counsellors working across the campuses and welcomes the recent funding of £122k to increase this team and better meet demand. The College has a team of Mental Health First Aiders who also complement our Counsellor team. In addition, the College has invested in 'Silver Cloud' an online mental health support platform and will be continuing to deliver more staff CPD to help with their own mental health and wellbeing and to better support our students. The College won the CDN Health Promoting College in 2017 and was highly commended for similar work in 2019, building on achieving the Health Working Lives Gold Award. Through the actions in our staff and student Health and Wellbeing Strategies, we will be working to promote good mental health and respond to needs across the college.

Student Safety

The College takes the health and safety of our staff and students very seriously. College staff and the Students' Association work together to address health and safety. The Student Association has

representation on the College main Health and Safety Committee and is free to table papers and contribute to any discussions.

We regularly practice campus evacuation procedures for all students, ensuring adequate knowledge and expectations around safe exit from buildings and assembly points.

Risk assessments are carried out as required for both internal and external student activities and are monitored by the campus Health and Safety Advisors. All students in workshops and/or placements are provided with appropriate PPE

CCTV cameras are in operation across many areas in our campuses and we maintain close working relationships and contact with local representatives from Police Scotland to ensure prompt reporting and support for any student who is vulnerable.

We undertake suicide and sexual awareness raising sessions with students on matters which may impact on their personal lives.

Gender

Our College [Gender Action Plan](#) (GAP) details the work we will do to address the most persistent gender imbalances, and how we will work proactively in partnership with schools, parents, industry and our local communities to achieve our ambition to reduce gender segregation in participation, achievement and retention

Progress towards our 2020 commitment to a 5% increase in participation within gender imbalanced curriculum areas has not been uniform. There has been positive movement in Mechanical Engineering, Building Services and IT: Computer Science/Programming/Systems, where the 5% increase has been exceeded. There have been slight improvements in courses which are traditionally dominated by female students. Imbalances in Building/Construction Operations and Construction (General) appear more stubborn, and we will concentrate on these areas moving forward.

In terms of retention, no uniform pattern can be identified in the analysis of the most imbalanced subjects. With regards to early withdrawals, the superclasses with most parity in 2018-19 were those traditionally dominated by female students. In terms of further withdrawal, there has been a significant decrease in the retention of male students in Hair/Personal Care Services, and we will carry out further investigation into this area.

Overall in the College, FE males continue to succeed better than FE females and conversely, HE females attain better than males. This has been the same pattern for the last few years and is in line with the sector. HE males had the lowest PI for courses of 160 hours or more last session and the highest early withdrawal percentages. Action is continuing at curriculum level to analyse and implement improvement actions.

Our GAP contains specific ambitions to ensure that we support and enhance the experience of students who are trans or gender diverse. In consultation with the Student Association, we will further investigate the trans and gender diverse student experience, and work in partnership with employers to support and encourage their transition.

Gender Representation at Board and Senior Level

Good progress has been achieved in the gender balance at Board level, with 45% female non-executive directors ($n= 6M; 5F$), and 50% female board members, including executive staff ($n=9M; 9F$). The Board's Development Action Plan outlines how we plan to proactively improve and widen access to Board membership, including the implementation of recommendations from a short life working group which was formed to enhance Board diversity.

With regards to staff at senior levels, there are a total of 28 staff in the Executive, SMT and Heads of Sector, of whom 36% are female. We will work towards a more balanced senior level of staff, and plan to encourage more women to join the College's Emerging Leaders Programme. We will also ensure that flexible working practices enable the retention and progression of staff, and that we make effective use of the Continuing Professional Review Procedure to assist career progression.

Equally Safe

We will continue our work with the Student Association on adopting and working with the Equally Safe Toolkit. We will focus our approach on the key workstreams of response, prevention, intervention and curriculum exchange to enable us to contribute to a local and national coordinated approach. We have been effective in our work to date on proactive engagement and communication to increase understanding of all forms of violence against women and girls. This has included staff awareness raising talks to staff and students across all campuses.

We plan to ensure we provide a trauma-informed support and wellbeing approach to survivors. We will adopt a whole campus approach, and work with the Student Association to develop an action plan to implement the toolkit. We will improve our evidence base and gather data on the extent and nature of Gender based violence within the college community; the level of formal/informal reporting; and the effectiveness of responses to survivors.

Student voice

The College works in partnership with the Students' Association to support and develop the student voice across all areas of curriculum and Support Services. A formal partnership agreement has been signed by both parties and forms the basis of our joint work. The Students' Association has continued to strengthen, increase its visibility amongst the student population and make a positive impact on the work of the College. The success of our Students' Association was recognised when they won Student Association Team of the Year at the National Union of Students in March 2019

The College is committed to continuing to strengthen and support the sustainability of the Association. The Board of Management have committed to maintaining the level of funding to support them to have autonomy and stability. In addition, the College is providing further support through the creation of a Students' Association Liaison Officer post to facilitate cross college work and Association profile raising.

The Students' Association actively participates in the College governance structure and has an active role in the Board of Management, Learning Teaching and Quality Committee and the Equality and Diversity Committee. Through the Board of Management and Learning, Teaching and Quality Committee, the Student Association is involved in the development of the Regional Outcome Agreement and associated targets. The Students' Association also aligns with college processes in developing their own Operational Plan for each year, setting out their key priorities.

The student voice is developed through a student representative system with Class Representatives recruited and trained for their role, cross inter-departmental meetings and departmental focus groups. Student feedback from surveys is communicated to the students via Learning from Feedback activities. The College will continue to improve the recruitment of class representatives and work in partnership with the Students' Association to address their training needs and strengthen their engagement and contribution to overall quality enhancement. In the 2018-19 Student Satisfaction Survey, 91% of students reported that they are able to influence learning on their course and 85% believe their suggestions are taken seriously. These are improved response rates and the College will continue to work with staff and students to further develop their influence and engagement in curriculum delivery. In the same survey, there was a substantial improvement in the percentage trend of students (61%) who reported that the Students' Association influences change for the better. The College will continue to support the Students' Association to ensure their work is even more visible through events, activities and social media.

The Students' Association and college partnership work has included joint activities on the Healthy Body, Healthy Minds campaign and on the introduction of our 'SilverCloud' online platform and online training for staff and students to support good mental health. There is engagement with 22 external agents to support student life at the College through the Student Wellbeing Adviser and Students' Association

The Students' Association have developed a Student Behaviours Framework ([insert Link](#)) which mirrors the college expectation of staff behaviours, as set out in the Building our Collective Ambition document. This Student Behaviours Framework will be further promoted to ensure the understanding and the development of appropriate student behaviours, supported by Think Only Positively curriculum initiatives.

Equality and Diversity

Our College Mainstreaming Report and Equality Outcomes sets out our ambitions for improvements in how we advance equality. Our proposed areas of focus include decreasing the attainment gap for students with mental health issues, increasing the attainment and retention rate for students under 18, and enhancing the support of staff and students who are transitioning gender, or who are gender diverse.

The Report details how the College uses funding allocated to it to advance equality, such as the procurement of CPD to raise awareness, the development of a Behavioural Framework which emphasises the need for tolerance and respect, and the PAM Assist counselling service for staff. The College's Disability Confident status was renewed in August 2019 and we will continue to uphold the commitments of the Scheme.

We have identified priority areas for improvement in the reporting and analysis of equality data, more specifically:-

- Improving how we analyse the intersectionality of protected groups with their socio economic circumstance; and
- Further developing staff information systems to allow for analysis of career progression with equality data.

[more to be added here linking OA outcomes with Equality Outcomes]

Access and Inclusion Funds

West College Scotland receives an Access and Inclusion allocation to enhance our inclusive practices and meet the needs of our students. These funds are intended to ensure successful student completion, progression and destination, as well as contributing to a positive, engaging student experience.

The College [Access and Inclusion Strategy](#) and updated [Action Plan \(insert link\)](#) demonstrates our commitment to delivering an inclusive curriculum which recognises the needs of all individuals studying at our college. Where appropriate, we embed our inclusive practices across all aspects of college life. The anticipated outcome of our Access and Inclusion Strategy is the creation of confident and ensured 'independent learners.' West College Scotland aims to enable and empower all students to ensure they have skills for learning, skills for work and skills for life. The actions we have taken have resulted in greater numbers of students being provided access to support services, which improve their chances of successful outcomes and positive destinations to work or further study.

Our Enabling Services staff have a presence in each of our main campuses and saw over 1000 students in 2018-19, representing a 10% increase on the previous year in students accessing the support available. We will continue to work on other access initiatives such as the partnership working with Renfrewshire Council to deliver personal skills development course for their employability programmes, in line with government agenda 'No One Left Behind' and the 'Keys to Learn' programme which successfully enabled ex-offenders up skill, improving their chances of a positive future.

Care-Experienced students

The Scottish Funding Council aspiration is that there should be no difference in outcomes between Care-Experienced students and their peers by 2030.

