Monday 23 March 2020 at <mark>3.30 p.m.</mark> in
Cunard Room, Clydebank Campus

Agenda

1. Education Scotland – College Progress Visit Report -   Paper 1
   Two Inspectors (Janet Campbell and John Bowditch) will
   attend to present this in further detail. **(3.30 – 4pm)**

General Business

2. Welcome

3. Apologies – John Leburn

4. Declaration of Interests

5. Minute of the meeting held on 3 February 2020   Enclosed   WH
    .1 Actions from the minutes   Enclosed   WH

6. Matters Arising from the minute
    (not otherwise on the agenda)

Main Items for Discussion and/or Approval

7. Students Association Report   Paper 7   VT

8. Chief Executive's Report   Paper 8   LC
    .1 Business Transformation Plan
    .2 Greenock Campus
    .3 Scottish Budget
    .4 Coronavirus

9. Chair's Report   Verbal Report WH

10. Risk Management Strategy Report   Paper 10   DA

11. Draft Regional Outcome Agreement (including   Paper 11   StG
    Key Performance Indicators update)

Committee Reports

12. LTQ Committee   Paper 12   JHe
     Minutes of the meeting held on Wednesday 26 February 2020

13. Estates Committee   Paper 13   NA
     Minutes of the meeting held on Tuesday 3 March 2020

14. F & GP Committee
     .1 Report of the meeting held on Tuesday 10 March 2020   Verbal Update JHa
     .2 Management Accounts for the six-months to 31 January 2020   Paper 14.2   DA

15. Audit Committee
     .1 Report of the meeting held on Thursday 12 March 2020   Verbal Update JMc
     .2 Anti-bribery and Corruption Policy   Paper 15.2   DA
     .3 Internal and Other Audit Services   Paper 15.3   DA

16. HRCDC Committee   Verbal Update MN
     Report of the meeting held on Tuesday 17 March 2020

17. Remuneration Committee   Paper 17   MN
     Report of the meeting held on Monday 3 February 2020

Items for Information

18. Board of Management:
     .1 Proposed dates of meetings in 2019/20   Paper 18.1   ShG
     .2 Membership, Dates of Meetings and Schedule of   Paper 18.2   ShG
        Business 2019/20

19. Report on Delegated Action   Paper 19   WH

20. Any other Business

21. Date of Next meeting
     Monday 15 June 2020 at 4.00 p.m. at the Paisley Campus

                                     Shirley Gordon
                                Secretary to the Board

College Progress Visit Report

West College Scotland

February 2020

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

Background and context

The college and its context

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

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

Purpose of the progress visit

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

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

Overall judgement regarding progress

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

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

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

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

Findings from the progress visit

Outcomes and impact

Areas of positive progress

- The college has been proactive in improving arrangements for the early identification of care-experienced learners across all programmes. This has been achieved through effective early monitoring and cross-referencing of application, funding and enrolment records. These learners are well supported, and directed towards a range of tailored and relevant internal and external services through the college's Student Advisory Services team and Enabling Services team. Funding support from the *Action for Children Stay* project has been used to develop designated support for care-experienced learners on the Greenock campus. Relevant curriculum staff are made aware of care-experienced learners on their programmes to alert them to monitor progress and any ongoing support needs.

- The college has been particularly active in the further development of services to support good mental health for learners. Online training for staff has been undertaken and the level of awareness across the college of the issues that affect learners and their college experience has grown. Overall, staff feel better informed to deal with most of the day-to-day issues that learners may present. A Wellbeing Advisor has been appointed recently and is providing individual support and group workshops on topics such as life skills, resilience and mental health. The adviser has linked well with the Student Association to develop initiatives such as the "*Gies a Break*" café, and to ensure learners are signposted to the most relevant support.

- College participation in Scottish Government's *College Improvement Project* last year, helped staff focus on retention and attainment themes. Once evaluation has been completed fully by Scottish Government, there are plans to share experiences across more curriculum teams to further develop best practice approaches to recruitment and retention across the college. This aligns well with the 'Curriculum Re-imagined' approaches that are well underway in many curriculum areas.

- The cyclical course evaluation process has been further strengthened to incorporate specific prompts which now include all relevant student outcomes. This ensures that programme teams report on outcomes for special interest groups, for example full-time HE, ethnic minorities, disability and SIMD 10 and 20.

- The college reviewed and modified its approach for collecting leaver destination data for the most recent cohort. The system is now less fragmented and includes greater clarity around roles and responsibilities within the support staff team. However, the response rate from leavers was still disappointing, although the responses received indicated improved positive destination outcomes for full-time FE and HE leavers.

Areas of further progress and actions required

- Although the in-house counselling team is well established and their services are available through the Student Advisory Services team, increasing demand from learners who are dealing with mental health issues means that often there is insufficient resource to react immediately to situations and there are waiting lists for some services.

- Managers and other staff have access to a range of performance reports through MIS. However, further work required to ensure a consistent approach by staff to real-time analysis and predictive use of data to inform decision making.

Delivery of learning and services to support learning

Areas of positive progress

- The college is widening its approaches to essential skills through incorporating a stronger focus on employability, career management skills and more recently meta-skills into many curriculum areas. Partnership working with Skills Development Scotland (SDS) is effective. In curriculum areas where there is strong partnership working with employers, the curriculum and delivery schedules have been adapted to better align to employer requirements and to ensure that learners are job-ready when they leave college. Overall, there is a strengthening focus on career pathways for learners in almost all curriculum areas.

- Many learners are using digital technology, including the recently introduced 'My Day' student portal, to reflect on their progress development of career management skills (CMS). They enjoy the convenience of being able to use these tools from their smart phones and value the immediacy of the information they can obtain.

- 'Curriculum Re-imagined' is a key strategy for the college moving forward. It involves all curriculum areas, and ensures that the college offering is fit for the future and aligns well with the revised college strategic priorities, particularly around personalisation and being agile and adaptive. Curriculum areas are at different stages in their curriculum redesign and are currently learning from each other through increased collaboration across campuses and across specialist areas. In addition, curriculum teams adapt delivery approaches to suit the needs of specific groups or cohorts of learners, particularly to maximise the benefits of work placements or for learners currently in employment.

- Partnership working with multiple local authorities to increase the choice of learning pathways for senior phase pupils is effective. This includes the delivery of Foundation Apprenticeships to broaden the learning options for senior phase pupils.

- Teaching staff are continuing to build their capacity to use existing and digital technology to support blended learning. Informal sharing of learning and teaching practices appears routine, and shared sector days are seen by staff as useful opportunities for cross-sector sharing.

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- Curriculum teams make good use of learner feedback to inform, modify and enhance learning and teaching activities. This includes formal student satisfaction surveys, end of unit questionnaires, and a range of immediate feedback activities during lessons.

- Curriculum teams use the operational planning process to bid for ICT resources to support learning and teaching, Priorities are agreed in discussions held with the Educational Leadership Team and senior IT staff. Learner feedback is taken into account when prioritising ICT capital and operational spends.

- The student funding team has responded positively to feedback received from learners and teaching staff to modify the funding application process and to make it more accessible by all learners. The early opening of the application process for returning students has had a positive impact by ensuring speedier processing of applications and earlier release of payments. It has also reduced the application backlog at the start of term with new applications now being processed in less than four weeks. Learner feedback on this issue in the early student survey was positive.

Areas of further progress and actions required

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

- Connectivity and ICT infrastructure continues to vary across the main campuses and frequently frustrates learners and staff when it becomes unreliable.

Leadership and quality culture

Areas of positive progress

- The college Corporate Plan has been reviewed and revised during 2019, highlighting four new strategic principles to drive the college forward to 2025, focusing on personalisation, partnerships, being agile and adaptive. These principles are underpinned by an ambitious digital strategy. Awareness of these principles is growing across teaching staff and they are now focusing on what these principles mean for their curriculum areas, learning and teaching approaches and the learner experience.

- Regular sector sharing days work well for teaching staff to share effective practice and to network and exchange ideas across curriculum areas and campuses. Outputs from these events are used in reflecting on learning and teaching approaches, identifying what works well and what needs to be improved.

- College structures, with CQLs in curriculum leadership roles in each campus, allow further sharing on a regular basis, through focused events or career long professional learning. CQLs are supported well in their operational roles by Sector Heads. The

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

- Self-evaluation processes undertaken by support areas have developed further over 2018-19. There is now an increasing awareness, by managers in support areas of their contribution to the learner experience and how their reflection informs the college's evaluative report and enhancement plan. Joint self-evaluation has been particularly effective within community learning. Local authorities, working with Clydebank campus staff, identify an improved offering for community-based learners as a result of robust joint self-evaluation approaches.

- Most class representatives have undertaken a short training session for their role and found it valuable. Their views have been used to help shape and develop a number of support services, particularly around the work of the Health and Wellbeing Adviser. Student input to the development of the 'My Day' app was also useful.

Areas of further progress and actions required

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

What happens next?

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

Dr John Bowditch
HM Inspector
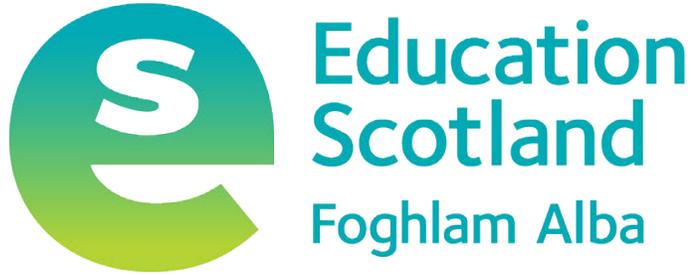
West College Scotland
Progress Visit – feedback to Board of Management

John Bowditch, HMI
23rd March 2020

Transforming lives through learning

Objectives for this session

- outline Education Scotland's Progress Visit arrangements

- main messages from the Progress Visit report

- what next?

Progress Visits – some general points

- first year of this process
- all colleges will have had a Progress Visit (PV) by the end of this academic year
- based on the Enhancement Plan – published
- actions or targets for 2018-19 – 20 planned actions
- did the college do what they said they were going to do?
- if not, why not?
- binary read-out
  - satisfactory progress/not satisfactory progress

West College Scotland PV – some detail

- took place 4th and 5th February 2020
- Managing Inspector - to provide external perspective
- college HMI - part of the team
- 2 associate assessors – senior managers from other colleges
- SFC Outcome Agreement Manager (OAM) – final feedback
- progress on 9 strategic actions in the Enhancement Plan 2018-19
- series of meetings to triangulate, learners, staff and stakeholders
- minimum documentation

WCS PV – evaluation of progress

- not based on any formula – all actions are equal

- team decision on progress

- organised according to Education Scotland's Quality Indicators (QIs)
  - outcomes and impact
  - delivery of learning and services to support learning
  - leadership and quality culture

WCS PV – evaluation of progress

- high level messages – verbal at the end of two days
- written report sent to the college a few weeks after the visit
- copy to Scottish Funding Council (SFC)
- presentation to the Board or relevant committee as soon as possible after visit
- report not published
- useful for further college HMI work
- further Evaluative Report required by end of October 2020

WCS PV – some main messages

SATISFACTORY PROGRESS

- good progress since Evaluative Report and Enhancement Plan

- West College Scotland has made progress on all of the 20 planned actions.

WCS PV – some main messages

Many positive aspects:

- arrangements and support for targeted groups of learners, eg care-experienced

- supporting good mental health for learners

- "Curriculum Re-imagined", assessing curriculum design & delivery

- greater focus on employability and career management skills in programmes aligned to strong partnership working

- sharing effective practice in learning and teaching across campuses

- curriculum leadership, the work of CQLs and Sector Heads

WCS PV – some main messages

Still some work to do:

- consistency of approach by staff to real-time analysis and predictive use of data
- developing meta-skills and ensuring consistency of CMS in all curriculum areas
- variability in connectivity and ICT infrastructure
- Career and Professional Development Review

Thank you – any questions?

John.Bowditch@educationscotland.gov.scot

BOARD OF MANAGEMENT

Minutes: 3 February 2020

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, David Watson, Angela Wilson, Sabira Akram and Fiona McKerrell.

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 Shirley Gordon (Secretary to the Board).

Apologies: Jacqueline Henry, Andrew Hetherington and Vanessa Thompson. The Board wished Andrew a speedy recovery from his recent surgery.

BM594 WELCOME
The Chair welcomed everyone to the Board meeting and thanked members for their participation in the earlier discussions on Strategic Risk Management and the Board Effectiveness Review 2019.   In summary, the following had been agreed:

- Strategic Risk Management – following discussion and further revision today to **approve** the 10 risk categories, the 5 risk appetite classifications and the risk appetite statement.

- Board Effectiveness Review 2019 – to **approve** the final version of the Board Effectiveness Review 2019.

BM595 DECLARATIONS OF INTERESTS
The following declarations of interest were recorded:

- 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.
- Sabira Akram: Business Analyst, Scottish Qualifications Authority.
- Fiona McKerrell: Partner employed by Skills Development Scotland.

BM596 MINUTES OF PREVIOUS MEETING
The minutes of the meeting held on 9 December 2019 were **approved**.

BM597 ACTIONS FROM THE MINUTES
The Board **noted** the actions taken since the last meeting.

BM598   MATTERS ARISING FROM THE MINUTES

There were no matters arising not otherwise on the agenda.

BM599   STUDENTS ASSOCIATION REPORT

Priya Kaur (Vice President, WCS Students' Association) summarised activities of the Students' Association since the last meeting of the Board and provided some highlights including:

- Ongoing promotional work to highlight the role of the Students' Association particularly for those new to the College.
- Seeking ideas from students (via consultation activities in each campus) on how best to raise awareness of the mental health support available at WCS as well as gathering suggestions on what could be done further.
- Sincere thanks to the Board's Chair for all the support and guidance given to the Students' Association throughout his period of office.

The Chair thanked Priya for the update and the Board **noted** the report from the Students' Association on recent activities.

BM600   CHIEF EXECUTIVE'S REPORT

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

.1 Business Transformation Plan -
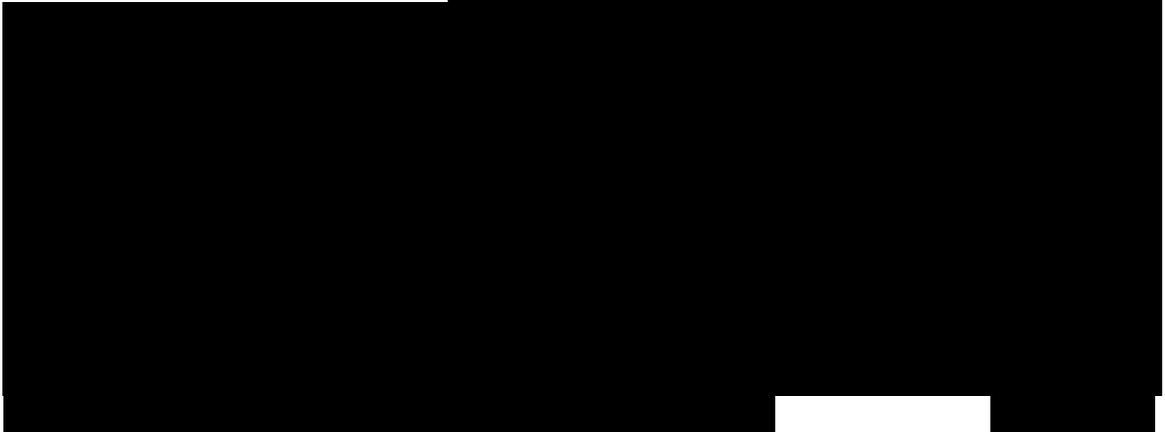
.2 Greenock Campus - A meeting had taken place on 17 January 2020 between senior College and Inverclyde Council representatives which had been positive and constructive. Similarly, a further meeting was held with Trade Union representatives on 8 January 2020 to continue discussions and this had also been a productive conversation with a number of suggestions being made in respect of how best to take forward improvements. It had been agreed that a series of meetings would be scheduled to progress these matters and the Principal would keep the Board up to date with any developments. **[ACTION:LC]**

.3 Student Support Funding – the College had requested additional in year funding of £1,409,000 and on 20 December 2019 received confirmation from the SFC that this request for additional student support funding would be met in full.

.4 Education Scotland Progress Visit - Education Scotland and the SFC had introduced annual Progress Visits to allow colleges to demonstrate how well they were delivering on targets and milestones identified in their Enhancement Plans and to allow them the opportunity to outline any changes to circumstances resulting in revisions to original objectives. WCS's Progress Visit took place on 29 and 30 January 2020 and initial verbal feedback had been positive and encouraging. A formal report was awaited, and two inspectors would attend the Board's March meeting to discuss this in further detail.

[ACTION:LC]

.5 DYW Annual Report - The Developing the Young Workforce's 5th Annual Progress Report 2018-2019 was published in December 2019. A case study of the joint College and DYW Greenpower project supporting the Inver Racers was featured.

.6 Award Shortlisting - The College had been shortlisted for a TES FE award in the category 'Best Teaching and Learning Initiative' for the Greenpower Initiative which was delivered in partnership with the regional Developing the Young Workforce Team. The winners would be announced at an awards dinner to be held on Friday 20 March 2020 at the Grosvenor House Hotel, London.

The Chair thanked the Principal for the update and the Board **noted** her report.

BM601   CHAIR'S REPORT
The Board received a written report from the Chair, and this highlighted the following:

BM602   STRATEGIC RISK REGISTER
The Board received a report from the Vice Principal Operations which outlined that, in accordance with the Corporate Governance Code, the Board was tasked with ensuring a framework of risk management and control was in place. The Strategic Risk Register (which had been approved by the Board at its December 2019 meeting and was aligned to the College Corporate Strategy) was considered and an update on the actions taken to embed risk management across the College provided.

The Board **approved** the College Strategic Risk Register and in doing so considered:
• The risks included in the register;
• The risk ratings both pre and post mitigation;
• Whether any other risks should be considered for removal;
• Whether any new risks should be considered for inclusion; and

• The further developments undertaken in relation to the College risk management framework.

BM603   DRAFT REGIONAL OUTCOME AGREEMENT

The Board received a report from the Vice Principal Educational Leadership and explained that it had been submitted to the SFC by the required deadline of 13 December 2020. The VP Educational Leadership led the Board through Agreement highlighting that it was a completely new three-year document in a new format, following the SFC guidance. The final ROA was due to be submitted to the SFC by the end of March 2020 and it would come to the March Board meeting for approval (following its review and setting of targets at the Learning, Teaching and Quality Committee meeting on 26 February 2020).
[ACTION – StG]

The Vice Principal Educational Leadership reported that initial feedback from the SFC on the draft had been positive with some minor strengthening in some areas suggested.   The Board welcomed the new format and commended, in particular, the Innovation section.