In addition to its commitment to support all vulnerable students, the College is fulfilling its corporate parenting obligations from the Children and Young People (Scotland) Act 2014. It has nominated a senior manager (Assistant Principal Student Life and Skills) with a lead role in ensuring compliance with the legislation and best practice in the provision of support and educational opportunities for this vulnerable group, whilst at the same time recognising the corporate parenting responsibilities of all staff to support the ethos of corporate parenting.

We regard this group as having a protected characteristic and will therefore monitor, evaluate and revise our practices and procedures in order to improve the outcomes for this group of students in line with our quality assurance and equalities policies. We will evaluate our progress towards improving outcomes for this group of vulnerable students with reference to the targets detailed in our operational plans and [Corporate Parenting Action Plan](#)

The Centre for Excellence for Looked after Children in Scotland (CELCIS) was commissioned by SFC to run the first ever Scottish-wide survey of care-experienced students. The College collaborated with CELCIS in the creation of the survey, alongside Edinburgh Napier University. The Survey was published in November 2018 and the College is working towards the associated recommendations.

The College has an exceptionally high number of Care-Experienced students and has seen a further increase in 2019-20, probably due to the guaranteed bursary for Care-Experienced students.

Curriculum staff consider the needs of Care-Experienced students and adapt course delivery or attendance requirements where possible. A named person within each campus provides access to ongoing additional support and monitoring as part of the Care Experienced Student Support Team.

In 2018-19 there was a 4% improvement in attainment for Care Experience students but there is still a 10% attainment gap with other students. Early withdrawal for these students was improved and was at a comparable level to other students but overall later withdrawal was higher.

The College is a partner organisation in the initiative [Home and Belonging for Care Experienced young people in Renfrewshire](#) which was launched in 2019. Other partners include Renfrewshire Council, Quarriers, Engage, RAMH and Impact Arts. The project will run for 3 years and each year it aims to support 20-25 care experienced young people from Renfrewshire, as they move into their own accommodation.

The College is jointly funding a post in Inverclyde in 2019-20, working in partnership with Action for Children to pilot increased support for Care-Experienced students. This will provide additional individual support, including out of hours and off campus. We intend to learn from the pilot activity with Action for Children on how best to engage with our Care-Experienced students and seek how this opportunity can be best applied across our whole college

The College is also working in partnership with Action for Children and the Students' Association to create a new revised Corporate Parenting Plan. We will ensure our Corporate Parenting Plan actively incorporates and achieves the recommendations from the CELCIS study.

Veterans

The College has signed the Armed Forces Covenant and is committed to providing appropriate learning for veterans and considering their existing skills and qualifications in entry to college courses. The College had 63 veterans on college courses in 2018-19 and is now working with external partners to develop initiatives that specifically benefit this cohort. The College has also been working with the Cadet service with a view to ensuring credit transfer in college, for non-formal learning and qualifications achieved through engagement with the Cadets.

Students in Sport and Complementary Therapies work with veterans and staff from the Scottish War Blind Association in Paisley and The Erskine Reid MacEwan Activity Centre in Bishopton to improve fitness and deliver treatments such as massage, aromatherapy and mindfulness. The College was shortlisted for the Herald HE Awards in 2019 for Outstanding Contribution to the Local Community for its work with Veterans.

Work with veterans and the armed services will continue and we plan further involvement with external partners including the Military Preparation College through the Events Chair of Trustee: Motivation & Learning Trust.

Carers and Estranged students

The College has made a 'Stand Alone Pledge' to commit to provide support for students estranged from their families. The College is working towards achievement of "Going Further Student Carers Recognition Award". Both carers and estranged students are supported through our Student Advisory team as we would Care-Experienced students.

Our Access and Inclusion strategy highlights our priorities with regard to all vulnerable students, but especially those who are Care-Experienced and those who are Carers (young or adult). Our support includes early identification; provision of targeted support systems to reduce barriers to success; monitoring achievement and progression; transitions; the development of collaborative partnerships with local and national agencies; training and development of staff; operational action plan. We are working with Carers Trust Scotland developing ideas for the future but have concerns about realizing our aspirations within current resources.

In the last five years, the College has seen a significant increase in the number of students identifying themselves as Carers with 1,500 students in 2018-19.

Through on course guidance and support, curriculum staff take into account the needs of students with caring responsibilities and adapt course delivery or attendance requirements where possible.

The College supports staff with caring responsibilities through flexible working arrangements and family friendly policies. The College has been successful in being awarded status as a 'Caring Positive' employer demonstrating our commitment to supporting staff with caring responsibilities.

The College will continue to be active partners with [Stand Alone](#) organisation to ensure continued support for students facing estrangement and supporting national policy work to ensure this identified at risk group receives equitable support while in education.

British Sign Language

The College provides specific support for BSL students and those with sensory needs. The College has amended the coordination of these Sensory Support Services in line with the Government's BSL Strategy and has published its [BSL Action Plan](#). Our BSL action was developed in conjunction with our BSL students. The [BSL Version](#) of the Plan was created by our BSL students for our BSL communities.

The BSL version of the plan was showcased as best practice, and included two West College Scotland platform party speakers, at the SFC National BSL Event in Edinburgh in May 2019.

Section Two: The System

Skills Alignment

Our major priority is to provide a curriculum which meets employers' needs, supports the economic growth of our region and provides our students with appropriate qualifications and skills to build successful long term careers.

Through the business transformation plan 'Future Proofing our College,' we have been working to ensure that our curriculum is well aligned to meet regional needs and our courses provide effective and efficient pathways for students.

Processes are in place to enable teams to formally review curriculum using internal performance measures and feedback data, as well as external environmental analysis, including the use of Regional Skills Assessments and Skills Investment Plans. We have plans to further enhance these processes through better access to data and supporting information.

The curriculum is effectively enhanced by a high level of employer involvement and increasing engagement of employers and industry bodies in the design and support of the delivery of courses is a key objective of all college curriculum areas.

We are committed to continuing to work closely with SDS across the College in the development of our provision and in the support of our students. Engagement with SDS in the skills agenda has been embedded in some curriculum areas through partnership working with the SDS regional Career Advisors. This partnership working is proving to be increasingly effective, particularly in our work on embedding employment specialism related Meta Skills in the curriculum, supporting staff understanding of the skills agenda and providing data to shape our programmes.

Developing the Young Workforce (DYW)

The aims of the Scottish Government's Youth Employment Strategy are embedded within the College objectives. Specifically, to support vocational provision for school pupils in the Senior Phase, to introduce Foundation Apprenticeships, to reduce gender imbalances, to increase work-placement and work experience opportunities and prioritise STEM subject areas and STEM learning throughout the curriculum.

The College works in partnership with our five key Local Authorities, 32 schools and a variety of employers to increase the range of high quality school pupil vocational pathways to the workplace.

The College led on the development and establishment of the employer led [Developing the Young Workforce Group](#) for the West Region which provides leadership and a single point of contact and support to facilitate engagement between employers and education. The West Region DYW Group has representation from across key industry sectors and involves private sector employers with membership drawn from local employers, the third sector, education and economic development bodies from across the regional footprint. Over the period to 2020, the College will remain an active member of the Group seeking to support engagement between employers and the education sector as a whole. The College will, as a member of the Group, seek to aim to ensure that the work of the Group is sustainable after the core funding is no longer available.

School College Partnership provision has been and will be enormously beneficial in delivering the College's strategic aim to reduce poverty, promote attainment and support economic growth. Our courses at entry level provide clear routes from school into and through College; and providing opportunities for students furthest away from education and employment will continue to be a key College focus.

We will enhance the marketing and promotion of college vocational learning opportunities through the creation and maintenance of a regional curriculum focus group. Through this continued collaborative work with our Local Authorities, we will create a curriculum for the future that will provide increased access to skills-based learning through our School College Partnership. Expected outcomes from this work would be seen in the following:

- Promotion of STEM initiatives and skills learning
- Address employment sector gaps in local school provision
- Align the programme of activity to both College and Apprenticeship family pathways
- Strengthen partnership working between employers, schools and the College

The focus group will continue to review and evaluate performance, identify and implement interventions, both in schools and in college, to improve retention and attainment on vocational programmes.

Through the School College Partnership, the College will enable staff in schools and in the College to share practice in their areas of specialism, directly linking vocational learning pathways from the class to the world of work and enhancing CPD opportunities.

DYW Progress Report (to be added)

The Apprenticeship Family

The College is the region's biggest provider of Apprenticeships and Skills and we will continue to work to ensure that the region secures investment from government which is commensurate with the skills need and employer demand. West College Scotland delivers significant workbased learning to support the growth of key growth sectors, including Life Sciences, Construction, Engineering and Hospitality. In addition to this, the College continues to successfully grow the contracts with key sector bodies including CITB, SNIPEF and SECTT to ensure their MAs have the skills, capacity and qualifications required by the industry.

Programme design, development and delivery will be informed by insight provided from Regional Skills Assessments and engagement with employers supporting West College Scotland to prioritise net growth, through equipping people with the skills to secure work in regional growth sectors. In addition, we will act as an exemplar College in how we engage with employers, working with agility and flexibility to respond to their short and long term needs. Specific actions will include a commitment to meaningfully engage and support over 600 regional employers each year, enabling the College to make a greater contribution towards the Government's MA target, with a focus on young people, higher level and STEM-related delivery. Over the lifetime of our Outcome Agreement, the College will strive to track above achievement rates for the FE Sector across Foundation, Modern and Graduate Level Apprenticeships.

West College Scotland has been delivering Foundation Apprenticeships for 4 years in partnership with our 4 main Local Authorities. Recruitment to Foundation Apprenticeship programmes is a challenge and the College will continue to work in partnership with SDS and our Local Authorities to promote the value of the qualification to pupils, teachers, parents and employers. We will continue to engage with employers in particular, to secure the necessary placement opportunities and industry challenges and to work to improve success rates on the qualifications.

To further enhance the opportunities associated with apprenticeships and to provide a seamless apprenticeship/workbased learning journey, the College will look to deliver relevant Graduate Apprenticeship frameworks. Building upon our FA and MA offers, and supporting the College STEM manifesto, we will take forward the potential for introducing a Civil Engineering Graduate Apprenticeship as part of our portfolio. This links to both West Region employer and economic need, as well as the workforce required by the wider Glasgow Region City Deal.

Early learning and childcare

The College is one of the largest providers of early learning and childcare training in Scotland and has been responsive to the 1140 Early Years expansion plan outlined by the Scottish Government,

increasing recruitment and offering a range of flexible delivery options including day release, evening and twilight provision.

The expansion of provision is challenging both in terms of the recruitment of suitably qualified candidates and in terms of finding appropriate placements in order to complete the stringent learning requirements. We work very closely with our Local Authority partners who each have different challenges around ensuring that they have a quality workforce in place in the timescales identified.

The College is committed to the Scottish Government priority of increasing the number of enrolments and graduates in Early Learning and Childcare to create a highly skilled, diverse and dedicated workforce. We are committed to increasing the flexibility of study options, including delivering part time over 2 years and with twilight options to support those with specific needs or disabilities. We are planning more flexible, blended programmes to suit those who cannot commit to full time study due to family or financial responsibilities.

Our Early Learning Childcare courses are publicised widely, including through social media, promoting the diversity of students in the marketing. Staff from the College will continue to prioritise the work in schools, in partnership with the Local Authorities, to publicise the workforce opportunities with both male and female practitioners in attendance. We will continue to work with local authorities to support career changers.

Public health

The College recognises that the places we live, work and play, the connections we have with others and the extent to which we feel able to influence the decisions that affect us, all have a significant impact on our health and wellbeing. The immediate physical environment, the social community networks we belong to, the local economy, our workplace and the accessibility of services are all important.

Addressing the health and wellbeing issues of our young people and recognising, respecting and promoting their rights is essential to achieving this outcome. The College is fully committed to its work focusing on Early Years, including within its own nurseries and training the Early Years workforce and supporting Getting It Right for Every Child (GIRFEC) in partnership with our Local Authorities.

Good mental health is profoundly important for growth, development, learning and resilience. It is associated with better physical health, positive interpersonal relationships and well-functioning, more equitable and productive societies. Mental health is also linked to wider inequalities. Socio-economic status has a bearing on mental health and those who experience disadvantage are more likely to have poorer mental health. Loneliness and isolation also has a serious impact. The College provides strong support to our staff and students in their mental health and wellbeing and plans to continue to develop this area, including the work on Health Body Health Mind with our Student Association.

Substance use, including tobacco and alcohol, is an area where the College can make positive and sustainable changes now to realise significant progress and address the persistent public health problems that face our communities. In partnership with the Student Association, the College will continue to provide information and support events to raise awareness in our student population and support initiatives such as stopping smoking and the Alcohol Awareness and Healthy Eating courses we provide for school pupils.

The College will continue to work as an active member of all our Community Planning Partnerships and sub groups and work with other regional partners to support inclusive growth and the public health agenda.

STEM education and training

Developing STEM skills in all curriculum areas is a key priority for the College, in line with the College [STEM Manifesto](#). The College has made a pledge to our students, employer partners and the region to inform how STEM is relevant to future career opportunities for women learners; improve skills in maths and numeracy; ensure learning is enjoyable and provide STEM training relevant to the needs of the region's workforce.

The College has been awarded STEM Assured status and achieved best practice recognition for the categories of Strategic and Business Planning, Collaboration and Consultation and the Impact of STEM on organisational performance.

The College leads the West Region STEM Partnership involving all four local authorities, UWS, DYW, Education Scotland, SDS and key local partners. The College is working through this Partnership to promote STEM opportunities, improve STEM learning pathways and provide Career Long Professional Learning (CLPL) for teaching staff. The STEM West Partnership will continue to collaborate on the numerous promotional STEM activities across the region which engage our school pupils and focus on improving the curriculum pathways and the development of STEM learning for both teaching staff, pupils and students.

Enrolment on college STEM courses, as defined by SFC, increased in 2018-19 to 24% of the College credit activity. 43% of our STEM activity is in Engineering and 27% in Construction and both areas have steadily increased over the last few years. 20% is in IT and 11% in Science and Maths which have seen small reductions. Our plans are to grow Construction and Engineering in particular, to meet the employment opportunities in our Region and to develop the digital skills of students in all courses. A significant part of our STEM related activity is for school pupils, including activity to support Primary schools.

The College has expanded the number of students enrolling as STEM Ambassadors across curriculum areas including Science, Early Years, Access to Primary Teaching, Computing and Engineering.

Digital

In October 2019 the College published its [Digital Strategy](#) covering the next five years to 2025. This ambitious statement of intent takes direction from the Corporate Plan, setting out goals on Inspirational Learning, developing our skills base and making more intelligent use of data. The Strategic aims have been set around our six key areas of digital development - Delivery, Capability, Intelligence, Infrastructure, Resources and Partnerships.

The College already has many of the of the resources and attributes that underpin digital development. The Strategy aims to harness these, supplement them and focus resource and activity on enhancing the digital knowledge and experience of all who engage with the College. This includes the 'Curriculum Re-imagined' project to deliver learning in new ways and a revamped CPD process and programmes with emphasis on digital skills development

We will continue to support and engage with the Digital Skills Partnership to enhance links with industry and universities. The College has active involvement nationally in the digital agenda including supporting the CDN Digital Ambition development group.

Our focus is placing digital at the heart of everything we do and aligning to the ambitions as laid out by the Government, as indicated in the recent FE & HE 'ICT Strategy 2019-2021' and as specified in Colleges Scotland's 'Infrastructure Commission for Scotland' paper.

We recognise the need to prepare our students for the workforce of the future and the fundamental role digital skills and technology play in achieving this, together with wider economic growth and prosperity for our communities. In preparing our students, we will, in tandem, be developing a digitally-skilled and inclusive workforce to meet this National agenda which recognises that digital skills will be fundamental to improving the life chances of our students and the economic success of the country. Our recently launched Digital Strategy will play a critical role in the skilling, upskilling and reskilling our staff to deliver our promise to our students.

We acknowledge the risks around a 'digital divide' and the creation of new forms of 'social exclusion' as students and staff struggle to respond to the digital disruption to traditional methods, jobs and industries. We are committed to ensuring that we are inclusive in our approaches and supportive in enabling this digital change. We also recognise the urgency to harness, and to deliver, a new type of curriculum which embraces a flexible approach responsive to emerging technologies such as the internet of things, cloud computing, artificial intelligence, big data, machine learning, artificial reality and Skills 4.0. Given that these new technologies and drivers demand new ways of delivering learning, teaching, and assessment which rely significantly on a digitally skilled workforce, our approach will be more than simple CPD for staff and more of a significant cultural shift in thinking, practices and approach to enable an inclusive digital environment for learning, teaching and assessment. In doing so, we will also be mapping this to the aims and ambitions set within the Enterprise and Skills Strategic Plan and the CDN New Professional Standards for Lecturers in Scotland and GTCS registration requirements.

We are in the process of developing our Digital Action Plan to sit under the Digital Strategy which will support the above. Within our Action Plan, we will be, and have commenced, partnership working with The Digital Skills Partnership, Digital Ambition Short Life Working Group, Jisc and Microsoft. We are in the process of identifying Digital Ambassadors and strengthening the presence of our Microsoft Innovative Experts within the College to grow the digital skills base of our staff.

The College will continue to prioritise infrastructure investment via SMT management of IT Maintenance spending, planning and supporting the introduction of increased data analytics.

Information Technology Strategy to Support Digital delivery

The fundamental role of the College IT Strategy is to provide the support and infrastructure that is necessary in order to deliver the College's wider digital needs and ambitions. The College IT Strategy provides the framework and direction to ensure that technological change and development:

- Is driven by curricular learning and teaching need.
- Will support innovation in teaching and learning.
- Provides online access to established and emerging learner and support processes.
- Ensures existing hardware and software assets are utilised to their maximum potential.
- Embraces mobile and flexible working models.