The Board **noted** progress made on the new ROA document.

BM604   COMMITTEE REPORTS

.1 Estates Committee: The draft minutes of the Estates Committee meeting held on 10 December 2019 were noted. The Committee Chair highlighted:

- The Committee had received a presentation on the College's estate condition surveys and the initial outcomes arising from these It was suggested this presentation be delivered to a future Board meeting for completeness.   **[ACTION – DA]**

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The Board **noted** the draft minutes and update.

.2 Audit Committee: The draft minutes of the Audit Committee meeting held on 12 December 2019 were noted. The Committee Chair highlighted:

- The Committee had approved the internal audit (Regional Outcome Agreement – Stage 1 report) and would consider the Stage 2 report at its meeting in March 2020.
- The Committee had welcomed the internal audit (Financial Systems Health Check) report's level assurance and were content to approve it.
- The Committee had agreed with the conclusions made in the External Audit Annual Effectiveness Review.
- The Committee had agreed that management include a range of audit days in the Internal and Other Audit Services Contract and had approved the procurement plan for the Internal and Other Audit Services Contract, noting that the awarding of the contract will require approval in March 2020.

The Board **noted** the draft minutes and update.

.3 HR and Corporate Development Committee: The draft minutes of the HR and CD Committee meeting held on 21 January 2020 were tabled for note alongside a draft of the remit for the new Committee. The Committee Chair highlighted:

- The new Committee's name, remit and membership.
- Its schedule of business for the remainder of the academic year.

The Board **noted** the draft minutes and update as well as the draft remit of the Committee.

.4 Remuneration Committee: The Committee Chair reported that the Remuneration Committee had met prior to the Board meeting today.

BM605   BOARD: COMMMITTEE MEMBERSHIP, SCHEDULE OF BUSINESS AND DATES OF MEETINGS
The Board **noted** its membership, proposed schedule of business for 2019-20 and the dates of Board and committee meetings for session 2019-20.   The following were suggested as future Board briefings:

- A budget briefing paper (following its announcement) to be circulated.
- The role of the College as a Corporate Parent.

BM606   REPORT ON DELEGATED ACTION TAKEN SINCE LAST MEETING
The Board **homologated** the following actions taken by the Chair:
- 3 co-optee reappointments:
  - Ruth Binks as a co-opted member of the Learning, Teaching and Quality Committee until 29 February 2021.

- Wai Wong as a co-opted member of the Audit Committee until 29 February 2021.
- David Mark as a co-opted member of the Organisational Development & HR Committee until 29 February 2021.

The Chair advised that he had not assigned the two new Board members (Fiona and Sabira) to Committees yet but would deal with this shortly.   **[Action: KM]**

BM607   ANY OTHER BUSINESS

The Principal reported that the interviews for the new College Chair were being conducted by the Scottish Government this week.

BM608   THANKS

On behalf of the Board, the Chair of the Audit Committee, proposed a vote of thanks to the Chair as his term of office came to an end in early March 2020. This would be his last Board meeting after a term of 6 years and he had demonstrated excellent leadership encouraging debate and discussion at Board meetings in a fair and professional way. The Board had thoroughly enjoyed working with him and wished him well in his future endeavours.

On behalf of all staff, the Principal thanked the Chair for his continued support and guidance throughout his tenure.

The Chair thanked the Board for such kind words and support over the years. He had enjoyed his role immensely and considered it a privilege to have worked with such a driven Board and inspiring students.

BM609   DATE OF NEXT MEETING

Monday 23 March 2020 at 4.00 p.m. at the Clydebank Campus.

Board of Management: Meeting of 3 February 2020
Actions from the Minutes

Date of meeting	Min Ref	Matter for Action	Responsible Person	Action Taken	Timescale (where applicable)
3 Feb 2020	BM600	Business Transformation Plan - Board to be kept informed of progress in discussions with SFC.	L Connolly		March meeting (CE Report)
	BM600	Greenock Campus - continue to report progress to Board meetings.	L Connolly		March meeting (CE Report)
	BM600	Education Scotland Progress Visit - formal report awaited and 2 inspectors to attend the Board's March meeting to discuss this in further detail.	L Connolly		March meeting (substantive item on agenda)
	BM603	Draft Regional Outcome Agreement 1) to be considered on 26/2/20 at the LTQ Committee meeting. 2) Back to the Board for approval on 23/3/20. 3) Submitted to the SFC by end March 2020.	Stephanie Graham	1) 26/2/20 LTQ meeting – complete	2) 23/3/20 Board meeting – on agenda. 3) to SFC before end March.
	BM604	Board to receive the same presentation that the Estates Committee received on 10/12/19 on the College's estate	David Alexander		Future Board meeting (June 2020 Board item as Nick unable to attend in March)
	BM605	Suggested as future Board briefings: 1 - The budget (following its announcement). 2 - The role of the College as a Corporate Parent.	1 – Drew McGowan 2 - ?		1 – Complete 2 - Future Board meeting.
	BM606 and BM590	Assign Committees to Sabira and Fiona.	Keith McKellar		Complete

	(from 9/12/20 Board meeting)				
		Actions from previous minutes			
9 Dec 2019	BM587.2	LTQ Committee: Committee to be updated on response to student feedback highlighted at last meeting.	C McNab		Complete - LTQ February 2020 meeting
	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		June 2020 meeting
7 Oct 2018	BM565 (i) 544	Brexit – 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	Board to return to this matter once more information is available	Future meeting
	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

The Student Association Board March 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 welcome our new chair Dr Waiyin Hatton to West College Scotland and we look forward to working with you for the benefit of our students.

The final stages of recruitment of a SA staff member are currently underway as we have the interviews before the board meet. We have a fantastic selection of candidates lined up and I should be able to confirm if we have selected any of these candidates to fulfil this role. The SA are looking forward to having someone within the team who can help and support the officers to provide a better student experience when it comes to the SA.

Nominations for next year's SA Officers have taken place and we have 1 candidate for every role except Greenock where we have 2 candidates. This is an exciting time as we will be able to do husting and the students will have a selection of candidates to choose from. This process will happen over the next few weeks and we will be able to update you on who the team for next year will be at the next board.

We have also been working in partnership with our NUS Scotland development officer on running a pilot for 'Making big change happen'. This has been an opportunity for the students to put forward ideas on how the SA can better support their mental health, this will involve the students budgeting and planning their idea. These ideas were then put to a panel, which consists of the SA, Head of Quality, Health and Wellbeing Advisor, Think Positive and NUS Scotland. We are still going through the final panel stage but are excited to see the ideas from the selected students come to life. However, whilst trying to inform the students of this fantastic opportunity we have felt there was a lack of support from the curriculum staff across the colleges. We emailed all CQLs and asked them to pass on this information to their classes but when we went to speak to classes they were not aware of this. We also put it on all internal sources such as the staff and student intranet as well as my day but we felt the best results came from speaking to classes and holding a stall in campuses. If we have the co-operation of the staff members this would have been a much easier process for our small team to undertake and would have meant all students would have had a clear understanding of what it was about and a chance to apply their ideas.

We are shortlisted for NUS Scotland College SA of the year; we are hoping to keep it at WCS for a second year running and will be able to update you all at the board. We attend NUS Scotland Conference in Dundee on the 19th&20th March where the new NUS Scotland representatives will be elected.

We had a successful LGBT+ awareness event at our campuses where students and staff were able to show support for our students who identify as a member of the LGBT+ community and this was done with our LGBT+ officers working alongside us as well as the NUS Scotland LGBT+ Officer attending the Clydebank event. We are more events planned around carers awareness and we are working on our end of year jam, this will allow us to celebrate the successes of our students.

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   ██
██
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2   Greenock Campus

2.1   As previously reported, there have been two meetings between the management team, union representatives and the Student President and Vice President to discuss the contents of the '10 point plan' for Greenock, previously presented to the Board.

2.2   A further series of meetings have now been set up running until the end of term. The next meeting is scheduled for Tuesday 24th March. Feedback on this meeting will be presented to the next Board meeting.

3   Scottish Budget

3.1   The Scottish Government published its draft budget for 2020-21 on Thursday 6th February 2020, with the final budget being approved in early March.

3.2   The Key headlines within the budget for the College sector are:

- The Scottish Government increased current levels of revenue funding for the sector by 5.52% in cash terms (approximately 3.6% in real terms), with the budget for 2020-21 confirmed as £640.0m. This represents an additional £33.5m against the budget for 2019-20.

- The Scottish Government has reduced current levels of capital funding for the college sector with the budget for 2020-21 confirmed as £35.7m. This represents a reduction of £11.9m against the budget for 2019-20. However, it is important to note that last year's figure included £22m of capital funding for the Forth Valley College Campus build in Falkirk. In 2020-21, up to £3m has been allocated for the Dunfermline Community Learning Campus. This leaves £32.7m for capital, which compares to an equivalent figure of £25.6m for 2019-20. Therefore, representing an increase of £7.1m available for backlog maintenance and lifecycle costs.

3.3 Other key points in the budget for the College sector include:

- Maintaining at least 116,000 full-time equivalent college places.
- Maximising the contribution of colleges to support sustainable and inclusive economic growth.
- Colleges to play a leading role in improving Scotland's skills base by aligning investment and activities with public sector partners and ensuring that provision in colleges supports employability and productivity in line with government priorities.
- Securing continuous improvement in learner outcomes by progressing the ambitions of Developing the Young Workforce, Learner Journey, Widening Access and Student Support programmes, all of which contribute to improving outcomes particularly for those who may need additional support, such as ESOL (English for Speakers of Other Languages) learners, those from care-experienced backgrounds, and disabled students.
- Continue the commitment to internationalisation by building on relationships, sharing the skills and expertise of colleges.
- Improve the student experience by working with the sector to tackle gender-based violence through Equally Safe and improve students' mental health and wellbeing, including through the provision of additional counsellors across the sector.
- Deliver key commitments in the STEM Education and Training Strategy to ensure education provision meets the changing needs of employers and learners across Scotland.
- Work with colleges to develop initiatives that will work towards reducing child poverty rates and champion diversity at all levels.
- Continue to provide free period products to students in colleges.
- European Structural Funs funding continues to support learning and skills through funding for colleges and apprenticeships, including graduate and foundation apprenticeships.

3.4 While the additional revenue funding highlighted above is to be welcomed, initial indications suggest that in essence this funding will be used to fund the increases in teaching pensions which were previously reported to the Board, the increased demand for student support funding, again previously reported and to contribute towards any pay increases.

3.5   As mentioned in item 1, the Funding Council Board meets on the 2nd April to discuss and agree the proposed allocations for Colleges for 2020-21. It is anticipated that College budget allocations will be announced shortly thereafter.

4   Coronavirus (Covid-19)

4.1   Cases of novel coronavirus were first reported in Hubei Province, China, in December 2019. Since then, further cases of the virus have been confirmed in a number of countries worldwide including in the UK and Scotland.

4.2   In order to prepare for any local outbreak of the virus the College has been reviewing its business continuity plan and considering the implications if large numbers of staff and students are required to self-isolate.

4.3   On Wednesday the 4th March the Scottish Funding Council circulated a questionnaire to all Colleges and Universities to gather information about the potential implications of an outbreak and to understand the current levels of preparedness, and to support institutions to deal with an outbreak. It has been suggested that this information will be required to be updates on a weekly basis.

4.4   The College Senior Management Team will include this as a standing item on its fortnightly management meeting for the foreseeable future. In addition a smaller group of the SMT comprising the Executive Team, the Director Finance and Estates – who is the College lead for Business Continuity, the Director Organisational Development & HR and the Director Communications Policy & Planning and other staff as appropriate will meet on a weekly basis to assess the current situation and determine any actions required.

4.5   In terms of immediate actions;
- we have identified priority staff who could continue business at home, and are seeking to ensure that they have the necessary support to do so.
- We are ensuring student progress results are up to date, teaching materials are accessible & shared for staff covering classes or teaching remotely.
- Checking bank/cover staff availability.
- We are developing communications for both staff and students in light of the need to self isolate.

We are also monitoring advice from both the Scottish and UK Governments on a daily basis. A further verbal update will be provided at the Board meeting.

5   Cumberford Little Report

5.1   The Cumberford-Little Report, One Tertiary System: Agile, Collaborative, Inclusive – was commissioned by the Scottish Government to consider what more Scottish colleges can do to help improve businesses' performance and productivity. It was co-authored by Edinburgh College Principal and CEO Audrey Cumberford and City of Glasgow College Principal and CEO Paul Little.

5.2   The findings identify the significant economic impact colleges already have – a £3.5bn annual boost to GDP according to the latest figures – and identify how colleges support a wide range of Scottish Government national priorities, highlighting examples of best practice across Scotland. The authors also make a series of recommendations aimed at allowing colleges to make a still greater contribution to business growth, particularly among Scotland's huge SME and micro-business communities in an economic environment where the full challenges of Brexit are yet to become clear.

5.3   Minister for Further Education, Higher Education and Science Richard Lochhead said of the report:

"……showcases some of the excellent work already taking place right across the country's thriving college sector to support our learners, communities, and businesses. Essentially it makes plain the existing strengths and huge potential of a sector, which has an increasingly powerful impact on the Scottish economy as a whole.

"Since 2007, the Government has invested more than £8 billion in our colleges, and in last week's draft Budget we proposed allocating over £670 million in total for resource and capital in 2020-21, underlining just what an important national role they play.

"The recommendations made in this report set out ambitions for an agile, collaborative, inclusive and dynamic college community. They include those aimed, particularly, at making an even greater contribution to Scotland's huge SME and micro-business communities - very timely indeed, in an economic environment where the full challenges of Brexit are yet to become clear.

"We look forward to considering all the recommendations in detail, and responding in due course."

5.4   A copy of the report can be accessed here [The Cumberford-Little Report, One Tertiary System: agile, connected, inclusive](#)

6   The Financial Sustainability of Colleges and Universities in Scotland

6.1   On the 11th February the Scottish Funding Council published a report – The Financial Sustainability of Colleges and Universities in Scotland.

6.2   The report presents an aggregate picture of the financial health of Scottish institutions, based on an analysis of the information reported to the Funding Council by each institution. It identifies key financial trends for the forecast period from submitted projections. While the report presents an aggregate picture, it

recognises that there is significant variation in the financial position of individual institutions.

6.2   A copy of the report can be accessed here [SFC/CP/02/2020 The Financial Sustainability of Colleges and Universities in Scotland](#)

TITLE: **RISK MANAGEMENT STRATEGY REPORT**

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

This paper provides:
- an update on the actions taken by the College to develop the College Risk Management Strategy;

- the next steps in the development of the College Risk Management Strategy; and

- presents the current College Strategic Risk Register for the consideration of the Board of Management.

Action: The Board of Management is requested to:
- note the update on the actions taken to embed risk across the College;

- approve the next steps in the development of the College Risk Management Strategy; and

- review and approve the College Strategic Risk Register and in doing so consider:
  - The risks included in the register;
  - The revised risk rating both pre and post mitigation;
  - Whether any other risks should be considered for removal; and
  - Whether any new risks should be considered for inclusion.

Lead: David Alexander, Vice Principal Operations

Status: Open

1.   Risk Management Strategy

1.1   The West College Scotland Risk Management Strategy is 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. A copy of the current Risk Management Strategy is provided for reference at *Appendix A*.

2.   Development of the College Risk Strategy

2.1   The Board of Management meeting in February 2020 considered 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 both of which aimed to capture their views on the level of College risk appetite.

Risk Category

2.2   The College categorises its risk to enable the identification of risk trends and gap analysis. The Board of Management considered the ten updated risk categories and the risk descriptions and were content that these were applicable to the College operating environment. The approved risk categories and descriptions are attached at *Appendix B*.

Risk Appetite

2.3   The Board of Management reviewed the risk appetite level associated with each of the risk categories in *Appendix B*. The risk appetite levels were defined as:

- 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.

2.4 Following a discussion at the February 2020 Board of Management meeting it was agreed that the following risk appetites were applicable to the ten identified risk categories:

1)	Political	Cautious
2)	Competitive Environment	Open
3)	Finance	Minimalist
4)	Staffing and HR	Open
5)	Student	Open
6)	Reputational / External	Open
7)	Digital	Hungry
8)	Infrastructure	Open
9)	Learning and Teaching	Open
10)	Governance	Cautious

2.5 The following table summarises the College position based on the considerations of the Board of Management:

Appetite	Risk Category
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*	Finance
Cautious *Preference for safe delivery options that have a low degree of residual risk and may only have limited potential for reward*	Political Governance
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)*	Competitive Environment Staffing and HR Student Reputational / External Infrastructure Learning and Teaching
Hungry *Eager to be innovative and to choose options offering potentially higher business rewards, despite greater inherent risk*	Digital

Risk Appetite Statement

2.6   The risk appetite statement for the ten risk categories has been updated to reflect Board of Management discussion. The revised College Risk Appetite Statement was reviewed by the Audit Committee on 12 March 2020.   The Audit Committee considered that the draft risk appetite statement presents a clear statement of the risk appetite that the College was willing to undertake. The final version is therefore attached at *Appendix C* for the consideration of the Board of Management.

College Strategic Risk Register

2.7   The approved risk categories (*Appendix B*) have been applied to the risks identified within the current College Strategic Risk Register (*Appendix D*).

2.8   The Audit Committee reviewed the risk categories applied to each of the strategic risks and made no changes to the risk categorisation. The Board of Management is requested to comment upon whether they consider the risk categories to be appropriate.

2.9   The College has reviewed the format of the Strategic Risk Register (*Appendix D*) and believes that it is becoming a congested document. It is therefore proposed that as part of the refresh of the College Risk Management Strategy that an alternative format for the Strategic Risk Register be considered to address this concern.

2.10   The revised format of the Strategic Risk Register was discussed with the Audit Committee and it was agreed that the College would work with the Chair of the Audit Committee to arrive at a draft format for the register. This revised format will be discussed with the Audit Committee in May and the Board of Management will be presented with a revised format for consideration during their meeting in June.

Risk Management Strategy - Next Steps

2.11   The following actions will further develop the overall College approach to risk management:

- Update of the College Risk Management Strategy to include:
    - The revised risk categories
    - The risk appetite statement
    - The revised formatting of the Strategic Risk Register

- Approval of the updated College Risk Management Strategy by the Board of Management.