- Recognises the benefits of collaborative working and shared service delivery.
- Ensures adherence to legislative and policy requirements.
- Supports a mobile, flexible and hybrid-cloud infrastructure.
- Provides required levels of ICT service delivery and standards.

The College [IT Strategy](#) was approved by the Board of Management in 2016 and is entering Year 5 of implementation, with an updated Strategy to be developed for implementation during 2020-21 in support of College digital ambitions. The College has made progress in delivering IT Strategy outcomes despite a challenging financial environment and the need for higher levels of investment to support key outcomes.

The need for IT investment remains significant. College ability to invest in the ICT infrastructure is becoming increasingly challenging given the annual level of resource available is decreasing, and this has been documented within Regional Outcome Agreements over the last few years. The level of IT funding is the subject of ongoing dialogue with the SFC and should this lead to any further resource becoming available then this will be used to support delivery of IT Strategy outcomes - particularly in replacing and improving wireless access.

The College will continue to engage with the SFC in seeking to secure strategic funding to support implementation and delivery of the IT Strategy and achievement of digital ambitions. The College will also engage fully with the Colleges Scotland working group which is developing a digital ambition strategy for the sector.

The College IT plans include:

- the successful conclusion of the Skype for Business cross-campus project to improve cross campus communication and reduce travel.
- the full deployment of Windows 10
- Reviewing options and costs for replacing and improving campus wireless facilities;
- Cyber Essentials re-accreditation to support the Scottish Government's strategy on Cyber Resilience;
- Continuing to engage with the Student Association to better refine and understand feedback on use, availability and functionality of IT resource;
- Ensuring teaching and learning IT needs are prioritised within available resource parameters.

Climate Change Emergency

The College is a member of Environmental Association for Universities and Colleges and an active member of the Smaller Institutions Group.

The College [Estates Strategy](#) 2016-26 recognises the importance of addressing climate change. This strategy recognises the need for the College to replace two of its campuses (Paisley and Greenock) if it is to fully address the Colleges commitment to reducing greenhouse gas emissions.

The College has a comprehensive [Carbon Management Plan](#) in place with oversight on progress achieved provided by the Board of Management Estates Committee. The Committee receive regular update reports on the sustainability work undertaken by the College. There is a dedicated

Sustainability [College Intranet Page](#) supported by a full-time Sustainability Officer who is responsible for embedding sustainability matters across the College.

Over the past 5 years, the College has delivered on its Carbon Management Plan objective of reducing carbon dioxide emissions by 10% in the period to July 2021 across the College:

<i>Year</i>	<i>Comment</i>	<i>Co2</i>	<i>Saving %</i>
2014-15	<i>Base year</i>	5,303	
2015-16		5,133	3.2
2016-17		4,859	8.4
2017-18		4,430	16.4
2018-19	<i>Draft</i>	4,220	20.4

The College has participated in the required annual Climate Change Duties Report. This report not only highlights the progress made by the College but also provides a significant level of background information on the areas such as governance, project management and climate change adaptations.

The College will continue to pursue the redevelopment of both its Paisley and Greenock campuses. The redevelopment of either of these campuses would have a material impact on the College carbon emission levels.

We will continue to investigate the viability of the Clydebank campus joining the West Dunbartonshire Council district heating system. Joining this scheme would significantly reduce the level of emissions at the Clydebank campus. However, there is likely to be an increased level of running costs associated with this project due to the increased running costs.

Through the Heads of Sector, we will engage with EAUC staff to assess what resources and additional materials are available for their respective areas. We are increasingly building sustainability in as a topic into our curriculum and plan to use the interest in Climate Change as a method of increasing engagement in STEM learning with our school pupils and students.

We will continue to implement emission reduction projects across all campuses including replacing lights with energy efficient bulbs/fittings; installation of electric charging points; improved waste management arrangements leading to greater level of waste materials being recycled; and awareness campaigns ranging from switch off lights to removal of single use plastics.

We are looking to further develop the partnership working already established with local community groups, local authorities and other sustainability groups i.e. Zero Waste Scotland, to see what works can be undertaken to advance the sustainability agendas of all organisations.

Gaelic

Whilst we have not had and do not anticipate demand from stakeholders related to immediate support for the Gaelic language, we will continue to keep this under review and consider where we may make a contribution to the Local Authority Gaelic Action Plans.

More to be added regarding cultural support for Gaelic locally

English for Speakers of Other Language (ESOL)

Insert Link: [joint delivery plans with CPPs.](#)

The College ensures that it meets the ESOL needs of our region by working in partnership with our Local Community Planning Partnerships. The College delivers significant ESOL provision in Clydebank and Paisley and the continued growth of ESOL demand within the Inverclyde CPP is being addressed.

The College has plans to increase pre-entry lower level ESOL courses to meet unmet demand from applicants and community partners and to focus on more pre-elementary level and fewer Level 5 courses, in line with market need. The College will adapt some ESOL provision to better meet the applicant profile (high percentage of mothers with children who would benefit from provision from 10am – 2pm to assist with childcare issues)

The introduction of ESOL+ College courses has been successful in combining language tuition with vocational subjects, thereby shortening the student journey and contributing to improved employability. Key employment growth sectors for the West Region are financial and business services, ICT/digital and health and social care. The College ESOL + courses in Care, ICT and Business and Finance are starting ESOL learners on the path towards these employment opportunities. The College plans to develop ESOL plus with STEM, provide a wider offering of ICT, and more progression routes to health care.

Quality Reporting

West College Scotland continues to enhance the quality of our provision through self-evaluation activities, across both teaching and support services, and by further analysing data and feedback in order to improve the quality of the student experience.

The College published its first [Evaluation Report and Enhancement Plan](#) in December 2017, followed by a three year [Evaluation Report and Enhancement Plan 2017-18 to 2019-20](#) under refreshed SFC/Education Scotland Arrangements for assuring quality. The quality framework How Good is Our College? supports an evidence-based approach to self-assessment, with supporting evidence externally validated and outcomes graded against three high level quality principles. The College continues to progress the actions in the Enhancement Plan. College evaluation activities are informing the next phase of preparation for the Evaluative Report and Enhancement Plan due to be completed in October 2020. **(awaiting 2019/20 guidance)**

Professional standards

The College was extensively involved in the development of the new Professional Standards for lecturers, providing a key input into their development through involvement in the Steering Group and through staff feedback during the development phase. The Professional Standards are now being used to inform training needs and prioritise aspects of the College CPD programme for teaching staff.

The College was awarded the GTCS Professional Update Validation Award in September 2019 and our staff are continuing to actively work with GTCS in the planning for professional registration.

The College is committed to supporting the professional development of all staff and this includes a range of CPD as well as a West College Scotland Leadership Development Programme providing the CMI Certificate in Management and Leadership (SCQF8) qualification.

The College has prepared a Workforce Plan which has analysed the current workforce and extended the analysis to identify future skills and competencies needed to deliver organisational success. West College Scotland has developed plans to 'Future Proof' the College with SFC and the Workforce Plan is a critical component of that wider plan.

Section Three: Innovation

Effective knowledge exchange and innovation

West College Scotland is a primary leader in the college sector in its approach to embedding innovation in the curriculum, in its offer to businesses and in recognising the need for our staff and students to be agile and adaptive to diversify and realise emerging opportunities. Supporting the ambitions outlined in the Enterprise and Skills Strategic Plan, particularly the Priorities linked to Innovation including 'Make best use of university and college research, knowledge and talent to drive growth and equip Scotland's people with the tools and skills needed to innovate'. The College has successfully led and developed a number of bold strategic multi-agency initiatives which have been delivered in partnership between Curriculum Sectors, Learning Technologists, Business Engagement teams and Industry.

West College Scotland supports the Scottish Government's ambition for Scotland to be in the top quartile for productivity amongst OECD member countries, recognising that Innovation is a driver for productivity and growth. The OECD estimates that, owing to the fourth industrial revolution and automation, 38 per cent to 42 per cent of the UK population will need to completely retrain in the next 10 years in order to remain employable, and suggests that for the UK "developing the right set of skills and making full use of them in the economy is a recipe for higher productivity, growth, and inclusiveness". Strategically the College works in supporting businesses to increase their level of innovation, realise their growth ambitions and create job wealth across our Region and explicitly links these activities to supporting inclusive growth through the five outcomes of Productivity, Population, Participation, People and Place. Examples of activity and future plans are below:

Supporting Business Innovation

Digital and management skills are a challenge for many SMEs and a lack of skills in these areas is likely to play an important role in the ability of some Scottish businesses to adopt, and make the most of, innovations. According to the Enterprise and Skills Review, Phase 2; competence in these areas is central to the capability of our businesses for innovation and for long-term economic performance. To ensure businesses, and in particular SMEs, have the ability to maximise their potential to innovate we will create a number of small 'chunkable' online and blended training packages which focus on developing digital skills, lean management, leadership, team working, virtual collaboration and enhancing productivity.

West College Scotland is one of the Scotland's largest providers of training through the Flexible Workforce Development Fund (FWDF). In 2018-19, the College supported the upskilling and retraining of staff from more than 50 employers across the private, public and third sectors. We have nurtured

new client relationships and developed new products and services directly informed by business demand. To date we have introduced almost 150 'new to market' products ranging from Strategic Leadership and Digital Skills to Health and Safety and Resilience Building, as well as supporting specific opportunities for role specific in-work training. The College continues to successfully deliver the FWDF in 2019-20 strengthening and embedding new business relationships and providing further insight into employer skill and product demands that inform not only our offer to businesses but also college curriculum development to ensure our students have the skills and attributes required by their future or current employers. The College is in a good position to continue to deliver and build on FWDF in the future to meet the needs of our regional employers and workforce.

Innovation Centres Partnership

The introduction of innovation vouchers and the wider cross sectoral collaborations supported by the SFC FUTUREquipped project and College Innovation Accelerator Fund activities, has allowed strategic developments that go beyond transactional business/college engagement and facilitate colleges and their students to be part of the value chain in developing solutions dealing with industry, economic, environmental or demographic issues.

Building upon this, we continue to engage with Innovation Centres on planning and integrating their research, resources and services within a number of areas including; CSIC in relation to VR training on the use of advanced construction equipment. CENSIS where we are exploring the potential around sensors and environmental control in community housing, working with vulnerable and socially isolated groups.

The College is currently working closely with Renfrewshire Council and other regional stakeholders in supporting the Advancing Manufacturing Innovation District (AMIDS) to be an internationally recognised location for innovation, research and advanced manufacturing. At the heart of AMIDS is the National Manufacturing Institute for Scotland (NMIS) which will support the transformation of Scotland's manufacturing industry in terms of innovation and digital opportunities, creating sustainable, high-value and highly skilled jobs. The College is also delivering Engineer Apprenticeships for the Advanced Forming Research Centre (AFRC) in partnership with the University of Strathclyde. All of these strategic partnership activities provided a platform for us to submit a College led proposal with Renfrewshire Council to the Advancing Manufacturing Challenge Fund for further investment to support SMEs. (insert outcome when known)

Supporting Social Innovation – Eco Skills Academy

Case Study

West College Scotland and AC Whyte have established a unique partnership through the creation of a Skills Academy as a direct response to a company identified skills shortage. The College developed a previously underperforming course into a recognised industry qualification with a guarantee of employment on successful completion. The partnership has committed to deliver the programme for the next 5 years which will provide a bright and promising future for College students. West College Scotland is the only College in Scotland delivering this qualification and providing learners with a unique learning opportunity. The College identified that upskilling students to apply thermal insulation would not only embed sustainability issues into curriculum delivery but also support the Scottish Government ambition in tackling fuel poverty which affects an estimated 25% homes in Scotland and

around 1.3 million people. The initiative has involved industry experts in shaping and directing the curriculum to ensure it meets the needs of both industry and the economy. For AC Whyte, they secure a reliable flow of high-quality staff, address some aspects of fuel poverty within the West of Scotland, and assist students to gain a qualification and future employment. This project was recognised earlier this year with West College Scotland winning the ‘**Outstanding Business Engagement in Colleges Award**’ at The Herald Higher Education Awards 2019.

Innovating Solution Space – Shaping Workplace Innovation

Workplaces and employees are at the heart of the innovation process. Harnessing the innovation potential of employees depends on both Fair Work and the employers’ ability to be innovative in how the workplace and work practices are designed.

We have recently submitted a Strategic bid to the SFC **College Innovation Fund**. We plan to conduct primary Research and Development (R&D) through the delivery and results from three, major hackathons in West, East and North Scotland. The result of our work will be to help 100 businesses identify the right conditions within their workplaces for employees to develop the skills necessary for businesses to prosper in a Manufacturing 4.0 environment.

Case Study

The College received funding from University for Industry (Ufi) for the discovery phase of our ‘Critical Engineer’ project. We outlined the initial phase of the project to be a process that reflected the pace, technology and uncertainty of Manufacturing 4.0. Working in partnership with Dundee and Angus College Service Design Academy and with a cohort of Engineers from Scottish Leather Group (SLG), the approach used was to enable the Engineers to fully understand, respond positively and actively engage with service design methodologies and tools to explore and gather insight into the existing technical and meta skills, culture and Engineering working environment. They were introduced to key methods within user research such as service observations, open interview techniques, capturing stakeholder views and disseminating these in a coherent fashion. It was essential that the SLG Engineers were at the heart of ‘the problem’ which was to support our definition of a Critical Engineer, ‘to shape and agree a set of skills, personal qualities and values, and the working environment conducive for a Critical Engineer to prosper in Manufacturing 4.0.’ By bringing employees closer to the ‘problem’ and providing a collaborative space and appropriate service design methodologies this supported innovative approaches and outputs which will shape the concept for their individual benefit, that of the Scottish Leather Group and of the broader Manufacturing industry in the West of Scotland.

Innovating Technology Space – Enabling Action

To support the College Digital Strategy ambitions as well as our Workforce Development and Learning and Teaching strategies, our Learning Technology team launched COLT – the Centre of Learning Technologies. COLT is an innovative online hub which aggregates all interactive online learning, teaching and assessment tools in one place and supports teaching staff, through tutorials and examples to easily create engaging and enriching interactive content to provide high quality teaching and learning assessment/feedback experiences for students and staff.

Users of COLT are discovering innovative ways to create, collaborate and re-purpose interactive content easily to enhance the teaching and learning experience. It also provides all staff with access to resources which help develop their own digital skills.

Case Study

HiP (Homecare in your Pocket)

The HiP app is designed to equip homecare workers with the knowledge and skills required of them in a changing social care landscape. The app landing screen has easily identifiable and accessible icons directing users to their personal profile, the App's function, and the main learning areas. Each learning area has subcategories with bitesize, focused learning that users will be able to easily filter to suit their needs, supporting access for a mobile and remote peripatetic workforce both providing learning solutions but also a reference guide to current practice and depository of relevant information and support.

Building on this, the College has secured seed investment from Ufl to develop a prototype and 'proof of concept' App. To maximise the impact of the design development of the App, a student competition for College HND Graphic Design students was set as a live client brief to design logo icons and promotional materials. The winning design has been applied to the prototype which will be trialled on the Apple Appstore/Android Play store to begin the testing process of training packages in:

- Infection Control
- Health, Well-Being and Resilience
- Cultural Awareness within Care Settings

The App is currently entering its initial feedback stage being tested and reviewed by students at West College Scotland and at the University of the West of Scotland, a Care Provider and SSSC. Once the testing is complete, our findings will be reviewed and further enhancements made to the App, reflecting the feedback and finalising the development of the prototype which will subsequently be rolled out to social care organisations and employees.

Innovating Talent Space – Empowering People

The College is developing an Innovation Hub which will support the entrepreneurial ecosystem including providing a dedicated space for individuals to enhance their digital skills, provide opportunities for multi-sectoral collaboration as well as providing access to leadership and entrepreneurial skills training for emerging entrepreneurs, innovators and businesses. This complements the College's partnership with Young Enterprise Scotland who deliver our Bridge 2 Business programme through a dedicated Entrepreneurial Executive and supports our students through dedicated enterprise and business growth workshops as well as grant funding.

Innovating Intelligence Space – Understanding Data

Data will drive Scotland's next economic revolution therefore Data Driven Innovation is a theme the College is strategically embedding within its activities. Recognising the importance of policy analysis and horizon scanning, the College is sector leading in having a Policy Officer who provides Futures Analysis, bespoke thematic reports, policy reviews, sectoral LMI, and longitudinal research to provide information, insight and intelligence to recognise trends and emerging priorities to support effective strategic planning and decision making.

The College is planning to further invest in the development of our digital and data tools to improve innovation, including enhancement of our business analytics capabilities to deliver interactive visualisations and business intelligence as well as establishing a Data Analysis team and resource hub.

DRAFT

TITLE: ESTATES COMMITTEE
Draft Minutes of the meeting held on 10 December 2019

Action: The following points are a summary of items of discussion at the Estates Committee meeting held on 10 December 2019. The draft minutes are attached for information.

EM377 DISPOSAL OF PROPERTY – DRUMRY ROAD - The Committee noted that the College had disposed of the Drumry Road property on the basis of the terms approved by the Committee.

EM378 EMERGING OPPORTUNITIES - The Committee heard that the GJNH, the College and West Dunbartonshire Council would continue to look at working together going forward to explore ways of working together and maximise the community benefits.

EM379 ESTATES CONDITIONS UPDATE REPORT - The Committee received a presentation on the College's estate and agreed a course of action.

EM381 ROOM UTILISATION REPORT - The Committee agreed that future reports would outline actions that emanated from the survey's findings.