- Dissemination of the Risk Management Strategy to staff as required.

3.   College Strategic Risk Register Update

3.1   The Board of Management approved a version of the risk register at its meeting in February 2020.

3.2   Since that meeting the Senior Management Team (SMT) has continued to carry out a review of the College Strategic Risk Register. The mitigating controls have been updated to take account of items such as the ongoing interactions with the SFC, the outcomes of internal/external audit reports and any Scottish Government/Scottish Funding Council (SFC) announcements.

3.3   The Senior Management Team consider that while there have been developments impacting upon the College operating environment as arising from the COVID 19 virus this is encompassed within *Risk 11 '(11) Inadequate business continuity / cyber resilience planning leading to material interruptions to service delivery'* - a separate risk has not therefore been introduced to the register in relation to COVID 19 at this stage. However this is a fluid and fast moving situation with the possibility that the required mitigations and impacts associated with it may escalate promptly - the College is therefore keeping this under continuous review, with a further update to be provided at the Board of Management meeting. Thus, since the Board of Management reviewed the College strategic risk register in February:

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

3.4   During discussions the Senior Management Team (SMT) commented upon:

- The continued level of low investment in the information technology infrastructure of the College was an area of concern. This low level of investment impacts upon risk 3 on the College strategic risk register 'Failure to secure adequate estates maintenance / capital funding for future investment or refurbishment of IT ad physical infrastructure.'

     The current scoring of the risk is pre mitigation - possibility (5) and impact (4) = 20 and after mitigating actions have been considered - possibility (4) and impact (4) = 16. The SMT were not minded to amend the score at this time until the SFC have announced the funding for 2020 onwards at which point the College will be in a better position to assess the level of future investment in IT.

- The growing risk presented to the operation of the College in relation to the Covid-19 virus. The relevant risk on the strategic risk register is *'(11) Inadequate business continuity / cyber resilience planning leading to material interruptions to service delivery'* which is currently scored as 9 post mitigation.

     The SMT considered that Business Continuity Planning arrangements are in place and being kept under continuous review and being developed further on an ongoing basis as required as Government advice is provided.   This risk is now being continually

monitored by the College COVID19 working group which is chaired by the Principal and meets on a daily basis.

3.5 Each Board Committee is requested to:
- review the risks included within the register;
- the risk ratings both pre and post mitigation;
- whether any other risks should be considered for removal; and
- whether any new risks should be considered for inclusion.

3.6 The detailed risk register has been aligned to the new Corporate Strategy and this alignment will be refined over the course of 2019-20. A copy of the current College Strategic Risk Register is attached to this report (*Appendix D*).

4. Conclusion

4.1 The Board of Management is requested to:
- note the update on the actions taken to embed risk across the College;

- approve the next steps in the development of the College Risk Management Strategy; and

- review and approve the College Strategic Risk Register and in doing so consider:
  o The risks included in the register;
  o The revised risk rating both pre and post mitigation;
  o Whether any other risks should be considered for removal; and
  o Whether any new risks should be considered for inclusion.

Risk Management Strategy

Contents

Document control

Version	Date	Review	Summary of changes made
V1.0 Draft	01.09.15	A Ritchie	Initial strategy document for review
V1.2	12.09.15	A Ritchie	Final 2014-17 Strategy for approval
V2.0	04-12-17	A Ritchie	Strategy document review

1 Introduction from Chair of Board of Management and the Chief Executive

The Financial Memorandum with the Scottish Funding Council (SFC) requires that the governing body complies with the principles of good governance set out in the Code of Good Governance for Scotland's Colleges. The SFC also requires the governing body to ensure that:

- The College has an effective policy of risk management and risk management arrangements;
- Internal audit must provide the governing body and senior management of the College with an objective assessment of adequacy and effectiveness of risk management, internal control, governance and value-for- money; and
- The College undertakes careful appraisal of the risks before accepting any contingent liability.

The College must recognise the environment within which it operates as a non-departmental public body (NDPB). This environment includes compliance with the Scottish Public Finance Manual (SPFM) which requires that it is "…necessary to develop a framework for assessing risks that evaluates both the likelihood of the risk being realised, and of the impact if the risk is realised. Risk assessment should be recorded in a way that demonstrates clearly the key stages of the process." This Strategy has therefore been written taking account of the requirements of the SFC Financial Memorandum and SPFM.

In addition to the above requirements the internal auditor must produce an annual report for the governing body on their activities during the year. The report must include an opinion on the adequacy and effectiveness of the College's risk management, internal control and governance. The report must be presented to the College's Audit Committee and a copy sent to the SFC.
The College Vision states that we will seek 'To *make a difference', 'To be bold*' and '*To be forward thinking*' and achieve the Strategic Priority of delivering '...*a sustainable, effective and efficient service'*. The Risk Management Strategy is a key link between the Vision and Strategic Priorities, ensuring the College is aware that some risks will always exist and will never be eliminated, however mitigation can be put in place to minimise the impacts and deliver the Vision.

The College recognises that it has a responsibility to manage risks and supports a structured and focused approach to managing them through application of the Risk Management Strategy. In this way the College will better achieve its strategic priorities and enhance the value of services it provides to the community.

The approach of the Strategy is that it is owned and led by the Board of Management and it is intended to deliver a more dynamic and inclusive approach to risk management. The Strategy aims to ensure that the Strategic Risk Register will be informed by the College Operational Planning process and from all Board of Management Committees with the objective of being outward facing and strategically focused.

The College's Risk Management Strategy objectives are to:

1) Integrate risk management into the culture of the College;
2) Manage risk in accordance with best practice;
3) Anticipate and respond to changing requirements;
4) Prevent injury, damage losses and reduce the cost of risk; and
5) Raise awareness of the need for risk management by all those connected with delivering the College's Strategic Priorities.

These objectives will be achieved by:

- Establishing clear roles, responsibilities and reporting lines within the College for risk management;
- Providing opportunities for shared learning on risk management across the College;
- Reinforcing the importance of effective risk management as part of everyday work by offering training;
- Incorporating risk management considerations into the annual internal audit plan and any internal / external audit work carried out; and
- Monitoring arrangements on an on-going basis.

The Risk Management Strategy aligns with the Regional Outcome Agreement (ROA) and will be reviewed annually. In the event material amendments to the Strategy are required it will be presented to the Board of Management for approval.

The Board of Management and Senior Management Team are fully committed to the principles of Risk Management and the approach outline within this Strategy.

Approved by:

Keith McKellar   **Audrey Cumberford**

Chair of the Board of Management   **Principal**

2   Risk Management Overview

2.1   Purpose

The purpose of the Risk Management Strategy is to:

- outline West College Scotland's approach to risk management; and
- describe the procedures for the management of risk within the College while detailing the roles and responsibilities of the key business areas.

2.2   Objectives

To ensure the effective delivery of the College Risk Management Strategy, the following objectives will require to be progressed by the College Senior Management Team:

1. Undertake an annual review of the College Risk Management Strategy. The review will ensure clear roles, responsibilities and a reporting framework for the managing of risk across the College is maintained and developed;
2. Development of operational planning guidance on risk identification and translation into strategic risk where appropriate;
3. Monitoring and reporting on risk management arrangements to the Board of Management Audit Committee;
4. Continue to integrate risk management into the culture of the College and to raise awareness of need to manage risk effectively throughout the College;
5. Comply with Corporate Governance and integrate effective processes to allow the Board to approve the annual Accountability Report including the section on Risk Management and Internal Controls.

2.3   Definitions

The following represents the meaning of terminology that is used throughout the Strategy document.

- Risk: An uncertain event, which, should it occur, will have an effect on the achievement of objectives. Risks may have a negative effect, in which case they are recorded as threats, or a positive effect, denoted as opportunities.
- Issue: A certain event which is known and will impact upon the achievement of the College's objectives.
- Risk Appetite: The level of risk which is deemed acceptable to the organisation in the pursuit of its objectives.
- Risk Exposure: The calculated level of risk which the organisation is exposed to in pursuit of its objectives.

2.4   Roles and Responsibilities

To be effective, the risk process is recognised as the responsibility of all WCS employees and will integrate with the College operating requirements.

Owner	Role
Board of Management - *Has a fundamental role to play in the management of risk.*	- Provide authority and responsibility for the establishment, maintenance, support and evaluation of the Risk Management Strategy - Set the tone and promote a positive risk culture within the College - Delegate the overall implementation of risk management to the SMT - Have knowledge of the significant risks facing the College
Audit Committee - *Has a fundamental role to play in the review and management of risk.*	- To ensure compliance with corporate governance requirements - To review the Strategic Risk Register and approve for presentation to the Board - To review internal processes and systems and work closely with internal and external auditors to obtain reports on these
Senior Management Team (SMT) - *Support and implement policies approved by the Board of Management.* - *The Senior Management Team consists of the Principal, Vice Principals, Assistant Principals and Directors.*	- Implementation of Risk Management Strategy - Overall co-ordination of risk management - Promotion of a holistic approach to risk management - To review the probability and impact assessments of risks on a regular basis - Ensure appropriate levels of awareness throughout the College
College Management Teams - *Encouraging and embedding good risk management practice within their area of activity.* - *The College Management Team consists of all those managers who are directly line managed by SMT.*	- Co-ordinating and ensuring that the operational objectives are implemented in line with the Risk Management Strategy - Have an awareness and understanding of risks which fall into their area of responsibility, the impacts these may have, and monitor outcomes against the risks identified ensuring that response plans detail corrective action to minimise risk - Report any new risks identified or failures of existing control measures to SMT - Report on current 'active' risks highlighting mitigating actions and effect towards risk reduction

Owner	Role
	-
College Staff - *Encouraging and embedding good risk management practice within their area of activity*	- Understand their accountability for individual risks - Understand how they can enable continuous improvement of risk management and risk awareness - Report systematically and promptly to a member of the College Management Team or Senior Management Team any perceived new risks or failures of existing control measures
Internal/External Audit - *Ensuring the effectiveness of organisational and financial control systems, including monitoring performance against quality assurance standards.*	- To review risks and limitations of existing control measures - To review the adequacy of internal control systems designed to minimise risk - To make appropriate recommendations following on from any internal / external audit reports to the SMT, which will effectively improve systems of control

2.5 Partnership and Projects

For the College, it is important to ensure partnerships and projects are considered in a Risk Management context, as well as core services. Where the College is involved in Strategic Projects and Partnerships, it will look to develop joint Risk Management practices with relevant partners as required.

3 Risk Management Framework

The overall responsibility for ensuring the College has effective Risk Management arrangements is with the Board of Management but this is implemented and co-ordinated by the College SMT. Risk Management at the College is closely aligned to Corporate Governance, Internal/External Audit, Business Continuity Management (BCM), Insurance, Health and Safety and Occupational Health and Safety arrangements. These different elements act as support mechanisms for the delivery of the Risk Management Strategy at the College. Internal and external audit also plays a key role in scrutinising the mitigations and controls implemented by the College.

Figure 1 - WCS Risk Management Framework
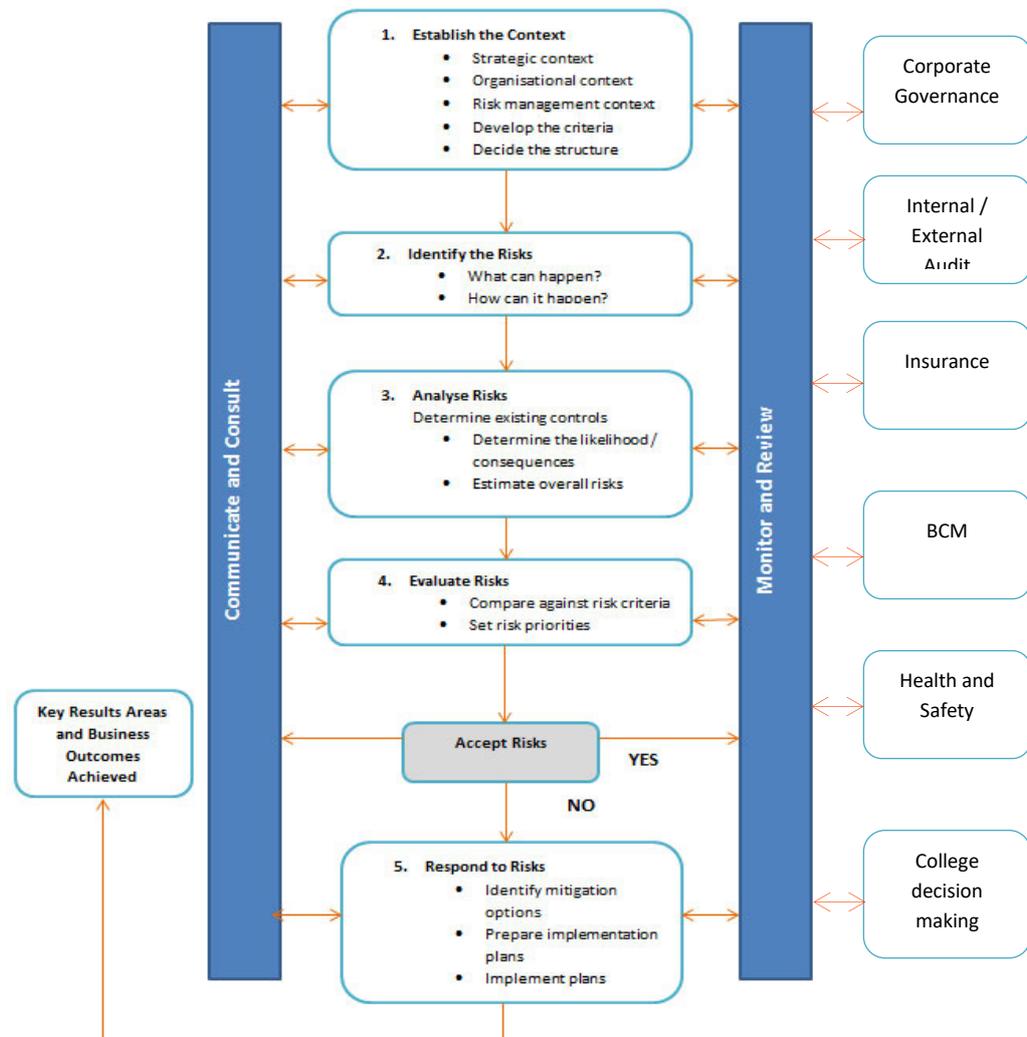
3.1 Code of Corporate Governance

The Board of Management is ultimately responsible for the College's system of internal control and for reviewing its effectiveness. Such a system is designed to manage rather than eliminate the risk of

failure to achieve business objectives and can only provide reasonable and not absolute assurance against material misstatement or loss.

The Board of Management has delegated the day-to-day responsibility to the Principal, as Chief Executive, for maintaining a sound system of internal control that supports the achievement of the College's policies, aims and objectives, whilst safeguarding the public funds and asset.

3.2 Internal / External Audit

Internal Audit will assess the effectiveness of the College's internal controls and review Risk Management as part of the Corporate Governance arrangements. Internal Audit will use the information on the Strategic Risk Register to inform their annual Audit Plan.

External Audit will annually undertake an overall review of the corporate governance arrangements and processes of internal control in place at the College. Based on their audit work and the findings made by the internal auditors they will form an opinion on adequacy of the systems in place to comply with corporate governance requirements.

3.3 Insurance

Insurance is one method the College uses to transfer risk. The implementation of an effective Risk Management Strategy will have an impact upon the premiums paid by the College. The prevalence of insurance claims will need to be monitored as these will have a bearing on the Strategic Risk Register.

3.4 Business Continuity Management (BCM)

Business Continuity underpins Risk Management and is concerned with how the College can overcome disruption in the event of an adverse incident or situation and continue to deliver key services at an agreed, pre-determined level. It is the low probability/high impact risks that if they occurred could result in the failure of key services or systems.

3.5 Health and Safety

There are clear and well established links between the College Health and Safety and Risk Management. The College is committed to achieving best practice in health and safety management and is fully committed to controlling risk and preventing harm to people.

The College will use the guidance in Managing for Health and Safety (MFHS), which supports the model of managing health and safety with a 'Plan, Do, Check and Act' approach. This model helps to achieve a balance between the systems and behavioural aspects of management.

The Board of Management has a primary objective to ensure health and safety is integrated into the College's core business management activities and that suitably resourced Health and Safety Management Systems are implemented which are also influenced by Risk Management.

3.6   Risk Implications – Decision Making Process

Effective Risk Management is crucial to the achievement of the College's Vision and the success of the strategic operation and provision of College services. It is important to recognise that there are risks associated with decisions taken in respect of the delivery of College business.

The nature, severity and likelihood of these risks will vary depending on a wide range of circumstances or potential outcomes.

4 Risk Management Process and Approach

Risk Management is a cyclical process – new risks emerging while old risks become obsolete. Below are listed the steps in the Risk Management process.

4.1 Risk Tolerance

The Risk Management Strategy is objective driven. The College's Strategic Priorities within the Corporate Plan are used as the basis for developing the Strategic Risk Register. The first step in the risk management cycle is to establish the tolerance level that the Board of Management is willing to accept. It may require to be expressed as more than one threshold depending on strategic priorities and objectives e.g. separately in respect of financial or reputational outcomes as well as for both the delivery of projects and "business as usual" activities.

4.2 Risk Categorisation

Risks shall be categorised to enable identification of risk trends and gap analysis. Risk will be categorised according to:

Figure 2 – West College Scotland Risk Categories
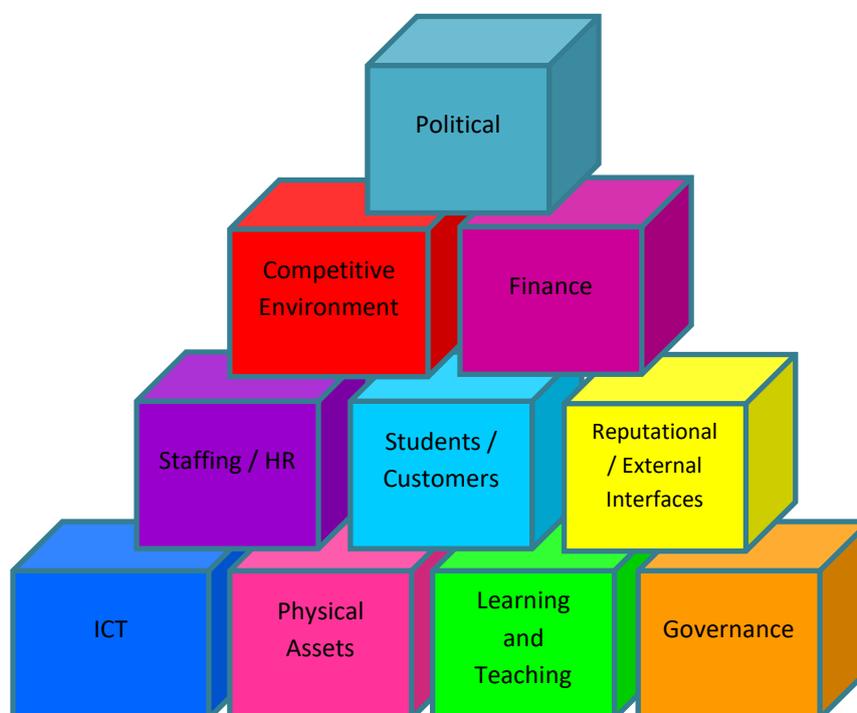
4.3　Risk Identification

Risk identification is focussed on the key risks against the achievement of College Strategic Priorities. The risk categories, as per figure 2, ensure a holistic approach to risk identification is taken. However, this list is not exhaustive and acts as a prompt only. Not all risks will apply to each category and some may apply to more than one.

During risk identification, it is helpful to consider the drivers for each risk, causes of the risk, and potential negative (or positive if an opportunity) outcome should the risk arise.

Risks identified within Committee and other meetings; the operational planning cycle; dedicated risk workshops and other reviews will be recorded in such a manner as to allow easy identification and understanding of the risk. Each Risk Description will contain information on the three composite parts of a risk; the cause, the risk event and the impact on the College Strategic Priorities:

'As a result of <cause/statement of fact>, there is a risk that <uncertain event> may occur, which would result in <an effect on Strategic Priorities>.'

4.4　Risk Assessment

Risk Assessment will be undertaken in the first instance to prioritise risks (risk evaluation) using a standard 6 by 4 semi-quantitative scale (shown in Figure 3.0) for risk probability and impact.

This use of a standard scoring threshold promotes consistency in risk assessment.

Figure 3 - Risk Scoring Thresholds

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		

When assessing impact, it is important that a holistic analysis of the categories of risk be considered, in terms of how the issue would impact on the College (a partnership, a particular service or a specific project). The agreed approach to the assessment of risk at the College is undertaken on the basis of existing control measures.

When assessing probability, a consideration of historical information, external drivers, trends and statistics can be useful in determining an appropriate level.

Risks identified within the Strategic and Operational Risk Register will be plotted on a probability impact grid, as shown in figure 4.0 below, to provide a pictorial representation of risk exposure. Risks which fall into the upper boundary (Red RAG status) will be considered as critical for management

attention and as greater than the acceptable risk appetite. Efforts will be made to reduce risk exposure below the upper boundary.

Figure 4 - Risk Probability Impact Grid

Risks with low probability but high impact scores will be elevated for attention of the Board. Risk response plans will be developed which seek to reduce the potential impact of the risk.

Probability Impact Score Grid

		1 Negligible	2 Marginal	3 Critical	4 Catastrophic
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

4.5 Risk Owner

A risk owner is a member of the Senior Management Team that has been given the responsibility and authority to manage a particular risk/set of risks and is accountable for doing so.

4.6 Risk Mitigation

Risk mitigation is concerned with taking action to reduce the likelihood and / or severity of the risk.

Each risk shall have a number of mitigations which where appropriate will be backed up by control plan. Control strategies / plans may align with the categories below:

Figure 5 – Risk Mitigation Measures

Risk Response	Commentary
Tolerate	The exposure may be tolerable without any further action being taken. It may be supplemented by contingency planning for handling the impacts that will arise if the risk is realised
Transfer	Transfers the risk to a third party. Be aware that the entirety of a risk is practically impossible to transfer
Terminate	Some risks are only treatable by terminating an activity. Alternative plans and/or processes will require developing
Treat	Action is taken to constrain the risk to an acceptable level. This includes reducing the probability of occurrence and/or the impact of the risk
Take	Implement actions to exploit the identified opportunity

Each action will have recorded against it a named owner for delivery of the risk response / mitigating action. Those with responsibility for the Risk Management Strategy, whether at partnership, strategic, directorate or project level must be satisfied that all controls are working effectively and can be evidenced for audit or scrutiny purposes.

4.7   Risk Monitoring and Reporting

Successful implementation of the Risk Management Strategy rests upon the creation and development of an adequate monitoring framework and reporting structure.

It is important to assess the effectiveness of any control measures which have been implemented and these must be monitored and reviewed on a regular basis. It is also necessary to assess whether the nature of risk has changed over time.

At strategic and operational levels, the College approach is focussed on embedding a formal reporting structure for Risk Management which is outlined below.

It is the responsibility of the SMT to highlight risks within their Directorates that are considered to have strategic significance. The College reporting framework is outlined below:

14
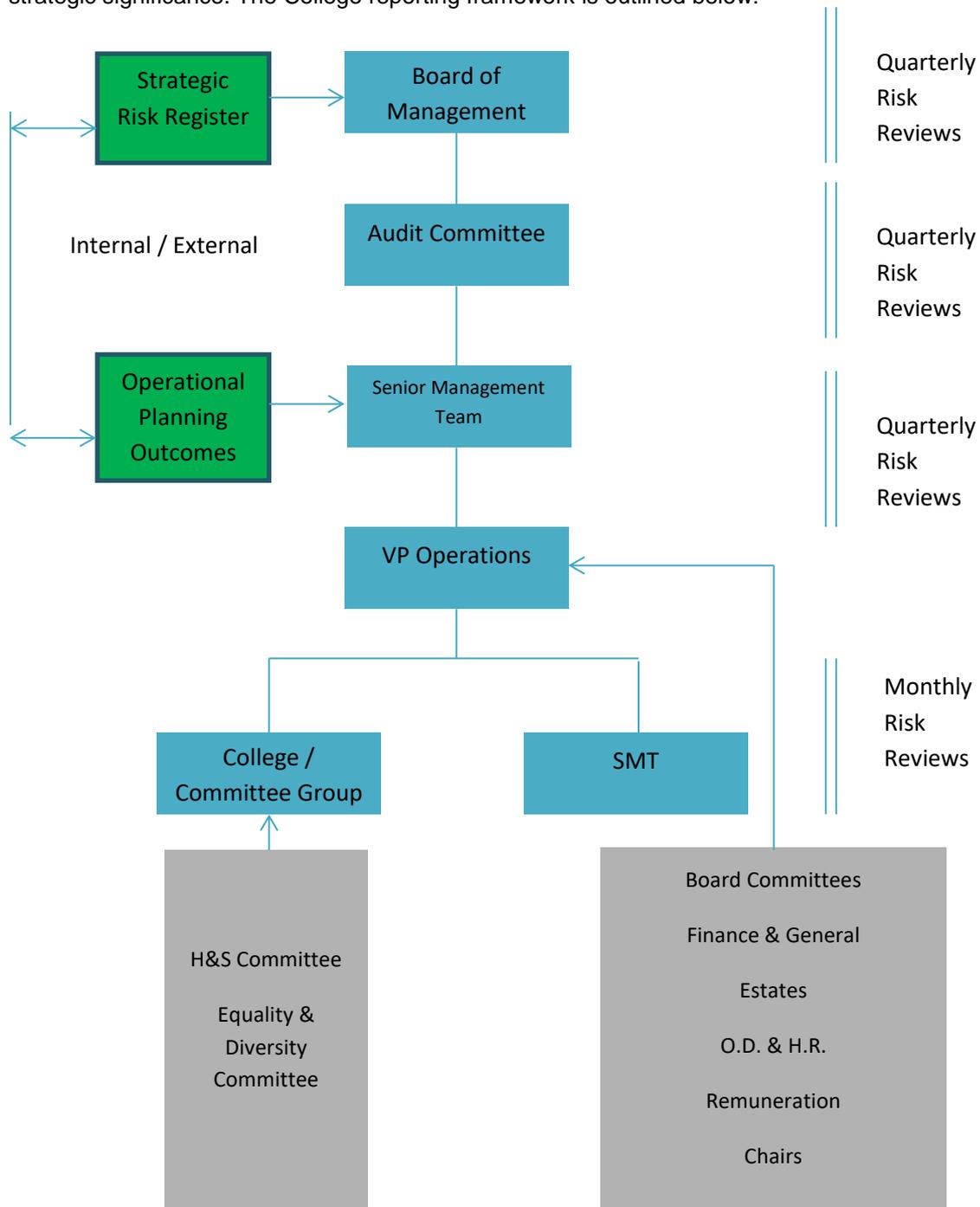
Risk reporting is used to communicate risk across the College. Through Strategic Risk reviews, SMT members are likely to be requested to 'manage' those risks at Directorate or operational level that are not considered to be strategic in nature. This will ensure a steady flow of information and the management of risk at the correct level.

This approach will also ensure that Board members and appropriate levels of staff are made aware of the risks incurred through service provision and the achievement of objectives. Through this framework, ownership of risk will retained at the appropriate level to best manage the risk successfully.

4.8   Risk Management Strategy Review

The effectiveness of the Strategy and information within the College Strategic and Operational Risk Registers will be monitored and reported as outlined above.

5   Appendix

Appendix 1: Categories of Risk

Category	Description of Risk
Political	Those affecting the College Strategic Priorities normally at a national political level.
Competitive Environment	Those affecting the competitiveness of the service (in terms of cost of quality) and / or its ability to deliver Best Value.
Finance	Those related to financial planning and control and the adequacy of insurance cover.
Staffing / HR	Those affecting the recruitment, retention and morale of staff.
Students / Customers	Those affecting the recruitment, retention and morale of students and attracting customers / partners to the College.
Reputational / External	Those affecting the reputation of the College and/or external partnerships / projects / community in which the College is involved.
ICT	Those affecting the College's ICT / communication systems which could have a negative effect on reputation / priorities.
Physical Assets	Those negatively affecting the assets of the College causing loss / damage.
Learning and Teaching	Those affecting the successful delivery of the College's curriculum.
Governance	Those that impose requirements on the College which could affect priorities / funding / reputation.

Appendix B – College Risk Categories

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.

Appendix C – Risk Appetite Statement

The College's approach is to minimise its exposure to Finance, Political and Governance risks, 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:

Appetite	Risk Category
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*	Finance
Cautious *Preference for safe delivery options that have a low degree of residual risk and may only have limited potential for reward*	Political Governance
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)*	Competitive Environment Staffing and HR Student Reputational / External Infrastructure Learning and Teaching
Hungry *Eager to be innovative and to choose options offering potentially higher business rewards, despite greater inherent risk*	Digital

(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.

(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 a cautious approach to 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.

(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.

(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 recognises that in fulfilling the potential of the College staff, 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 any deviation from its standards in these areas 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.

(6) Reputational / External

It is regarded as critical that the College preserves its high reputation whilst at the same time it is open to exploring new / innovative external partnerships. The College has an open appetite for risk in the conduct of any of its activities, which it acknowledges could impact upon reputation at times, could lead to undue adverse publicity and/or could lead to loss of confidence by the political establishment and funders of its activities.

(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 but given the operating environment in which it operates has open appetite for investment in this area where the benefits can be shown to outweigh the costs.

(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.

(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.

Strategic Risk Register

Strategic Risk Register Dashboard Report

Risk register review period: January 2020
Board / Committee review period: February 2020

	Top 5 Risks Post Mitigation					
Ref	Risk	Movement since previous register	Probability	Impact	Score Feb 20	Score Feb 19
WCS 1Finance	Inability to clearly forecast the volatility and impact of SFC funding and funding methodology changes in relation to core-grant-in-aid, credit activity model; reduction in European funding; student support funding and estates maintenance.	↔	6	4	24	16
CS 3Infrastruct	Failure to deliver Estate Strategy objectives due to business cases for development of estate being delayed, with this having a resultant negative impact on the ability of the College to recruit students, retain staff and address legislative requirements	↔	5	4	20	9
CS 2Infrastruct	Failure to secure adequate estates maintenance / capital funding for future investment or refurbishment of IT and physical infrastructure.	↔	4	4	16	16
'CS 16Governar	Failure to prepare for the anticipated impact upon the College of Brexit including loss of European funding, loss of students / staff and access to exchange programme funding.	↔	5	3	15	10
Learning and T	Failure to deliver SFC Regional Outcome Agreement targets at a time of limited resource results in future credit and/or funding adjustments.	↔	4	3	12	12

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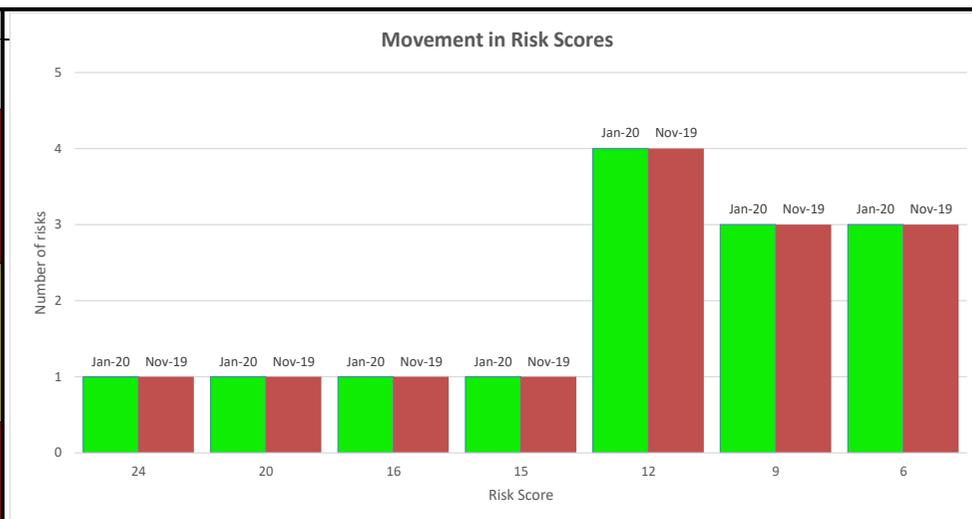
The most significant risk faced by the College continues to be the volatility of SFC funding.

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 contiues to be a signifiacnt risk faced by the College as the level of uncertainty continues.

WEST COLLEGE SCOTLAND STRATEGIC RISK REGISTER

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

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

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

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

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

Corporate Strategy 2019-2025

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

Tolerance Matrix and Scoring Grid

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

Risks - Probability x Impact Score Grid

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

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: **Regional Outcome Agreement 2020-21 to 2022-23**

Background: The final Regional Outcome Agreement is required to be submitted to SFC by the end of April. The attached document has been undated since the last Board meeting following feedback from SFC and ongoing review, including with external stakeholders.

The Measurement Targets have been reviewed and provisionally agreed by the Learning Teaching and Quality Committee on 26 February.

The College context information is being finalised in graphical digital format rather than be included within the Regional Outcome Agreement document. A link will be provided in the ROA and this allows for ongoing updates to be made to the context information in order to keep it current.   In addition, this information will be useful for other stakeholders, prospective staff or Board members. This work in still being finalised and not yet available at the time of Board paper circulation. It will instead be provided at the Board meeting or by later circulation.

Action: The Board is asked to provide any final feedback on this document and agree to submission.

Lead: Stephanie Graham, Vice Principal Educational Leadership

Status: Open.

West College Scotland
Regional Outcome Agreement
2020-21 to 2022-23

APRIL 2020

WEST COLLEGE
SCOTLAND

Contents

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

For the Learner, by the end of 2020-21 we will have:

- Improved our student success rates, particularly in subject areas where rates are lower and for categories of students such as Care Experienced and those with a disability.

- Increased our articulation agreements and pathways to degree level study.

- Expanded our impact on community learners through partnership delivery, particularly in Inverclyde.

- Increased our student satisfaction survey response numbers and maintained or improved our high student satisfaction rates.

- Increased access to services to support student mental health and wellbeing and progressed actions within our Health and Wellbeing Strategies for both staff and students.

- Progressed actions in our Gender Action Plan and our work with the Equally Safe Toolkit and against Gender Based Violence.

- Supported the strengthening of the voice and impact of the Student Association on the work of the College.

For the College, by the end of 2020-21 we will have:

- Further developed our curriculum, working closer with employers, SDS and other partners to better align our skills development with industry needs and contribute to local economic priorities.

- Increased our number of Foundation and Modern Apprenticeships.

- Progressed the actions in our Digital Strategy, with an initial focus on developing staff digital capabilities.

- Continued to engage with SFC regarding the approval of business cases and provision of funding to support College new build campus proposals in order to provide a teaching, learning and working environment that meets 21st century need.

- Expanded the focus on sustainability and climate change within the work of the College and within the curriculum.

- Continued to work with the SFC in delivering the College business transformation plan and the curriculum and financial outcomes arising from this.

To support Innovation, by the end of 2020-21 we will have:

- Built on and further developed our Flexible Workforce Delivery to meet the needs of our regional employers and workforce.

- Engaged further with the Innovation Centres and become a key partner in the AMIDS and NMIS developments.

- Created a number of online and blended training packages which focus on developing key skillsets, particularly for SMEs, to support workforce development and enhance productivity

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

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 what was the most deprived area in the country within Ferguslie Park Paisley and now the most deprived area following 2020 reclassification, Greenock Town Centre. 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 and for particular key categories of students. 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 full time FE programmes are already around 3% above Sector averages and has been above for the last three years. In addition, we have been closing the attainment gap for those from our most deprived areas, although the gap increased slightly in 2018-19. Our SIMD10 full time FE rates are better than the Sector but 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 full time are below sector averages and whist we had been achieving increasingly better rates for successive years, 2018-19 rates saw a significant 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. Our HE student retention rates could be better but compare well to similar other colleges. In some cases, our retention and success rates are impacted on 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 College is committed to enabling students to progress their learning and to shortening the student journey by improving 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. 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

25% of West College Scotland activity is for students from SIMD10 (the 10% most deprived postcodes in Scotland). This is well above Sector averages and a reflection of the deprived areas that the College serves. 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. This College student activity level from SIMD10 has reduced slightly in last two years as the West Region overall has also reduced the proportion of the population in SIMD10.

SFC no longer expect Colleges to grow the SIMD10 intake but to sustain it and to work towards ensuring comparable successful completion rates as for other students.