EM382 2018-19 CLIMATE CHANGE REPORT - The Committee noted that the target for the Carbon Management Plan was to achieve a 10% reduction by 2021 and welcomed the confirmation that the College had exceeded this target ahead of schedule with a 19.8% reduction to date.

EM383 ESTATES MAINTENANCE PLAN & SUSTAINABILITY UPDATE REPORT - The Committee noted the contents of the report and reiterated their concerns regarding the Colleges' estates funding allocation and the fact that this was not enabling the level of investment required to be met.

EM384 CATERING AND CLEANING SERVICES REVIEW - The Committee expressed interest in attending the next Finance and General Purposes Committee meeting, to be held in March, where Ideal Catering Consultant's will be in attendance to provide an overview of their review. The Committee would also be kept updated of progress in reviewing these services further as required going forward.

EM385 STRATEGIC RISK REGISTER - Members considered the strategic risk register and it was agreed that the Committee was minded to allocate more time to this agenda item at the next meeting to allow for further discussion on the College's estate and the risk it presented. It was also agreed that the Vice Principal would update the mitigations in the recorded risks in relation to the College's estate.

EM386 SCHEDULE OF BUSINESS 2019-20 - The Committee noted its schedule of business for 2019-20.

RESERVED BUSINESS – Three items were deemed to be restricted under the Freedom of Information Act as being commercially sensitive as follows:

[REDACTED]

Lead: Nick Allan, Chair of Estates Committee

Status: Open, except for items EM388, EM389 and EM390 which are restricted as they are commercially sensitive.

ESTATES COMMITTEE

MINUTES: 10 December 2019

Present: Nick Allan (in the Chair),
Liz Connolly, John McMillan and Jennifer Johnston.

Apologies: Keith McKellar.

Attending: David Alexander (Vice Principal Operations), Stephanie Graham (Vice Principal Educational Leadership), Alan Ritchie (Director of Finance and Estates), Peter Thorne (Head of Estates) and Drew McGowan (Interim Secretary to the Committee).

Apologies: Andrew Hetherington.

EM373 WELCOME

The Chair welcomed Jennifer Johnston to her first meeting of the Committee.

EM374 DECLARATION OF INTERESTS

John McMillan and Liz Connolly declared an interest as Trustees of the West College Scotland Foundation. David Alexander declared an interest as a member of the Council of the Scottish Funding Council (SFC) and Chair of the SFC's Audit and Compliance Committee.

EM375 MINUTES

The minutes of the meeting held on 10 September 2019 were approved.

EM376 ACTIONS FROM THE MINUTES

The actions of the meeting held on 10 September 2019 were noted.

EM377 DISPOSAL OF PROPERTY – DRUMRY ROAD

The Director of Finance and Estates informed the Committee that the College had disposed of the Drumry Road property on the basis of the terms approved by the Committee.

EM378 EMERGING OPPORTUNITIES

The Vice Principal Operations provided a verbal report on the emerging opportunities with the Golden Jubilee National Hospital and their plans for expansion. The Committee heard that the GJNH, the College and West Dunbartonshire Council would continue to look at working together going forward to explore ways of working together and maximise the community benefits.

EM379 ESTATES CONDITION UPDATE REPORT

The Committee received a presentation on the recent updated condition surveys which had been undertaken in relation to the College estate. The Head of Estates outlined that previous condition surveys had been undertaken by the College during 2015 – which

provided an informed basis for the College Estate Strategy – and that SFC had then used this to inform the basis of their national College condition survey which was published in December 2017. The recent surveys demonstrated that there was an increasing level of investment required to ensure College buildings were at the level of Condition B. The Head of Estates had reviewed the recent survey outcomes and initial discussions and analysis indicated that once additional costs, such as VAT and inflation, were factored in the College should be investing around £42.5 million over the next five years to obtain Condition B status. The Committee noted that this figure does not include upkeep or new fixtures and fittings, so this would therefore only be part of the total investment required. The Head of Estates provided examples of work required throughout the College's estate and reminded members that an objective in the new strategic plan commits the College to high quality facilities. The Chair complimented the Head of Estates for a thorough piece of work and presentation. In the ensuing discussion, members noted the trend of reductions in estates funding allocations to the sector and expressed concern that the fact that the College was not able to invest in the estate to the level required would have a tangible impact on students, as well as the College's reputation and ability to deliver education and training. The Vice Principal Operations advised members that the College focus continued to be on ensuring the estate remained operational, but that the level of estates funding provided was not enabling investment in the development and upgrade of the estate to the levels required to support the curriculum and delivery of 21st century teaching and learning. The Head of Estates proposed that the College would:

- Conclude discussions with Thomson Gray surveyors on the survey outcomes and the cost basis for years 6 to 20;
- Consider any further implications the output from the survey might have on the College Estate Strategy 2016-2026;
- Use the information contained in the 2019 survey to help identify the operational priorities and inform the application of any future estate's maintenance funds;
- Update the Estate Committee on the final output from the 2019 condition surveys;
- Share the 2019 survey outputs with the SFC; and
- Continue to engage with the SFC and their advisors to press the requirement for significant investment in the College estate.

The Committee agreed with the outlined course of action with there being a need for early discussion with SFC. The Principal welcomed the endorsement of the Committee and commented that it illustrated the considered view of the College and the urgency it merited. Members agreed that the presentation and paper on the condition of the estate should be considered by the February meeting of the Board. [Action: PT]

EM381 ROOM UTILISATION REPORT

The Head of Estates tabled a report on room utilisation across the College's campuses. He explained that surveys, undertaken bi-annually, support the College's business cases and future investment, and provided a summary of the survey findings. The Committee noted that the trend data shows stable utilisation in Clydebank and Paisley but falling utilisation year-on-year in Greenock. The Vice Principal Educational Leadership said that timetabling was being reviewed and that there were proposed changes being considered going forward in relation to room ownership and allocation. The Committee agreed that it would be helpful if future reports could include an update on this.

EM382 2018-19 CLIMATE CHANGE REPORT

The Committee considered the annual climate change report submitted to the Scottish Government by the College in line with the Climate Change Act requirements. The Director of Finance and Estates confirmed that the College continues to make strides in reducing carbon emissions – from emitting 5,303 tons of carbon dioxide in 2015/16 to 4,249 in 2018/19. The Committee noted that the target for the Carbon Management Plan was to achieve a 10% reduction by 2021 and welcomed the confirmation that the College had exceeded this target ahead of schedule with a 19.8% reduction to date.

EM383 ESTATES MAINTENANCE PLAN & SUSTAINABILITY UPDATE REPORT

The Director of Finance and Estates tabled a report to update members on the College's plans for estates maintenance and sustainability. He highlighted that reductions in the estates funding made available to the College make this work increasingly challenging, with the College receiving only £821,000 from the SFC for ongoing estates maintenance in 2019/20. The Committee noted the contents of the report and reiterated their concerns regarding the Colleges' estates funding allocation and the fact that this was not enabling the level of investment required to be met.

EM384 CATERING AND CLEANING SERVICES REVIEW

The Committee received an update from the previous meeting on the work undertaken in reviewing College cleaning and catering services. Some areas for improvement in relation to the catering service had been identified by the external consultant undertaking the reviews and the College was currently looking at the best way to take these forward. There was also a discussion on the quality and productivity of the cleaning services and it was noted that work would be undertaken to maintain good practices identified by the review across the College. The Committee expressed interest in attending the next Finance and General Purposes Committee meeting, to be held in March, where Ideal Catering Consultant's will be in attendance to provide an overview of their review. The Committee would also be kept updated of progress in reviewing these services further as required going forward. [Action: DM; DA]

EM385 STRATEGIC RISK REGISTER

Members considered the strategic risk register and it was agreed that the Committee was minded to allocate more time to this agenda item at the next meeting to allow for further discussion on the College's estate and the risk it presented. It was also agreed that the Vice Principal would update the mitigations in the recorded risks in relation to the College's estate. [Action: DA]

EM386 SCHEDULE OF BUSINESS 2019-20

The Committee noted its schedule of business for 2019-20.

EM387 NEXT MEETING

The next meeting will be held on Tuesday 3 March 2020, Clydebank Campus

RESERVED BUSINESS

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

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

TITLE: AUDIT COMMITTEE
Draft Minutes of the meeting held on 12 December 2019

Action: The following points are a summary of items of discussion at the Audit Committee meeting held on 12 December 2019. The draft minutes are attached for information.

AM458 AUDIT ASSURANCE COMMITTEE HANDBOOK UPDATE – The Committee noted the contents of the paper and agreed that further updates should be provided at future meetings as appropriate.

AM459 INTERNAL AUDIT REPORT – REGIONAL OUTCOME AGREEMENT (STAGE 1) - The Committee approved the audit report and noted that members would consider the Stage 2 report at their meeting in March 2020.

AM460 INTERNAL AUDIT REPORT – FINANCIAL SYSTEMS HEALTH CHECK - The Committee welcomed the report's level assurance and were content to approve it.