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, one of the most deprived areas 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:
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 Gender Action Plan 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 and 50% female board members, including executive staff. 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** 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. Our Equality Outcomes complement our Outcomes Agreement commitments and share a focus on key priorities such as improving success rates for protected groups and increasing access to services to support student mental health.

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.**

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** 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 (link 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 with 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]{.orange} 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-could 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.**
- **Establish and progress activities in response to the evolving requirements of the Scottish Government's Public Sector Cyber Resilience Framework**

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:

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

Through our Community Planning Partnerships, we are considering where we may make any contribution to the Local Authority Gaelic Action Plans. We are working with West Dunbartonshire Council to investigate the opportunity to access funding available through the Gaelic Language Implementation Plan (GLAIF) to support Early Years and Gaelic initiatives and reviewing other opportunities across the region.

English for Speakers of Other Language (ESOL)

TThe 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 SLAs with all of our Local Authorities. There are collaborative monthly West Region ESOL meetings with the combined Local Authorities and the voluntary sector involved in delivery. Through these learner focused meetings, ESOL funding is discussed and shared across the region to meet needs, measures to identify and address unmet demand are also considered. These also encourage collaborative regional developments such as a new regional-wide ESOL map 'to help future ESOL learners identify clearly where and when they can access training across the West Region', all partners are encouraged to make this map widely available through electronic links.

The College has plans to increase pre-entry lower level ESOL courses to meet significant 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 Plus College courses has been successful in combining language learning with vocational subjects, thereby shortening the student journey and contributing to improved employability skills development. Key employment growth sectors for the West Region are financial and business services, ICT/digital and health and social care. The College ESOL Plus courses, particularly in Business and Finance, ICT and Care, are starting ESOL learners on the path towards these employment opportunities. The College plans to develop future ESOL Plus STEM, provide a wider offering of ICT, and more progression routes to health care to match future regional needs.

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 and the 2020 Education Scotland Progress Visit reported satisfactory progress with the actions within the EREP Action 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 following publication of the Education Scotland 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.

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% - 42% 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 also delivers 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 successful College led proposal with Renfrewshire Council as a key partner, to the **Advancing Manufacturing Challenge Fund** for further investment in both equipment and support for manufacturing SMEs over the next 3 years by equipping employees with Manufacturing 4.0 skills including critical meta skills required for the industry and the region.

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.

The College was successful in being awarded the only strategic Innovation project secured on a competitive basis via the SFC **College Innovation Fund**. Through the project we will 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.

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'. 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 product, 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.
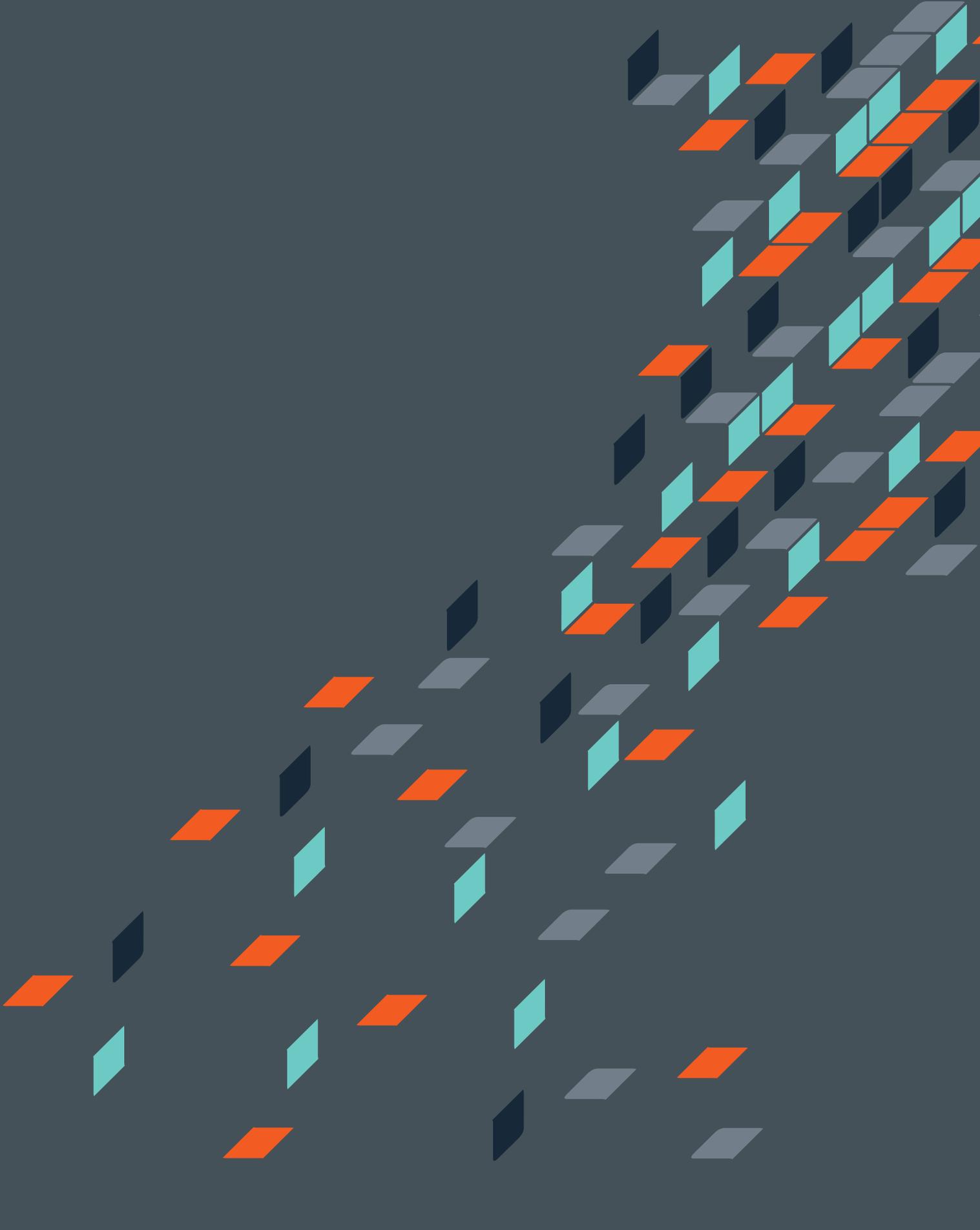
	2015-16	2016-17	2017-18	2018-19	2020-21	2021-22	2022-23	Notes and comments
			Actual			Ambition		
x Will be removed from OA prior to publication								
1(a) The volume of Credits delivered								
The volume of Credits delivered (core)	159,174	159,039	160,376	157,853				
info. Core Credits target (region)	159,025	159,025	160,294	157,855				
info. % towards core Credits target (region)	100.1%	100.0%	100.1%	100.0%	100.0%	100.0%	100.0%	
The volume of Credits delivered (ESF)	7,086	7,094	7,103	6,673				
The volume of Credits delivered (core + ESF)	166,260	166,133	167,479	164,526				
1(b) Volume and proportion of Credits delivered to learners in the most deprived 10% postcode areas								
x Volume of Credits delivered to learners in the most deprived 10% postcode areas	45,832	45,261	41,664	41,227				
Proportion of Credits delivered to learners in the most deprived 10% postcode areas	27.6%	27.2%	24.9%	25.1%	25.0%	25.0%	25.0%	
1(c) The volume and proportion of Credits relating to learners from different protected characteristic groups and care experienced students								
Gender -								
x Volume of Credits delivered to Male learners	70,238	72,992	74,204	70,971				
Proportion of Credits delivered to Male learners	42.2%	43.9%	44.3%	43.1%	43.0%	43.0%	43.0%	
x Volume of Credits delivered to Female learners	95,881	92,956	92,696	92,882				
Proportion of Credits delivered to Female learners	57.7%	56.0%	55.3%	56.5%	56.7%	56.7%	56.7%	
x Volume of Credits delivered to Other learners	140	184	578	673				
Proportion of Credits delivered to Other learners	0.1%	0.1%	0.3%	0.4%	0.3%	0.3%	0.3%	
Ethnicity -								
x Volume of Credits delivered to BME learners	5,904	6,730	7,675	8,311				
Proportion of Credits delivered to BME learners	3.6%	4.1%	4.6%	5.1%	5.5%	6.0%	6.0%	
Disability -								
x Volume of Credits delivered to students with a known disability	29,082	29,266	33,442	38,001				
Proportion of Credits delivered to students with a known disability	17.5%	17.6%	20.0%	23.1%	23.0%	23.0%	23.0%	
Age -								
x Volume of Credits delivered to learners aged under 16	3,283	3,057	4,428	4,470				
Proportion of Credits delivered to learners aged under 16	2.0%	1.8%	2.6%	2.7%	2.5%	2.5%	2.5%	
x Volume of Credits delivered to learners aged 16-19	66,254	67,340	64,698	60,382				
Proportion of Credits delivered to learners aged 16-19	39.8%	40.5%	38.6%	36.7%	36.0%	35.0%	35.0%	
x Volume of Credits delivered to learners aged 20-24	36,278	35,327	37,315	35,132				
Proportion of Credits delivered to learners aged 20-24	21.8%	21.3%	22.3%	21.4%	22.0%	22.0%	22.0%	
x Volume of Credits delivered to learners age 25 and over	60,445	60,409	61,038	64,543				
Proportion of Credits delivered to learners age 25 and over	36.4%	36.4%	36.4%	39.2%	39.5%	40.5%	40.5%	
Care Experienced -								
x Volume of Credits delivered to care experienced students	3,788	3,119	2,463	8,277				
Proportion of Credits delivered to care experienced students	2.3%	1.9%	1.5%	5.0%	2.0%	2.0%	2.0%	
2(a) The number of senior phase age pupils studying vocational qualifications delivered by colleges	115	97	342	425	450	450	450	
2(b) Volume and proportion of Credits delivered to senior phase age pupils studying vocational qualifications delivered by colleges								
x Total volume of Credits delivered (including FA Credits)	166,260	166,133	167,479	165,086				
x Volume of Credits delivered to senior phase age pupils studying vocational qualifications delivered by colleges	398	610	1,373	2,054				
Proportion of Credits delivered to senior phase age pupils studying vocational qualifications delivered by colleges	0.2%	0.4%	0.8%	1.2%	1.5%	1.5%	1.5%	
2(c) Volume and proportion of Credits delivered to learners at S3 and above as part of 'school-college' provision								
x Total volume of Credits delivered (including FA Credits)	166,260	166,133	167,479	165,086				
x The volume of Credits delivered to learners at S3 and above as part of 'school-college' provision	7,412	7,819	8,914	7,398				
The proportion of Credits delivered to learners at S3 and above as part of 'school-college' provision	4.5%	4.7%	5.3%	4.5%	5.0%	5.0%	5.0%	
2(d) Volume and proportion of Credits delivered at HE level to learners from SHEP schools (i.e. secondary schools with consistently low rates of progression to higher education)								
x Volume of Credits delivered at HE level	45,300	42,921	42,226	41,440				
x Volume of Credits delivered at HE level to learners from SHEP schools		1,904	3,366	2,682				
Proportion of Credits delivered at HE level to learners from SHEP schools	0.0%	4.4%	8.0%	6.5%	5.7%	6.0%	6.0%	
3. Volume and proportion of Credits delivered to learners enrolled on STEM courses								
x Volume of Credits delivered to learners enrolled on STEM courses	34,434	38,814	39,400	39,080				
Proporiton of Credits delivered to learners enrolled on STEM courses	20.7%	23.4%	23.5%	23.8%	25.0%	26.0%	27.0%	
4(a) Proportion of enrolled students successfully achieving a recognised qualification								
x The number of FT FE enrolled students achieving a recognised qualification	2,699	3,174	3,045	2,953				
x The total number of FT FE enrolled students	4,240	4,622	4,402	4,348				
The percentage of FT FE enrolled students achieving a recognised qualification	63.7%	68.7%	69.2%	67.9%	70.0%	71.0%	72.0%	
x The number of PT FE enrolled students achieving a recognised qualification	7,613	9,467	9,414	9,574				
x The total number of PT FE enrolled students	14,501	14,003	13,023	12,576				
The percentage of PT FE enrolled students achieving a recognised qualification	52.5%	67.6%	72.3%	76.1%	77.0%	78.0%	79.0%	
x The number of FT HE enrolled students achieving a recognised qualification	1,817	1,849	1,912	1,713				
x The total number of FT HE enrolled students	2,780	2,693	2,757	2,640				
The percentage of FT HE enrolled students achieving a recognised qualification	65.4%	68.7%	69.4%	64.9%	70.0%	71.0%	72.0%	
x The number of PT HE enrolled students achieving a recognised qualification	420	445	491	494				
x The total number of PT HE enrolled students	567	579	612	615				
The percentage of PT HE enrolled students achieving a recognised qualification	74.1%	76.9%	80.2%	80.3%	80.0%	80.0%	80.0%	
4(b) Proportion of enrolled MD10 students successfully achieving a recognised qualification								

x	The number of MD10 FT FE enrolled students achieving a recognised qualification	899	985	863	870			
x	The total number of MD10 FT FE enrolled students	1,472	1,519	1,311	1,356			
	The percentage of MD10 FT FE enrolled students achieving a recognised qualification	61.1%	64.8%	65.8%	64.2%	67.0%	68.5%	70.0%
x	The number of MD10 PT FE enrolled students achieving a recognised qualification	1,580	2,035	1,760	1,720			
x	The total number of MD10 PT FE enrolled students	2,980	3,146	2,577	2,436			
	The percentage of MD10 PT FE enrolled students achieving a recognised qualification	53.0%	64.7%	68.3%	70.6%	71.0%	72.0%	74.0%
x	The number of MD10 FT HE enrolled students achieving a recognised qualification	452	441	393	391			
x	The total number of MD10 FT HE enrolled students	733	680	615	587			
	The percentage of MD10 FT HE enrolled students achieving a recognised qualification	61.7%	64.9%	63.9%	66.6%	70.0%	71.0%	72.0%
x	The number of MD10 PT HE enrolled students achieving a recognised qualification	67	68	70	58			
x	The total number of MD10 PT HE enrolled students	97	86	86	78			
	The percentage of MD10 PT HE enrolled students achieving a recognised qualification	69.1%	79.1%	81.4%	74.4%	76.0%	77.0%	78.0%
4(c) Proportion of senior phase age pupils successfully completing a vocational qualification delivered by colleges								
x	The number of Senior Phase FT FE enrolled students achieving a recognised qualification	0	1	15	6			
x	The total number of Senior Phase FT FE enrolled students	0	14	22	16			
	The percentage of Senior Phase FT FE enrolled students achieving a recognised qualification	0.0%	7.1%	68.2%	37.5%	0.0%	0.0%	
x	The number of Senior Phase PT FE enrolled students achieving a recognised qualification	26	54	188	238			
x	The total number of Senior Phase PT FE enrolled students	71	77	309	396			
	The percentage of Senior Phase PT FE enrolled students achieving a recognised qualification	36.6%	70.1%	60.8%	60.1%	64.0%	67.0%	70.0%
x	The number of Senior Phase FT HE enrolled students achieving a recognised qualification	2	2	4	4			
x	The total number of Senior Phase FT HE enrolled students	6	6	8	8			
	The percentage of Senior Phase FT HE enrolled students achieving a recognised qualification	33.3%	33.3%	50.0%	50.0%	0.0%	0.0%	
x	The number of Senior Phase PT HE enrolled students achieving a recognised qualification	32	0	2	0			
x	The total number of Senior Phase PT HE enrolled students	38	0	3	0			
	The percentage of Senior Phase PT HE enrolled students achieving a recognised qualification	84.2%	0.0%	66.7%	0.0%	70.0%	72.0%	74.0%
4(d) Proportion of full-time enrolled Care Experienced students successfully achieving a recognised qualification								
x	The number of CE FT FE enrolled students achieving a recognised qualification	70	74	58	142			
x	The total number of CE FT FE enrolled students	130	126	107	265			
	The percentage of CE FT FE enrolled students achieving a recognised qualification	53.8%	58.7%	54.2%	53.6%	60.0%	63.0%	65.0%
x	The number of CE FT HE enrolled students achieving a recognised qualification	30	14	13	42			
x	The total number of CE FT HE enrolled students	45	26	26	71			
	The percentage of CE FT HE enrolled students achieving a recognised qualification	66.7%	53.8%	50.0%	59.2%	63.0%	65.0%	67.0%
4(e) Proportion of full-time FE enrolled students aged 16-19 successfully achieving a recognised qualification								
x	The number of FT FE enrolled students aged 16-19 achieving a recognised qualification	1,226	1,478	1,427	1,276			
x	The total number of FT FE enrolled students aged 16-19	2,034	2,248	2,135	2,035			
	The percentage of FT FE enrolled students aged 16-19 achieving a recognised qualification	60.3%	65.7%	66.8%	62.7%	65.0%	68.0%	70.0%
5. The number of starts for contracted apprenticeships (including industry bodies such as CITB and SECTT)							960	960	
6. The number and proportion of full-time learners with substantial 'work placement experience' as part of their programme of study									
x	Total number of full-time learners	7,232	7,429	7,303	7,183			
x	Number of full-time learners with substantial 'work placement experience' as part of their programme of study	1,208	3,114	3,001	3,054			
	Proportion of full-time learners with substantial 'work placement experience' as part of their programme of study	16.7%	41.9%	41.1%	42.5%	50.0%	55.0%	60.0%
7. The number and proportion of successful learners who have achieved HNC or HND qualifications articulating to degree level courses with advanced standing									
x	The total number of learners who have achieved HNC or HND qualifications progressing to degree level courses	559	516	568				
x	The number of succesful learners who have achieved HNC or HND qualifications articulating to degree level courses with advanced standing	275	208	274				
	The proportion of successful learners who have achieved HNC or HND qualifications articulating to degree level courses with advanced standing	49.2%	40.3%	48.2%	0.0%	49.0%	52.0%	55.0%
8. The number and proportion of full-time college qualifiers in work, training and/or further study 3-6 months after qualifying									
x	The total number of full-time FE college qualifiers (confirmed destinations)	2,455	2,594	2,474				
x	The number of full-time FE college qualifiers in work, training and/or further study 3-6 months after qualifying	2,362	2,502	2,353				
	The proportion of full-time FE college qualifiers in work, training and/or further study 3-6 months after qualifying	96.2%	96.5%	95.1%	0.0%	97.0%	97.0%	97.0%
x	The total number of full-time HE college qualifiers (confirmed destinations)	1,517	1,519	1,601				
x	The number of full-time HE college qualifiers in work, training and/or further study 3-6 months after qualifying	1,438	1,459	1,532				
	The proportion of full-time HE college qualifiers in work, training and/or further study 3-6 months after qualifying	94.8%	96.1%	95.7%	0.0%	97.0%	97.0%	97.0%
9. The percentage of students overall, satisfied with their college experience (SSES survey)		90.1%	93.4%	N/A	95.1%	95.0%	95.0%	95.0%
10. Gross carbon footprint (tonnes CO2e)		5,383.8	4,858.7	4,430.4	4,249.8	4,297.0	4,253.0	4,150.0

TITLE: **LTQ COMMITTEE**
Draft Minutes of the meeting held on Wednesday 26 February 2020

Action: The draft LTQC minutes from the meeting held on Wednesday 26 February 2020 are attached for information. They will be formally approved at the next Committee meeting scheduled for Wednesday 20 May 2020.

The Committee Chair, Jacqueline Henry will lead the Board through key matters discussed at the meeting and **the Board is asked to approve revisions made to the Committee's remit as summarised at Minute No LM358.**

Lead: Jacqueline Henry, Chair, LTQ Committee

Status: Open

LEARNING, TEACHING AND QUALITY COMMITTEE

Minutes: 26 February 2020

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

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

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

LM346 WELCOME

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

LM347 DECLARATION OF INTERESTS

Liz Connolly: Trustees of the West College Scotland Foundation.

LM348 MINUTES

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

LM349 ACTIONS FROM THE MINUTES

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

LM350 MATTERS ARISING FROM THE MINUTES

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

LM351 UPDATE FROM EDUCATIONAL LEADERSHIP TEAM

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

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

- January start courses had recruited very well with most curriculum areas achieving their targets.

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

  {ACTION – MAY 2020 AGENDA ITEM}

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

  {ACTION – MAY 2020 AGENDA ITEM}

- Partnership working with SDS had been increasing. This has included the development of a new Digital Manufacturing FA linked to NMIS and FastTrack Financial Services/Fintech apprenticeships. This was an exciting opportunity to be linked with this.

- Choose Your Career days had been held on each campus and had been well attended.

- Students from Hairdressing, Beauty and Make-up Artistry Sector joined other students from colleges across south Scotland in Edinburgh College to compete in the Association of Hairdressers and Therapists (AHT) South of Scotland heat, one of the UK's largest student hairdressing and beauty competition. The students competed against their peers in a range of categories across barbering, hairdressing, makeup artistry and beauty therapy disciplines. Judges on the day assessed the look each student had given to their model on category-specific criteria before presenting, gold, silver, bronze and merit awards. Overall West College Scotland won 15 medals (8 - 1st places; 4 – 2nd places and 3 – 3rd places) with one hairdressing student, winning "Best Student". Each of the student winners and their models would now head to the AHT's showpiece national competition held at the Winter Gardens in Blackpool later in the year.

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

LM352 STUDENTS ASSOCIATION UPDATE

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

LM353 EDUCATION SCOTLAND – STANDING ITEM

Progress Visit Report from Education Scotland – The Assistant Principal Performance and Skills reported that a team from Education Scotland was in the College from 4-6 February 2020 to review the College progress on the EREP actions from 2018-19. The team met with students, staff and stakeholders across all the main campuses.

The Progress Visit was a formal annual assessment of a College's progress against EREP actions and had been introduced by Education Scotland this

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

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

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

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

The Committee considered the report and noted the progress made.

LM354 SECTOR PERFORMANCE COMPARISON
The Vice Principal Educational Leadership reported that, at the end of January 2020, the SFC published the College PIs for 2018-19. The summary report and detail for each college was provided on the SFC website and WCS PIs were also published on its own website.

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

The Committee considered performance in the following areas:

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

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

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

LM355   **ROA MEASUREMENT TABLE 3 YEAR TARGETS**
The Vice Principal Educational Leadership reported that, every year, the College was required to review and update its Regional Outcome Agreement targets for the measurement table. The targets formed part of the Annual SFC National Aspirations report and progress against targets would be reviewed by SFC as part of ongoing Regional Outcome agreement process.

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

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

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

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

LM356   **2019 CURRICULUM PLANNING AND REVIEW SUMMARY**
The Vice Principal Educational Leadership reported that Curriculum Planning and Review (CPR) meetings were held with every Curriculum Sector in the Autumn following submission of their paperwork under the following agenda, with the main focus being on Curriculum change for the short term and for the longer term:

- Drivers & evidence for changes:
  - ❖ Demand, student performance, feedback, progression and efficiencies.
  - ❖ Labour market and Sector information.
  - ❖ Fit with Government, ROA and College Strategic priorities.

- Intentions and Ambitions for changes:
  - ❖ Short term (following session).
  - ❖ Long term – with strategies/actions to address change.

- Capacity and Barriers for changes.

- Implications for changes:
  - ❖ On overall costs or efficiencies.
  - ❖ On other areas – Estates, IT, HR, marketing, other Sectors and departments.

The Vice Principal Educational Leadership explained that key issues were identified across the Sectors, particularly around barriers for change. In addition, particular College and Sector related actions were identified for improvement.

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

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

LM357   RISK
The Vice Principal Educational Leadership explained that the Strategic Risk Register was considered by the Board at its meeting held on 3 February 2020.

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

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

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

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

LM358   COMMITTEE REMIT, MEMBERSHIP AND DATES OF MEETIGNS
The Secretary reported that at the November 2019 meeting, the remit, membership and dates of meetings in 2019/20 were tabled for information and consideration.   A discussion had taken place and it was agreed that the remit

of the Committee should be amended to reflect the Committee's responsibilities regarding the monitoring of safeguarding across the College and the remit had been amended to reflect this.

As such, paragraph 1A now read:
"To advise the Board on matters relating to student affairs including:
- *Students Association activities*
- *student experience and engagement*
- *student guidance and support*
- *disciplinary procedures and appeals*
- *safeguarding"*

Paragraph 1F now read:
"To review all matters relating to the student experience and safeguarding."

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

LM359 ANY OTHER BUSINESS
No other business items were raised.

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

TITLE: **ESTATES COMMITTEE**
Draft Minutes of the meeting held on Tuesday 3 March 2020

Action: The draft Estates Committee minutes from the meeting held on Tuesday 3 March 2020 are attached for information. They will be formally approved at the next Committee meeting scheduled for Tuesday 26 May 2020.

The Committee Chair, Nick Allan will lead the Board through key matters discussed at the meeting and the Board is asked to note:

- The Principal will provide a verbal update in relation to the West College Scotland OBC for development of the Paisley Campus – see Minute No EM396.

- The Board will receive a presentation on the College Estate Condition Survey at its 15 June 2020 meeting – see Minute No EM397.

Lead: Nick Allan, Chair, Estates Committee

Status: Open

<div align="center">**ESTATES COMMITTEE**</div>

MINUTES: Tuesday 3 March 2020

Present: Nick Allan (in the Chair), Liz Connolly, John McMillan, Andrew Hetherington, Jenifer Johnston.

Apologies: No apologies received.

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

Observer: Janet Campbell, HMI for the College – in attendance to observe proceedings.

EM391   WELCOME
The Chair welcomed everyone to the meeting and, in particular, Janet Campbell, College HM Inspector.

EM392   DECLARATION OF INTERESTS
- John McMillan and Liz Connolly - Trustees of the West College Scotland Foundation.
- David Alexander - member of the Council of the Scottish Funding Council (SFC) and Chair of the SFC's Audit and Compliance Committee.

EM393   MINUTES
The minutes of the meeting held on 10 December 2019 **were approved**.

EM394   ACTIONS FROM THE MINUTES
The actions of the meeting held on 10 December 2019 **were noted**.

EM395   Matters Arising
There were no matters arising not otherwise on the agenda.

The Chair reported that an invitation had been extended to Estates Committee members to attend a meeting of the F & GP Committee scheduled for Tuesday 10 March 2020 at 4pm to hear a presentation on the Catering and Cleaning Review Update delivered by Roy Miller, Ideal Catering Ltd.

EM396   Estates Update Report - Emerging Opportunities
The Vice Principal Operations provided the Committee with an update on emerging opportunities undertaken by the College and the significant programme of engagement with partners in seeking to progress these.

The Vice Principal Operations led the Committee through the report summarising the following:
- Progress to date in considering emerging estates opportunities and models with partners in Renfrewshire, West Dunbartonshire and Inverclyde.
- The current position in relation to College Outline Business Cases (OBCs) for Greenock and Paisley.

- College engagement with the new SFC Assistant Director, Capital and Climate Change.
- The draft Scottish Government 2020-21 estates maintenance budget for the college sector.
- Changes to West College Scotland Senior Management responsibilities for estates and infrastructure which were currently being progressed.

In relation to the West College Scotland OBC for development of the Paisley Campus, the Principal reminded members that this was approved by the Board of Management for submission to the SFC on 9 October 2017. Since that time, a series of meetings involving representatives from the College, Renfrewshire Council, Scottish Futures Trust, SFC, West Hubco and the University of the West of Scotland had taken place to consider opportunities for collaboration in support of developing the College OBC for Paisley. The Principal confirmed that she was due to have a discussion next week with the SFC on its agreement to a formal review being undertaken in support of this partnership approach (with the broad remit being to map current and future education and curriculum synergies and consider possible innovative estates and co-location proposals arising from this which may further inform the Paisley OBC). It was hoped that this discussion would provide the final detailed scope and timescales for completion along with confirmation of who the SFC would appoint to undertake the review. The Principal agreed to update the Board at its meeting scheduled for 23 March 2020. **{ACTION – LC}**

In relation to the District Heating System at West Dunbartonshire, the Director of Finance and Estates reported that there had been no further contact from the local authority since the last Committee meeting - until receipt of an email from West Dunbartonshire Council representatives yesterday containing information in relation to the district heating system project. This would now be reviewed by the College and a further update provided to the next meeting of the Committee. **{ACTION – DA and AR}**

With regard to the Expansion Programme Board for the redevelopment and extension of the Golden Jubilee National Hospital, a further meeting had now been scheduled for April 2020 to include the Hospital Programme Director, Hospital Associate Director of HR and staff from across the College in order to discuss and agree opportunities and priorities to support the project and wider workforce development plans. A further update would be provided to the Estates Committee following on from this. **{ACTION – DA}**

In updating on the Greenock Outline Business Case (OBC), the Vice Principal Operations reported that the College continued to engage with Inverclyde Council in relation to the OBC proposals for a new build campus at East India Dock following conclusion of the local authority's Local Development Plan review process which encompassed this site. The College had also provided the SFC with an update in relation to various points and work remained ongoing in order to provide additional information to them on projected student numbers and the existing Greenock campuses. The partnership work required by the SFC in order to progress the Paisley OBC may also inform this process to some extent.

The Committee reviewed and considered this report.

EM397   College Estate Condition Survey – Update
The Head of Estates explained that the College commissioned an updated building condition survey in July 2019. The initial findings from the survey were presented to the Estates Committee in December 2019 and, following that meeting, the Committee requested further analysis work be carried out and for the results of that work to be presented to the next meeting.

The Head of Estates delivered a presentation summarising the 2019 College building condition survey (and the further analysis work undertaken since December 2019) which clearly showed that the level of investment required to maintain the current estate would not be met from current SFC funding streams – and the recent Scottish Government draft budget announcement was not expected to change this position. This created a very challenging environment for the College to operate in with several competing demands to satisfy with a limited level of funding. The College did not expect to see significant increases in the availability of SFC funding, nor had it been indicated that material levels of capital funding would be provided imminently towards the development of new campuses.

Given this, the Head of Estates reported that the College intended to:
- Use the 2019 condition survey report as the basis for future estate investment decisions;
- Continue the ongoing dialogue with the SFC as to the level of estate maintenance funding the College annually receives; and
- Share the 2019 condition survey report with the SFC.

The Head of Estates led the Committee through the report highlighting the following:
- The results of the discussions with Thomson Gray surveyors on the cost basis for years 6 to 20;
- The implications the output from the survey may have on the College Estate Strategy 2016-2026;
- The College operational priorities now arising from this exercise and how the survey results will be used to inform the use of future maintenance funds over the next few years; and
- Updates on the continuing engagement that the College has had with the SFC regarding the condition of the College estate.

The Principal recorded her thanks to staff and students for their resilience particularly during the recent period of bad weather where the College's estate provided far from ideal conditions to work / study in.

The Committee considered the content of the report and it was agreed that the:
- **Presentation be circulated to Estates Committee members. {ACTION – PT}**
- **Information on the Building Condition Survey 2019 (and the associated updates) be shared with the SFC.   {ACTION – DA}**

EM398 **College Estate Strategy 2016-2026 - Progress Report**

The Vice Principal Operations reported that the College Estate Strategy 2016-2026 was approved by the Board of Management on 3 October 2016 and he provided an update on:

- Activities undertaken during 2019 to deliver Estate Strategy objectives;
- The overall progress made during the first three years of Estate Strategy implementation; and
- Next steps in progressing the Estate Strategy 2016-2026.

The Vice Principal Operations explained that, since the Strategy was approved, the operating environment within which it was set had altered and, as such, the College proposed to refresh the Estate Strategy 2016-2026 document over the course of 2020 in order to reflect this changed, and changing, operating environment. He anticipated this work to be complete by the end of the calendar year. **{ACTION – DA}**

The Director of Finance and Estates confirmed that SFC estates funding allocations took account of College Building Conditions Survey.

The Estates Committee reviewed and considered the:
- **Progress made in implementing the Estate Strategy to date;**
- **Intended key outcomes for year 4 of the Estate Strategy; and**
- **Next steps in updating the Estate Strategy 2016-2026 document.**

EM399 **Estates Maintenance Plan and Sustainability Update**

RESERVED BUSINESS – This item was deemed to be restricted under the Freedom of Information Act as being commercially sensitive.

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EM400 Strategic Risk Consideration

The Director of Finance and Estates reported that, in accordance with the Corporate Governance Code, the College Board of Management was tasked with ensuring a framework of risk management and control was in place. He presented the College Strategic Risk Register for the consideration of the Committee and provided an update on the actions taken by the College to embed risk management across the organisation.

With regard to any specific planning required since the Coronavirus outbreak, the Principal confirmed that this had been discussed by the SMT and the College was following national advice given. Scottish Government guidance for public sector bodies was awaited. Any implications would be reviewed in accordance with the WCS Business Continuity Plan.

The Committee reviewed and approved the College Strategic Risk Register and in doing so considered:
- **The risks included in the register;**
- **The revised risk rating both pre and post mitigation;**
- **Whether any other risks should be considered for removal;**
- **Whether any new risks should be considered for inclusion; and**
- **The progress made in further developing the College Risk Management framework.**

EM401 Scottish Government Infrastructure Report 1st Phase

The Vice Principal Operations advised the Committee of the:
- Work being undertaken by the Infrastructure Commission for Scotland;
- Outcome of the Commission's recently published 'Phase 1: Key Findings Report'; and
- Next steps following on from publication of the Phase 1 report.

The Infrastructure Commission for Scotland published its first report - Phase 1 key findings: A blueprint for Scotland on 20 January 2020. In response to this, the Scottish Government confirmed that it would publish the next Infrastructure Investment Plan later in 2020 focusing on three core long-term outcomes of inclusive economic growth; tackling the global climate emergency; and building sustainable places. The Infrastructure Investment Plan would include the Scottish Government's response to the recommendations of the Commission.

The Vice Principal Operations drew the Committee's attention to the four recommendations arising under the theme of Leadership and the Committee in particular and referenced the associated timescales for these.

The Committee noted the content of this report.

EM402 Schedule of Business 2019-20

The Director of Finance and Estates outlined how the Schedule of Business for 2019-20 enabled the Committee to fulfil its remit and summarised business items coming up.

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

EM403 Any other Business

No other business items were raised.

Date of Next meeting: Tuesday 26 May 2020, Abercorn 2, Paisley Campus.

TITLE: **MANAGEMENT ACCOUNTS TO 31 JANUARY 2020**

Background: This paper presents to the Board of Management the Management Accounts for the six-month period to 31 January 2020.

Action: The Board of Management is requested to note the contents of the Management Accounts to 31 January 2020.

Lead: David Alexander, Vice Principal Operations

Status: Open

1.   Introduction

1.1   The Management Accounts presented are for the six-month period to 31 January 2020 and contain the following information:

- An Executive Summary, which provides an overview of those factors with a potential to impact the accounts or which require to be drawn to the attention of the Board of Management. This summary also highlights the:

    o College Business Transformation Plan efficiencies to be achieved and the year to date position;
    o Adjusted operating position of the College which is a key indicator of financial sustainability; and
    o Key risks which may have an impact on the financial position of the College.

- The Statement of Comprehensive Income and Expenditure provides a summary of the financial position and provides a comparison of the approved 2019-20 budget with the full year forecast position to 31 July 2020. This statement also includes the audited 2018-19 figures for comparison.

- An analysis of key variances provides detail of the movement between the budgeted and forecast position for 2019-20.

- The Balance Sheet reflects the assets and liabilities of the College.

- The student funding analysis provides a summary of the budgeted and forecast income and expenditure to 31 July 2020 resulting from the processing of student bursary, childcare and discretionary expenditure. The only element which is recorded within the College Statement of Comprehensive Income and Expenditure is childcare income and expenditure as the College is deemed to act as an agent for these funds. All other funds are accounted for through the College balance sheet.

- The cashflow analysis shows the actual cash position and forecasts the cash flows to 31 July 2020.

- The aged debt analysis shows a summary of the age of the sales ledger along with a split between corporate and student debt. The emphasis continues to be the reduction in the level of debt in excess of 3 months.

- The financial graphs and performance indicators provide background information about income and expenditure and highlight the main indicators of financial sustainability.

2.   Recommendation

2.1   The Board of Management is requested to note the contents of the Management Accounts to 31 January 2020.

Financial Information Pack
2019-20

For the period to 31 January 2020

Financial Information Pack 2019/20

CONTENTS   PAGE

WEST COLLEGE SCOTLAND

EXECUTIVE SUMMARY

1) Budget 2019-20

The Board of Management approved the 2019-20 College budget on 17 June 2019, which planned for an adjusted operating surplus of £25,000 after accounting for savings of £1.386m. The savings for 2019-20 have been reflected within the management accounts with a summary of the budget and forecast level of savings noted below.

2) Business Transformation Plan

The College Financial Forecast Return (FFR), which was submitted to the SFC in September 2019, recognised the requirement to make significant savings over the coming 5 year period. A College Business Transformation Plan has been updated to reflect these savings and has been submitted to the SFC. The table below shows the actual level of savings delivered in 2018-19 along with the forecasted savings for 2019-20.