AM461 INTERNAL AUDIT ANNUAL PLAN 2019-20 UPDATE - Members received an update to the 2019-20 internal audit plan approved by the Committee in May 2019.

AM462 ROLLING AUDIT ACTION PLAN - The Committee was satisfied with the explanations offered and approved the requests. Members were also content to approve the Rolling Audit Action Plan in its entirety.

AM463 EXTERNAL AUDIT ANNUAL EFFECTIVENESS REVIEW - The Committee agreed with the conclusions made in the paper.

AM464 RISK MANAGEMENT - STRATEGIC RISK REGISTER - The Committee approved the strategic risk register.

AM465 REGISTER OF INTERESTS REPORT 2019-20 - The Committee noted the report and that it be published on the College's website for reasons of transparency.

AM466 INTERNAL AND OTHER AUDIT SERVICES CONTRACT - The Committee agreed that the Management include a range of audit days in

the contract and approved the proposed procurement plan. Members also noted that the Committee will be requested to approve the awarding of the contract at the March 2020 meeting.

AM467 SCHEDULE OF BUSINESS 2019-20 (AM427) - Members noted its Schedule of Business 2019-20.

AM468 TERM OF OFFICE - It was agreed that the Chair of the Committee's request that Wai Wong be reappointed would be communicated to the Chair of the Board who would present this to the Board of Management meeting on 3 February 2020.

Lead: John McMillan, Chair of Audit Committee

Status: Open (no restricted items)

AUDIT COMMITTEE

MINUTES: 12 December 2019

Present: John McMillan (in the Chair) and Wai Wong.

Attending: Liz Connolly (Principal), David Alexander (Vice Principal Operations), Alan Ritchie (Director of Finance and Estates), Drew McGowan (Interim Secretary to the Committee).

Attending by invitation: Claire Beattie (Scott Moncrieff).

Apologies: Graeme Bold, Andrew Hetherington and Elizabeth Young (Scott Moncrieff).

AM454 DECLARATION OF INTERESTS

John McMillan and Liz Connolly declared an interest as Trustees of West College Scotland Foundation. David Alexander declared an interest as a Board member of the Scottish Funding Council and as Chair of the Scottish Funding Council Audit and Compliance Committee.

AM455 MINUTES

The minutes of the meeting held on 4 September 2019 were approved.

AM456 ACTIONS FROM THE MINUTES

The Committee noted the actions taken and outstanding since the last meeting.

AM457 REMIT OF COMMITTEE

At the Committee's previous meeting in September 2019, members noted that the responsibility for providing advice to the Board on the College's accounting policies lay with the Finance and General Purposes Committee; however, it was felt the wording of the Finance and General Purposes Committee remit could be amended to specifically reflect this and thus members agreed to recommend an amendment be made. The Vice Principal Operations confirmed to members that the Finance and General Purposes Committee had since agreed an amendment and this had subsequently been approved by the Board.

AM458 AUDIT ASSURANCE COMMITTEE HANDBOOK UPDATE

The Interim Secretary to the Committee tabled a report to update members on the actions the College had taken, in partnership with Scott Moncrieff, to progress the requirements of the revised Audit and Assurance Committee Handbook issued by the Scottish Government in 2018. The Director of Finance and Estates provided further information on the work that has been undertaken in relation to training, terms of reference and an assurance framework. He assured members that development of an assurance framework was continuing and that they would be able to consider this at the end of 2020. The Committee noted the contents of the

paper and agreed that further updates should be provided at future meetings as appropriate.

AM459 INTERNAL AUDIT REPORT – REGIONAL OUTCOME AGREEMENT (STAGE 1)

Claire Beattie of Scott Moncrieff presented the internal audit report on the Regional Outcome Agreement in Elizabeth Young's absence. She provided an overview of the report, telling the Committee it was an overwhelmingly positive report and that only one area – engagement with external stakeholders – was identified for consideration, but said the auditors appreciated the short timescales the College worked to for the Regional Outcome Agreement. Members were informed that Stage 2 of the Regional Outcome Agreement audit review would begin in the New Year. The second stage will assess timing of submissions and how feedback is actioned. The Committee approved the audit report and noted that members would consider the Stage 2 report at their meeting in March 2020.

AM460 INTERNAL AUDIT REPORT – FINANCIAL SYSTEMS HEALTH CHECK

The Committee considered the internal audit report on the College's financial system and an overview was provided by Claire Beattie. Members were informed that the audit, undertaken in November, found that the College's financial controls are well-designed and this is reflected in a positive report. Noting that there were no recommendations resulting from the audit, the Committee welcomed the report's level of assurance and were content to approve it.

AM461 INTERNAL AUDIT ANNUAL PLAN 2019-20 UPDATE

Members received an update to the 2019-20 internal audit plan approved by the Committee in May 2019. As per the two previous items (AM459-60), it was noted that the financial systems health-check and Regional Outcome Agreement (Stage 1) audits were now complete. Claire Beattie confirmed that the scope and timing of Regional Outcome Agreement (Stage 2) and digital strategy audits had now been agreed with management, whilst they were still in discussion regarding the scope of the continuing professional development and online resources audits. It was also noted that the fieldwork for the equality and diversity audit was currently underway and that the Committee would have the opportunity to consider the report at the March 2020 meeting.

AM462 ROLLING AUDIT ACTION PLAN

The Director of Finance and Estates tabled an update on the status of the recommendations made to the College by the internal and external auditors. He requested that six recommendations arising from the completion of recent external audits be included in the rolling action plan and that 15 completed internal audit recommendations be removed. Members were content to approve this. The Director also provided the following explanations for four time extensions:

.1 Recommendation 4 – Fraud Risk Assessment: Whilst most work associated with this recommendation has been completed, the external training that has been arranged falls outwith the deadline. An extension from 30 September 2019 to 31 January would allow for this training to be undertaken by staff.

.2 Recommendation 18 – Student Experience: In response to a low uptake of evening class representatives, the College was now trying to engage directly with evening students. This work has commenced and an extension from 30 September 2019 to 31 January 2020 would allow it to be further progressed. Responding to a query regarding realistic timescales, the Director explained that student feedback was important and, by the next meeting, he would be in a position to request that the recommendation be removed or carried forward.

.3 Recommendation 19 – Student Intranet: Whilst a review of the content has been completed, an extension from 30 June 2019 to 31 January 2020 would allow for the process of future monitoring to be finalised.

.4 Recommendation 20 – Student Experience: Due to limited responses from evening students, the Student Engagement team are now facilitating focus groups to gain feedback. An extension from 31 October 2019 to 31 December 2019 would allow for this process to be completed.

After a discussion regarding the respective roles and responsibilities of the Committee, attending officers and auditors in monitoring and reporting, the Committee was satisfied with the explanations offered and approved the requests. Members were also content to approve the Rolling Audit Action Plan in its entirety.

AM463 EXTERNAL AUDIT ANNUAL EFFECTIVENESS REVIEW

The Interim Secretary to the Committee tabled a paper summarising the findings of the external audit annual effectiveness review recently completed by members and attending officers. He confirmed that the submissions indicated that the external auditors enjoyed a high level of satisfaction amongst the members and attending officers, citing examples offered in individual questionnaires. The Interim Secretary advised, having reviewed all written feedback, that there were no areas of concern. The Committee agreed with the conclusions made in the paper.

AM464 RISK MANAGEMENT - STRATEGIC RISK REGISTER

The Director of Finance and Estates tabled the strategic risk register for the members' consideration and a paper to update the Committee on the work being currently undertaken by the College. The Committee noted that, whilst the no additions or amendments had been proposed by other committees, the Finance and General Purposes Committee agreed to keep the matter of the College's funding allocation from the Scottish Funding Council – in relation to care-experienced funding and the bursary uplift – under review. The Director also reminded members that the introduction of a target risk score and risk appetite statement would be taken forward in the New Year. The Committee approved the strategic risk register.

AM465 REGISTER OF INTERESTS REPORT 2019-20

The Interim Secretary to the Committee tabled the register of interests report for 2019-20 for the Committee's attention, adding that the update reflects the addition of two new members of the Board and a co-opted member to the Learning, Teaching and Quality Committee. One amendment to the Register was noted. The Committee noted the report and that it be published on the College's website for reasons of transparency. [Action: DM]

Ahead of the next item, Claire Beattie left the meeting.

AM466 INTERNAL AND OTHER AUDIT SERVICES CONTRACT

As the Audit Committee agreed that a single contract should be in place for internal audit and other audit work from 2020-21 at the March 2019 meeting (AM399), the Director of Finance and Estates tabled a paper to update members on the work that College has undertaken to progress this. He proposed that the new contract would be for a period of three years (1 August 2020 to 31 July 2023) with the option to extend for a further two years (31 July 2025), if the Committee deemed it appropriate to do so, and this contract would be procured using the Advanced Procurement for Universities and Colleges (APUC) framework. There was a discussion on the prospect of other colleges tendering at a similar time as the College, the corporate social responsibility of tendering companies and the composition of the awarding panel. The Director also asked members to consider the number of audit days for inclusion in the contract. The Committee agreed that the Management include a range of audit days in the contract and approved the proposed procurement plan. Members also noted that the Committee will be requested to approve the awarding of the contract at the March 2020 meeting.