	2018-19	2019-20		2020-21	2021-22
	Actual £'000	YTD Actual £'000	Forecast £'000	Plan £'000	Plan £'000
Growth in income	100	0	0		
Funding to meet nursery costs	125	0	0		
Staff voluntary severance	565	683	685		
Staff cost efficiencies	275	154	300		
Reduction in estate expenditure	50	0	0		
Non-staff cost efficiencies	100	210	401		
Savings required/yet to be identified				1,377	1,367
Total	**1,215**	**1,047**	**1,386**	**1,377**	**1,367**

Discussions remain on-going with the SFC as to the level of savings / efficiencies required be to achieved by the College for 2020-21 and beyond. It is anticipated that staffing efficiencies will be a key element of any savings required going forward and SFC has advised that any voluntary severance arising will require to be funded by the College from its own resource. The College anticipates achieving the level of staff savings indicated in 2019-20 through the staff who have previously agreed to leave the College. Further updates will continue to be provided to the Finance and General Purposes Committee and to the Board of Management.

The College continues to undertake a review of financial projections in an uncertain environment. It should be noted there are potentially further movements in the projected savings over the 5 year period depending on the outcome of discussions with the SFC regarding business transformation plans; the outcome of the Scottish Government budget for 2020-21; future SFC funding settlements; the operation of the UK Government's Shared Prosperity Fund, which is to replace European funding; and ongoing College review of staff costs/structures within this challenging context. The major risks which may impact the current financial projections are noted within section 6 of the Executive Summary.

The above table is based on SFC FFR assumptions as at June 2019 as reviewed by the Finance and General Purposes Committee and Board of Management. The College will continue to assess the basis of the assumptions used and revert back to the Finance and General Purposes Committee should it become clear that the basis of the budget requires to be amended.

EXECUTIVE SUMMARY (Continued)

3) Adjusted Operating Position

The key identifier of College financial sustainability is the ability of the College to generate an adjusted operating surplus. The table below shows the current year position compared to prior years:

	2019-20 Forecast £'000	2019-20 Budget £'000	2018-19 Actual £'000	2017-18 Actual £'000
Financial accounts deficit as per SCI&E	(2,984)	(2,996)	(5,960)	(3,070)
Non-cash pension adjustments	0	0	2,834	1,973
Financial accounts deficit excluding pensions	(2,984)	(2,996)	(3,126)	(1,097)
Depreciation net of release of deferred capital grant	3,494	3,531	3,518	2,980
Loss on disposal of assets	25	0	129	153
Exceptional income - release prior yr. provisions	0	0	0	(1,529)
Revenue funding allocated to loan repayments	(510)	(510)	(495)	(488)
Adjusted operating surplus for the year	**25**	**25**	**26**	**19**

Page 5 sets out the variances against the agreed 2019-20 budget with the overall position being unchanged - an adjusted operating surplus of £25,000 continues to be forecast in line with budget for 2019-20.

The College has an approved voluntary severance scheme in place and is currently considering applications as they are identified and arise. The treatment of the College funded voluntary severance payments is under discussion with the SFC. The initial position taken by the SFC is that the payments may not be part of the adjustment to the adjusted College operating position calculation. If this was to be applied then the College would report a deficit position. However the College contends that the payments are an exceptional items which relate to restructuring of the business and therefore should be adjusted for in arriving at the year end position. The Committee will be kept updated on any further developments.

4) Student Credit Target

	2019-20 Forecast	2019-20 Budget	2018-19 Actual	2017-18 Actual
Core activity target	157,855	157,855	158,160	160,394
ESF Developing Scotland's Workforce	6,264	6,264	6,368	7,086
Total	**164,119**	**164,119**	**164,528**	**167,480**

5) Balance Sheet

The College continues to review its Balance Sheet position primarily in relation to the cash position. The bank loan covenants continue to be reviewed in order to ensure that the College is operating within the agreed loan parameters.

As noted in the 2018-19 external audit report there is a requirement for the College to review how it calculates the depreciation charge levied in the accounts each year. This review may lead to a movement in the amount of depreciation charged each year from 2019-20. It should be noted that this is an accounting adjustment and does not affect the adjusted operating position of the College. The matter will be discussed with the College auditors during the 2019-20 planning meeting scheduled for March 2020.

EXECUTIVE SUMMARY (Continued)

6) Key Risks Relating to 2019-20 Accounts

1 Achievement of 2019-20 Credit Target

The College continues to face a challenging operating environment, however it anticipates achieving the 2019-20 Credit target set by the SFC. It should be noted that 1,000 Credits equates to approximately £250,000 of SFC funding.

2 European Social Funding

In February 2020 the College received a letter from the SFC indicating that it was looking to recover £100,000 of funding received by the College in relation to the 2015-16 ESF project. This is a sectoral issue with 6 other Colleges receiving similar letters. The SFC contend that the College is not able to provide the reqired documentation to fully support the amount claimed. The College has responded requesting for more time to review and respond to the specific queries made by the SFC. In adopting a prudent approach, the College has therefore currently adjusted for the loss of income in 2019-20 at this time.

The College is of the view that the issue at the centre of the matter is the lack of clarity from the SFC as to what evidence is required to support the ESF funding payments - and this clarity has been sought from SFC not just for 2015-16 claims but also for all years since. The matter will be discussed with the SFC and the College auditors and the Committee will be kept informed of the outcome of those discussions.

3 Failure to deliver Business Transformation Plan savings

The delivery of the savings identified in the Business Transformation Plan represent a key financial pressure faced by the College. As can be seen in section (2), progress is being made in achieving the 2019-20 savings. Clarity is required as to how future savings beyond 2019-20 will be delivered, and the actions arising from the revised Business Transformation Plan require to be formally and finally agreed with the SFC.

4 Student Support Funding

The College highlighted to the SFC that the level of student support funding allocated for 2019-20 was insufficient when the announcement was made in May 2019. The increase in anticipated expenditure for 2019-20 was as a result of a 6% uplift in bursary maintenance payments allied with an increase in the number of care experienced students who are entitled to £8,000 per annum - with West College Scotland having been provided with no additional funding to cover this in 2019-20.

As reported at the November 2019 Committee meeting the College intended submitting an application to the SFC for at least £1m of additional student support funding. A £1.4m claim was made to the SFC based upon the anticipated number of care experienced students and level of students requesting support. In February 2020 the SFC announced that it would be fully funding all requests made and therefore the College will receive an additional £1.4m of student support funding for 2019-20.

This additional allocation relieves the financial pressure for 2019-20 but the additional funding requires to be replicated in 2020-21 along with recognising the potential impact of the removal of the 26 year old age cap on those students who are eligible for the care experienced grant.

EXECUTIVE SUMMARY (Continued)

5 Failure to secure funding for future estates / IT investment

The budget has allowed for an element of maintenance expenditure. However should there be a major failure, this could have a significant impact upon the currently reported position.

6 National Bargaining

Job Evaluation

Colleges Scotland has provided the sector with the anticipated costs of Job Evaluation (JE) at a summary college level. The Accounts Direction issued in July 2019 for use in compiling the 2018-19 Statutory Report and Accounts, required colleges to post these artificial figures to the accounts as accrued income and a corresponding accrued salary cost. This project remains ongoing at a national level and there is currently no clarity of what the outcome of the JE exercise will be, or how it may affect the 2019-20 accounts.

National Pay

A pay deal has been reached with support staff including the 5 month period from April to August 2020 which therefore aligns both the support and teaching staff pay award date to 1 September each year. The costs have been reflected in the budget and forecast.

7 Estate Strategy

The College continues to implement the Estate Strategy however without material investment the delivery of the strategic objectives will prove challenging. For 2019-20 the financial accounts will bot be materially impacted by the implementation of this Strategy. The Board has approved the relocation of the New Street campus activities to the Renfrew Road campus which will see a saving in lease and operating costs from late 2020 .

STATEMENT OF COMPREHENSIVE INCOME AND EXPENDITURE 2019-20
Year to 31 January 2020

	Year to date			Full Year Budget V Forecast				Draft 2018/19
	Budget	**Actual**	**Variance (Adv)/Fav**	**Budget**	**Forecast**	**Variance (Adv)/Fav**		**Actuals**
SFC Income	23,421	23,429	8	47,077	47,301	224		48,293
SFC Support Job Evaluation	0	0	0	0	0	0		0
SDS Income	210	230	20	1,000	1,100	100		1,092
Fees	3,675	3,650	(25)	5,775	5,695	(80)		5,716
Other Income Excl Interest	1,118	1,136	18	2,496	2,440	(56)		2,457
Interest Received	0	0	0	0	0	0		1
Total Income	**28,424**	**28,445**	**21**	**56,348**	**56,536**	**188**	**1**	**57,559**
Salary Costs	(21,594)	(21,625)	(31)	(42,753)	(42,874)	(122)		(40,963)
Planned Savings	985	985	0	985	985	0		0
Restructuring Fund	0	(0)	0	0	0	0		(1,014)
Net Depreciation/Resource Spend	0	0	0	644	644	0		644
Unfunded Pensions	(326)	(322)	4	(612)	(597)	15		(595)
Total Salaries	**(20,935)**	**(20,962)**	**(28)**	**(41,736)**	**(41,842)**	**(107)**	**2**	**(41,928)**
Property Costs	(1,734)	(1,684)	50	(4,694)	(4,635)	59	**3**	(5,060)
Supplies & Services	(3,090)	(3,229)	(139)	(4,411)	(4,717)	(305)	**4**	(4,937)
Other Operating Costs	(1,822)	(1,822)	0	(3,680)	(3,515)	165	**5**	(3,780)
Finance Charges	(74)	(74)	(0)	(162)	(162)	0		(186)
Total Expenditure Excl Salaries	**(6,720)**	**(6,809)**	**(90)**	**(12,947)**	**(13,029)**	**(81)**		**(13,963)**
Total Expenditure	**(27,655)**	**(27,771)**	**(117)**	**(54,683)**	**(54,871)**	**(188)**		**(55,891)**
Surplus before accounting adjustments	**769**	**673**	**(96)**	**1,665**	**1,665**	**(0)**		**1,667**
Release of SFC DCG	577	577	0	1,153	1,153	0		1,247
Release of Non SFC DCG	92	92	0	184	184	0		184
Depreciation	(2,431)	(2,431)	0	(4,868)	(4,831)	37		(4,949)
Net Depreciation	(1,763)	(1,762)	1	(3,531)	(3,494)	37		(3,518)
Loss on disposal of Fixed Asset	0	(25)	(25)	0	(25)	(25)		(129)
Deficit after accounting adjustments	**(994)**	**(1,114)**	**(120)**	**(1,866)**	**(1,854)**	**12**		**(1,980)**
Cash budget for priorities	0	0	0	(1,130)	(1,130)	0		(1,144)
Financial accounts deficit	**(994)**	**(1,114)**	**(120)**	**(2,996)**	**(2,984)**	**12**		**(3,122)**
Revaluation reserve	1,323	1,506	184	2,646	2,814	168		2,663
Historical (Deficit)/Surplus	**330**	**392**	**64**	**(350)**	**(171)**	**179**		**(459)**

WEST COLLEGE SCOTLAND

DETAILED VARIANCE ANALYSIS	Variance (Adv)/Fav £'000
Board of Management approved deficit for 2019-20	**(2,996)**
1 Income	
SFC announced additional mental health funding which has been matched to a corresponding increase in support staff salaries.	122
Anticipated SFC funding towards increase in employer teachers pension contributions.	400
Recognition of notified SFC clawback of ESF 2015/16 project costs.	(100)
Provision for potential SFC ESF clawback of funding already received by the College.	(211)
Improved income forecasted for Foundation Apprenticeships and Commercial activity.	300
Change in FE/HE split for 2019-20 has resulted in more FE and less HE students at the College with the resultant decrease in HE fees.	(280)
Other small movements in income including catering and nursery services.	(43)
Total Income Movement	**188**
2 Salaries	
Increased support staff costs - employment of counsellors from SFC Mental Health Funding.	(122)
Decrease in amount payable to unfunded pension fund due to death of pensioner.	15
Total Salaries Movement	**(107)**
3 Property Costs	
Recognition of savings in utility costs anticipated for 2019-20	59
	59
4 Supplies and services	
Anticipated increase in cost of delivery of additional foundation apprentice / commercial courses.	(200)
Increased level of flexible learning from 17,000 to 19,000 credits has resulted in an increase in cost of delivery.	(70)
Other small net increases in the cost of supplies and services.	(35)
	(305)
5 Other operating expenditure	
Receipt of additional SFC in year student support funding (£1.4m) has allowed the release of the provision based on current forecasted student support funding expenditure.	200
Other small increases in the cost of other operating expenditure.	(35)
	165
Total Expenditure Movement	**(188)**
Net Operating Movements	**0**
Forecast deficit before accounting adjustments	**(2,996)**
Depreciation adjustment in respect of disposal of asset	37
Loss on disposal of Drumry Road property. College retains sale proceeds for investment in estate.	(25)
Financial Accounts Deficit (after accounting adjustments)	**(2,984)**

WEST COLLEGE SCOTLAND

COLLEGE BALANCE SHEET AS AT 31 January 2020 £'000

	As at 31 July 19	As at 31 January 2020	Movement
Fixed Assets			
Tangible Fixed Assets	101,937	99,345	(2,592)
Current Assets			
Stock	13	13	0
Trade Debtors	215	319	104
Other Debtors	10	833	823
Prepayments	347	20	(327)
Other Accrued Income	854	397	(457)
Scot. Funding Council Debtor	407	3,341	2,934
Scot. Funding Council Debtor - Support job evaluation	857	857	0
Cash at Bank and in Hand	5,677	3,452	(2,225)
	8,380	9,232	852
Creditors: Amounts Falling Due			
Within One Year			
Bank Loans/Other Loans	(413)	(413)	0
Finance lease	(96)	(96)	0
Trade Creditors	(113)	(687)	(574)
Other Creditors	(162)	(40)	122
Other Creditors: Support job evaluation	(857)	(857)	0
Accruals & Deferred Income	(4,053)	(2,949)	1,104
Tax & Social Security	0	(768)	(768)
Scot. Funding Council - Creditor	(1,228)	(1,404)	(176)
Deferred Capital Grant SFC	(1,153)	(1,153)	0
Deferred Capital Grant Non SFC	(184)	(184)	0
	(8,259)	(8,551)	(292)
Net Current (Liabilities)/Assets	121	681	560
Total Assets less Current Liabilities	**102,058**	**100,026**	**(2,032)**
After One Year			
Bank Loan	(1,693)	(1,498)	195
Finance lease	(128)	(72)	56
Deferred Capital Grant SFC	(23,149)	(22,572)	577
Deferred Capital Grant Non SFC	(4,623)	(4,531)	92
	(29,593)	(28,673)	919
Net Assets Excluding Pension Liability	**72,465**	**71,353**	**(1,113)**
Net Pension Liability	(22,701)	(22,701)	0
Net Assets Including Pension Liability	**49,764**	**48,652**	**(1,113)**
Restricted Reserves			
Pension Reserve	(22,701)	(22,701)	0
Unrestricted Reserves			
I&E Reserve	14,763	15,156	393
Revaluation Reserve	57,704	56,198	(1,506)
	72,465	71,353	(1,113)
	49,764	**48,652**	**(1,113)**

STUDENT SUPPORT FUNDS BUDGET AND FORECAST
As at 31 January 2020

	Bursary		FEDF		Childcare		Total		HE Funds	
	Budget £'000	F'Cast £'000	Budget £'000	F'Cast £'000	Budget £'000	F'Cast £'000	Budget £'000	F'Cast £'000	Budget £'000	F'Cast £'000
Income Analysis										
Allocation	9,311	9,220	611	650	1,984	2,036	11,906	11,906	276	276
In-Year Redistribution	-	1,409					-	1,409		
College Contribution	200	-	-	-	-	-	200	-	-	-
Total Income	**9,511**	**10,629**	**611**	**650**	**1,984**	**2,036**	**12,106**	**13,315**	**276**	**276**
Expenditure Analysis										
Taxis	50	80	-	-	-	-	50	80	-	-
Disability Needs	-	-	6	10	-	-	6	10	15	10
SEN	250	250	-	-	-	-	250	250	-	-
Disclosure	-	-	65	40	-	-	65	40	5	-
Childcare Nurseries - Internal	-	-	-	-	388	300	388	300	-	-
HE Childcare - External	-	-	-	-	391	451	391	451	-	-
FE Childcare - External	-	-	-	-	1,205	1,205	1,205	1,205	-	-
Student Maintenance & Travel	8,750	9,469	540	600	-	80	9,290	10,149	256	266
Cost of Course	461	830	-	-	-	-	461	830	-	-
Total Expenditure	**9,511**	**10,629**	**611**	**650**	**1,984**	**2,036**	**12,106**	**13,315**	**276**	**276**

WEST COLLEGE SCOTLAND

Financial Graphs and Performance Indicators

SFC Income as % of Total Income

Prior Year: 84% Forecast: 84% (SFC)

Salaries as % of Total Income

Prior Year: 73% Forecast: 74% (Salary Costs)

Other Income as % of Total Income

	Fees	Commercial inc SDS	Other
Prior Year	10%	3%	3%
Forecast	10%	3%	3%

Expenditure % splits (exc salaries)