AM467 SCHEDULE OF BUSINESS 2019-20 (AM427)

Members noted its Schedule of Business 2019-20.

AM468 TERM OF OFFICE

The Committee was made aware that Wai Wong's term of office expired before the next meeting in March. It was agreed that the Chair of the Committee's request that Wai Wong be reappointed would be communicated to the Chair of the Board who would present this to the Board of Management meeting on 3 February 2020.

[Action: DM]

AM469 DATE OF NEXT MEETING:

Thursday 12 March 4.00 p.m. in Abercorn 2, Paisley Campus.

TITLE: MEMBERSHIP, PROPOSED SCHEDULE OF BUSINESS 2019/20 AND DATES OF MEETINGS IN 2019/20

Background: The Board is asked to note:

1. **Current Board membership** – see Annex 1.
2. **Proposed Schedule of Business for 2019/20** – see Annex 2. This will be subject to review and adjustment in light of the business coming forward.
3. **Dates of meetings in 2019/20** – see Annex 3. This includes the dates of meetings of the Committees.

Action: The Board is asked to note the information.

Lead: Shirley Gordon, Secretary to the Board

Status: Open

Annex 1

WEST COLLEGE SCOTLAND BOARD OF MANAGEMENT

Under the terms of the Further and Higher Education (Scotland) Act 1992, as amended by the Post-16 Education (Scotland) Act 2013, the membership of the Board of Management 'shall consist of no fewer than 15 nor more than 18 members'. The current membership is:

Chair

Keith McKellar

Vice Chair

Jacqueline Henry

Principal

Elizabeth Connolly (*ex officio*)

Teaching staff – 1 elected

David Watson

Non-Teaching staff – 1 elected

Steven Cairney

Students Association (2)

Vanessa Thompson

Priya Kaur

Non-Executive Members

Nick Allan

Jim Hannigan

Andrew Hetherington

Jenifer Johnston

Linda Johnston

John Leburn

John McMillan

Mark Newlands

Angela Wilson

Sabira Akram

Fiona McKerrell

In Attendance

Stephanie Graham, Vice-Principal Educational Leadership

David Alexander, Vice-Principal Operations

Shirley Gordon, Secretary to the Board

BOARD OF MANAGEMENT 2019/20
PERIOD OF APPOINTMENT

Name	Status	Period of appointment
Keith McKellar	Chair	4 + 2 years 4.03.14 – 3.03.18 3.03.18 – 2.03.20
Elizabeth Connolly	Principal	<i>Ex officio</i>
Nick Allan	Non-Executive	4 + 4 years 1.02.15 – 31.01.19 1.02.19 – 31.01.23
Jim Hannigan	Non-Executive	3 + 4 years 1.02.15 – 31.01.18 1.02.18 – 31.01.22
Jacqueline Henry	Non-Executive	3 + 4 years 1.02.15 – 31.01.18 1.02.18 – 31.01.22
Andrew Hetherington	Non-Executive	2 + 4 years 1.02.15 – 31.01.17 1.02.17 – 31.01.21
Jenifer Johnston	Non-Executive	4 + 4 years 1.02.15 – 31.01.19 1.02.19 – 31.01.23
Linda Johnston	Non-Executive	4 years 1.01.17 – 31.12.20
John Leburn	Non-Executive	4 years 1.01.17 – 31.12.20
John McMillan	Non-Executive	2 + 4 years 1.02.15 – 31.01.17 1.02.17 – 31.01.21
Mark Newlands	Non-Executive	4 + 4 years 1.02.15 – 31.01.19 1.02.19 – 31.01.23
Angela Wilson	Non-Executive	4 years 1.09.17 – 31.08.21
Sabira Akram	Non-Executive	4 years 1.12.19 – 30.11.23
Fiona McKerrell	Non-Executive	4 years 1.12.19 – 30.11.23
David Watson	Teaching Staff	4 years 13.09.17 – 12.09.21
Steven Cairney	Support Staff	4 years 18.09.19 – 17.09.23
Vanessa Thompson	Student President	1 year 1.08.19 – 31.07.20

Priya Kaur	Student Representative	1 year 1.08.19 – 31.07.20
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Note: The Chairs of the Committees are also members of the Nominations and Remuneration Committees.

(CO-OPTED) PERIOD OF APPOINTMENT AND MEMBERSHIP OF COMMITTEES 2019/20

Name	Status	Period of appointment	Committee
Ruth Binks	Co-opted	1 year 1.03.19 – 29.02.20 1.03.20 – 29.02.21	LTQ
Mark Hamilton	Co-opted	1 year 1.11.19 – 31.10.20	LTQ
Graeme Bold	Co-opted	1 year 1.07.17 – 30.06.19 1.07.19 – 30.06.20	Audit
Wai Wong	Co-opted	1 year 1.03.19 – 29.02.20 1.03.20 – 29.02.21	Audit
David Mark	Co-opted	1 year 1.03.19 – 29.02.20 1.03.20 – 29.02.21	OD&HR

Annex 2

PROPOSED SCHEDULE OF BUSINESS 2019/20 BOARD OF MANAGEMENT

Date of meeting	Agenda items	Deadline for Papers
7 October 2019 Greenock Campus	Main items of business 5 Year Financial Forecast Business Transformation Plan VS Scheme Board Membership External Effectiveness Review Committee reports Audit; Estates; Finance & GP; Organisational Development & HR	24 September
9 December 2019 Paisley Campus	Main items of business Key Performance Indicators Evaluation Report and Enhancement Plan Student Satisfaction Survey Outcomes Management Accounts <i>Regional Outcome Agreement Review Report 2018/19?</i> <i>Draft Board External Effectiveness Review Report?</i> Financial Statements for the year ending 31 July 2019 Report from External Auditor Annual Report from Audit Committee Annual Report from Internal Audit Committee reports Corporate Development; Finance & GP; Joint Audit and FGP; Learning, Teaching & Quality; Organisational Development & HR. Development session (at 3.00 p.m.) Risk management appetite statement	27 November
3 February 2020 Paisley Campus	Main items of business Board External Effectiveness Review Report Board Development Action Plan Update <i>Draft Regional Outcome Agreement 2020-?</i> <i>Review of Modern Slavery Statement?</i>	22 January

	<p>Committee Reports Audit; Estates</p>	
<p>23 March 2020 Clydebank Campus</p>	<p>Main items of business Final Regional Outcome Agreement 2020 - ? HR Annual Report 2019 Key Performance Indicators update? Proposed dates of meetings 2020/21</p> <p>Committee Reports Audit; Corporate Development; Estates; Finance & General Purposes; Learning, Teaching & Quality; Organisational Development & HR</p>	<p>11 March</p>
<p>15 June 2020 Paisley Campus</p>	<p>Main items of business Management Accounts Budget 2020/21 and Financial Strategy (including Budget for Students Association) Review of Board Development Action Plan?</p> <p>Committee Reports on Progress against Regional Outcome Agreement?</p> <p>Draft Schedule of Business 2019/20</p> <p>Committee reports Audit; Corporate Development; Estates; Finance & General Purposes; Learning, Teaching & Quality; Organisational Development & HR</p>	<p>3 June</p>

Dates of Meetings in 2019/20

Committee	Aug 19	September 19	October 19	November 19	December 19	January 20	February 20	March 20	April 20	May 20	June 20
BOARD Mondays at 4.00 p.m.			7 G		9 P		3 P	23 C			15 P
Audit Thursdays at 4.00 p.m.		4 Wednesday			12			12		21	
Joint Audit & Finance				19 4.00 p.m.							
Finance and GP Tuesdays at 4.00 p.m.		3		19 2.00 p.m.				10			2
Corporate Development Tuesdays at 4.00 p.m.			22				18			5	
Estates Tuesdays at 4.00 p.m.		10 P			10 G			3 C		26 P	
OD&HR Wednesdays at 4.00 p.m.		18		6			12			13	
LTQ Wednesdays at 4.00 p.m.				13 C			26 P			20 G	
HR&CD						21		TBC		5	

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

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

TITLE: **REPORT ON DELEGATED ACTION**

BACKGROUND: Since the Board's meeting in December 2019, the Chair has exercised the follow delegated actions:

- Re-appointed Ruth Binks as a co-opted member of the Learning, Teaching and Quality Committee until 29 February 2021.
- Re-appointed Wai Wong as a co-opted member of the Audit Committee until 29 February 2021.
- Re-appointed David Mark as a co-opted member of the Organisational Development & HR Committee until 29 February 2021.

The Chair has also been considering what Committees the following two new Board Members would be appointed to and will update the Board at the meeting:

- Fiona McKerrell
- Sabira Akram

ACTION: The Board is asked to homologate the actions taken by the Chair.

LEAD: Keith McKellar, Chair of the Board of Management

STATUS: Open