	Property Costs	Supplies & Services	Other Operating Costs	Depreciation	Finance Charges
Prior Year	27%	26%	20%	26%	1%
Forecast	26%	26%	20%	27%	1%
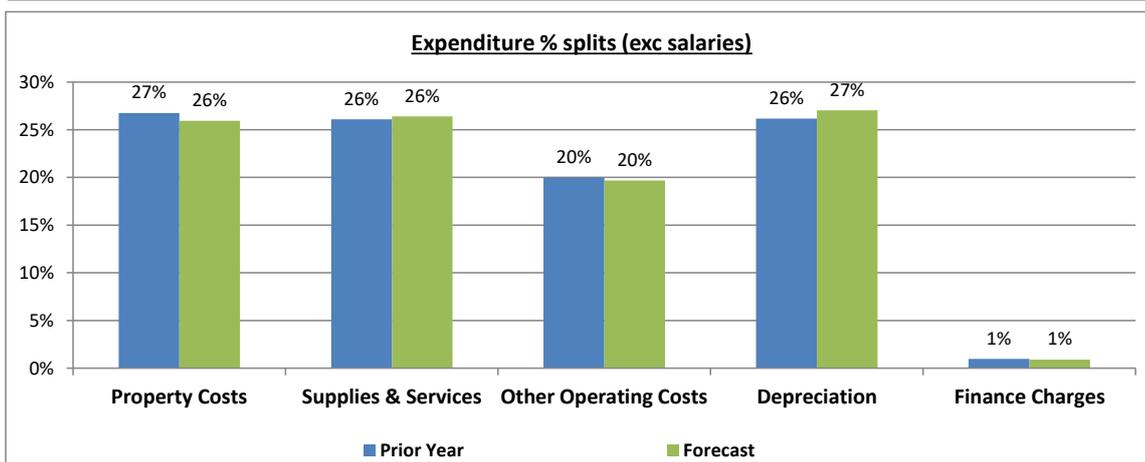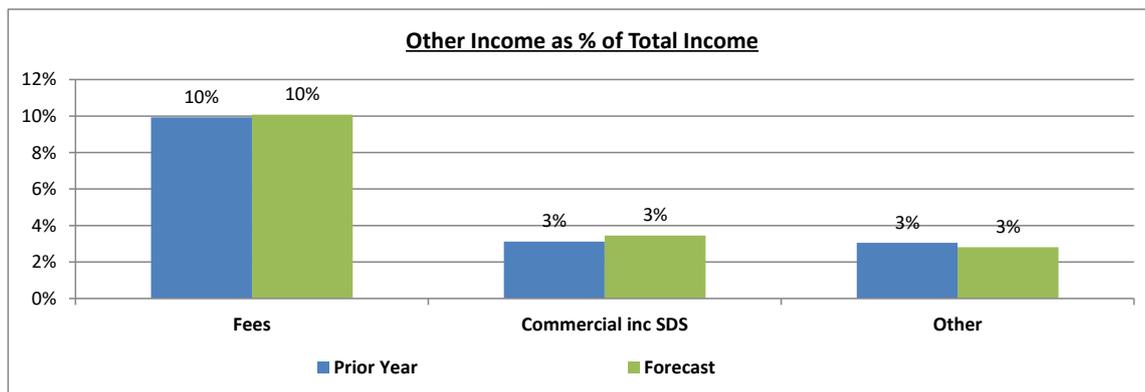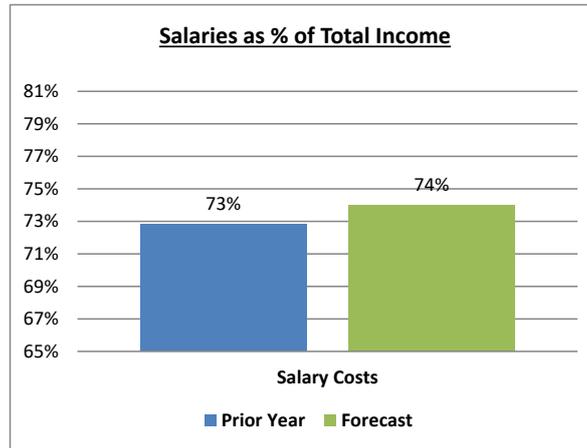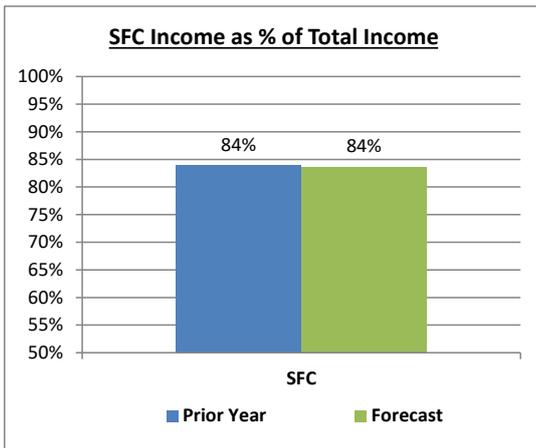
	As at 31 July 2019	Forecast 31 July 2020	As at Current Date
Days Cash	32	30	28
Debtor Days	27	30	30
Creditor Days	19	20	18
Staffing costs as % of income	73%	73%	74%

WEST COLLEGE SCOTLAND

CASH FLOW FORECAST FOR THE YEAR ENDED 31 JULY 2020
Actuals to 31 January 2020

	Actual Qtr 1 £'000	Actual Qtr 2 £'000	Forecast Qtr 3 £'000	Forecast Qtr 4 £'000	TOTAL £'000
	5,666	7,618	4,029	5,419	5,666
Income					
SFC Grants	10,500	7,000	10,206	11,386	39,092
FDWF	184	122	183	183	672
SFC College Maintenance	-	1,000	1,531	-	2,531
SFC Student Funding Grants	3,280	2,700	3,794	2,132	11,906
National Bargaining Harmonisation	65	-	70	-	135
STSS	190	285	186	-	661
WCS VS	(9)	9	-	-	-
ESF Income 1819	407	-	-	-	407
ESF Income 1920	306	306	306	306	1,224
Santitary Products	-	-	92	-	92
Funding for Counsellors	-	66	56	-	122
Other Operating Income inc EMA	1,557	4,161	3,054	1,781	10,553
Total Income	16,480	15,649	19,478	15,788	67,395
Expenditure					
Staff Costs	8,831	10,215	10,677	11,986	41,709
Student Support Costs	2,277	4,150	4,485	2,471	13,383
Estate Maintenance	494	576	1,303	791	3,164
Other Operating Costs inc EMA	2,313	4,078	1,495	2,607	10,493
Restructuring costs	487	91	-	-	578
Loan/Lease Repayments	126	128	128	128	510
Total Expenditure	14,528	19,238	18,088	17,983	69,837
Net (Outflow)/Inflow	1,952	(3,589)	1,390	(2,195)	(2,442)
Closing Bank Balance	7,618	4,029	5,419	3,224	3,224

Reconciliation to College cash balance:

Bank balance at 31 Jan 20	4,029
Student Funding Bank Balances	(589)
Petty Cash Floats Balances	12
College Cash Balance	**3,452**

AGED DEBT ANALYSIS £'000
As at 31 January 2020

Aged Debt - Jan 2020 compared to Jan 2019 (£'000)

The College continues to actively pursue outstanding fee debt in line with the Fees Policy. Of the £371k total debt £128k relates to student debt of which £45k is subject to an agreed payment plan. The remainder of the debt is company debt primarily relating to commercial courses run by the College.

Period	As at January 2020				Comments
	2019/20	2018/19	Movement	2019/20	
0-30 days	173	338	165	19%	£855k of the combined 0-30 and 31-60 days debt in 2018/19 related to HE fees. Due to improved collaborative working with SAAS, fee information was received earlier and this allowed the College to clear the debt early in 2020.
31-60 days	17	675	658	74%	
61-90 days	7	17	10	1%	
+91 days	174	225	51	6%	Within the £174k there is £50k of commercial debt which was received in Feb 2020.
Total	**371**	**1,255**	**884**		

Bad Debt Provision	52	60
Net Trade Debtor Balance	**319**	**1,195**

9

TITLE: **ANTI-BRIBERY AND CORRUPTION POLICY**

Background: The Audit Committee remit includes the requirement:

To review and advise the Board of the Internal Auditor's and External Auditor's assessment of the effectiveness of the College's financial and other internal control systems, including controls specifically designed to prevent or detect fraud or other irregularities as well as those for securing economy, efficiency and effectiveness (value for money).

As part of the fulfilment of this requirement the College has updated the Anti-Bribery and Corruption Policy based upon current best practice and on advice from the College solicitors. The updated Policy was considered by the Audit Committee at its meeting on 12 March 2020 where it was proposed to present the updated Policy for approval by the Board of Management

The updated Policy is attached to this report for consideration by the Board of Management.

Action: The Board of Management is requested to approve the updated Anti-Bribery and Corruption Policy.

Lead: David Alexander, Vice Principal Operations

Status: Open

Policy & Procedure	Anti-Bribery and Corruption Policy
Policy Area	Finance
Version Number	4
Approving Committee	Audit Committee
Date of Approval	~~January 2014~~ March 2020
Date of Equality Impact Assessment	~~August 2016~~Pending approval by Committee
Date of Review	~~January 2020~~July 2022
Responsible Senior Manager	Director of Finance and Estates

History of Amendments

Date	Version/Pages/Sections Affected	Summary of changes
27/06/2016	2	Reviewed by solicitors for any updates/format changes.
10/01/2018	3	Reviewed by Director Finance and Estates
4/3/2020	4	Overall review for relevance

Policy Statement

West College Scotland is committed to carrying out its ~~academic and business~~ functions in an honest and ethical manner and to observing the provisions of the Bribery Act 2010, in respect of its conduct both at home and overseas. The Bribery Act creates a number of bribery and corruption offences and holds the College liable for failing to prevent bribery carried out on its behalf, irrespective of whether the bribe takes place in the UK or overseas.

The Anti-Bribery and Corruption Policy sets out the College's and staff members responsibilities in observing and upholding the institutional position on bribery and corruption and provides information and guidance to staff on how to recognise and deal with bribery and corruption issues.

Equality Statement

The College is committed to providing equal opportunities to ensure its students, staff, customers and visitors are treated equally regardless of gender reassignment, race, religion or belief; disability; age; marriage and civil partnerships; pregnancy and maternity; sexual orientation; sex.

Please note this document is available in other formats, to request another format please email Charlene.Clark@wcs.ac.uk

Contents

Introduction

The College is committed to carrying out its teaching ~~academic~~ and business functions in an honest and ethical manner and to observing the provisions of the Bribery Act 2010, in respect of its conduct both at home and overseas.

~~On 1 July 2011, t~~The provisions of the Bribery Act 2010 ~~came into force, and its provisions~~ apply to all College business. The Bribery Act contains ~~reates a number of~~several ~~new~~ bribery and corruption offences and holds UK businesses and institutions liable for failing to prevent bribery carried out on their behalf, irrespective of whether the bribe takes place in the UK or overseas. The sanctions for these offences include up to 10 years' imprisonment for the individuals responsible. In addition, if the College is found to have connived in or consented to acts of corruption undertaken in its name, the penalties include personal liability for senior managers and an unlimited fine and significant reputational damage for the College.

In relation to the College, the principal applicable laws regarding Bribery and Corruption are:

- Criminal law in the UK and particularly the UK Bribery Act 2010 which has extra-territorial reach and the implications for all College operations irrespective of their location
- Other criminal laws, including those that arise in the local jurisdictions of College operations and relations worldwide

This Ppolicy outlines how the College is implementing and enforcing effective systems to counter bribery. The purpose of this Ppolicy is to:

- Set out the College's responsibilities, and of those working for us, in observing and upholding our position on bribery and corruption; and
- Provide information and guidance to those working for us on how to recognise and deal with bribery and corruption issues.

This Policy should be read in conjunction with other College policies, including in particular:

- Financial Regulations
- Fraud and Corruption Policy and Procedures
- Policy and Procedure for the Acceptance of Gifts and Hospitality
- Register of Interests – SMT and Staff Policy

Employees are reminded of the requirement to familiarise themselves with the most recent version of the Anti-Bribery and Corruption Policy document and all policies referenced within this document.

The College has a zero-tolerance policy towards Bribery and Corruption.

The Audit Committee of the Board of Management will consider the suitability and effectiveness of this Policy. In addition, the Senior Management Team will establish adequate procedures to monitor the implementation of, and ongoing compliance with, this Policy in each geographical location.

The College is committed to providing equal opportunities to ensure its students, staff, customers and visitors are treated equally regardless of gender reassignment, race, religion or belief; disability; age; marriage and civil partnerships; pregnancy and maternity; sexual orientation; sex.

Who is covered by this Policy?

This Policy applies to all individuals working at all levels and grades, including Board of Management members, Board of Management Committee members, senior managers, employees (whether permanent, fixed-term or temporary), consultants, seconded staff, agency staff, volunteers, interns, agents, sponsors, or any other person associated with the College wherever located.

Top-level commitment is an essential feature of compliance of the Bribery Act and staffs with management responsibility are expected to share the Board of Management's Governor's commitment to observe and implement the spirit and terms of this Ppolicy.

What is Bribery?

A bribe is an inducement or reward offered, promised or provided in order to gain any commercial, contractual, regulatory or personal advantage. Acts of bribery or corruption are designed to influence the individual in the performance of his/her duty and incline them to act dishonestly. It is an offence under the Bribery Act to:

- Offer a bribe

- Receive a bribe

- Bribe a Foreign Official

- Consent or connive to the commission of a bribery offence by anyone associated with the College in respect of business carried out on behalf of the College

Examples

Offering a bribe

You offer a potential business partner or client tickets to a major sporting event, on the condition that they agree to do business with you/the College as a result.

This would be an offence as you are making the offer to gain a commercial and contractual advantage. The College may also be found to have committed an offence because the offer has been made to obtain business for the College. (See below for Gifts and Hospitality Guidance).

Receiving a bribe

A supplier gives a member of your family a job but makes it clear that in return they expect you to use your position to influence the chances of obtaining College business or another advantage to them in return.

It is an offence for a supplier to make such an offer. It would be an offence for you to accept the offer as you would be doing so to gain a personal advantage. Suppliers who are found to

have committed a bribery offence are automatically debarred from any future public authority tender process.

<u>Bribing a foreign official</u>

An agency responsible for recruiting students pays a small bribe to an education department official to be allowed access to students in a highly rated school. The offence of bribing a foreign public official has been committed as soon as the offer is made. This is because it is made to gain a business advantage for you or for the College.

If the College is found to have connived in or consented to acts of corruption undertaken in its name, the penalties include personal liability for the senior managers and an unlimited fine and significant reputational damage for the College. Penalties from more than one jurisdiction may also apply in a single case of bribery or corruption.

Public Officials

Corrupting a Public Official is a serious legal offence and carries particular reputational and legal risks. It is prohibited to Transfer anything of value, to a Public Official (or to any other individual or government third party at the request or consent of a Public Official) in order to influence a Public Official. "Transfer" means any offer, promise, gift or payment of anything of value, including a financial or other advantage, or any authorisation or ratification of the foregoing. It is prohibited to accept any Transfer for Anything of Value and incidents should be reported immediately to College Management.

Potential Risk Scenarios

The following scenarios are deemed to be "red flags" as they indicate an increased risk of an offence being committed under the Bribery Act:

- You become aware that a third party engages in, or has been accused of engaging in, improper business practices
- You learn that a third party has a reputation for paying bribes, or requiring that bribes are paid to them, or has a reputation for having a "special relationship" with foreign government officials

- A third party insists on receiving a commission or fee payment before committing to sign up to a contract, or carrying out a government function or process

- A third party requests payment in cash and/or refuses to sign a formal commission or fee agreement, or to provide an invoice or receipt for a payment made

- A third party requests that payment is made to a country or geographic location different from where the third party resides or conducts business

- A third party requests an unexpected additional fee or commission to "facilitate" a service

- A third party demands lavish entertainment or gifts before commencing or continuing contractual negotiations or provision of services

- A third party requests that a payment is made to "overlook" potential legal violations

- A third party requests that you provide employment, a place on a course, or some other advantage to a friend or relative

- You receive an invoice from a third party that appears to be non-standard or customised

- A third party insists on the use of side letters or refuses to put terms agreed in writing

- You notice that the College has been invoiced for a commission or fee payment that appears large given the service stated to have been provided

- A third party requests or requires the use of an agent, intermediary, consultant, distributor or supplier that is not typically used by or known to the College

- You are offered an unusually generous gift or offered lavish hospitality by a third party

Training Awareness

The Director of Finance and Estates will communicate the requirements of this Policy to employees at least once a year. Training and refresher training will be provided to all employees on a regular basis to accompany and supplement this annual communication.

Gifts and Hospitality

This Policy does not prohibit normal and appropriate <u>gifts or</u> hospitality (given and received) to or from third parties. However, gifts, hospitality and political or charitable donations will be bribes if they are given or received with the intention of influencing business decisions.

Guidance on the College's accepted practice with regard to gifts and hospitality is set out in:

- The Acceptance of Gifts and Hospitality Policy and;
- The Travel and Subsistence Procedure

In addition, when giving or receiving gifts or hospitality, you should consider whether the following requirements are met:

- It is not made with the intention of influencing a third party to obtain or retain business or a business advantage, or to reward the provision or retention of business or a business advantage, or in explicit or implicit exchange for favours or benefits
- It complies with any local law
- It does not include cash or a cash equivalent (such as gift certificates or vouchers)
- Taking into account the reason for the gift, it is of an appropriate type and value and given at an appropriate time
- It is given openly, not secretly

Gifts should not be offered to, or accepted from, government officials or representatives, or politicians or political parties, without the prior approval of the Director of Finance and Estates.

What is Not Acceptable?

It is not acceptable for you (or someone on your behalf) to:

- Give, promise to give, or offer a payment, gift or hospitality with the expectation or hope that a business advantage will be received, or to reward a business advantage already given

- Give, promise to give, or offer, a payment, gift or hospitality to a government official, agent or representative to "facilitate" or expedite a routine procedure
- Accept payment from a third party that you know or suspect is offered with the expectation that it will obtain a business advantage for them
- Accept a gift or hospitality from a third party if you know or suspect that it is offered or provided with an expectation that a business advantage will be provided by us in return
- Threaten or retaliate against a colleague or third party who has refused to commit a bribery offence or who has raised concerns under this policy
- Engage in any activity that might lead to a breach of this policy

Facilitation Payments

In some countries it is customary practice to make payments or gifts of small value to junior government officials in order to speed up or facilitate a routine action or process. However, this is not permitted under the Bribery Act and the College does not, therefore, support or endorse the making or accepting of facilitation payments by staff and anyone carrying out business on behalf. *Such payments are illegal.*

If you are asked to make a payment on behalf of the College, you should always be mindful of what the payment is for and whether the amount requested is proportionate to the goods or services provided. You should always ask for a receipt which details the reason for the payment.

If a facilitation payment is being extorted, or if you are forced to pay under duress, you must record the payment and report it without delay under the procedure set out in 'How to raise a concern' section.

Donations, Gifts and Sponsorships

The College does not make contributions to political parties. The College supports charitable giving and initiatives by students and staff, however, it is only open to the College to make charitable donations at an institutional level in limited prescribed circumstances, and any such requests should first be referred to the Principal.

Charitable donations must not be made for the purpose of influencing Public Officials or in exchange for obtaining or retaining business or other improper advantage for the benefit of the College (or for the improper advantage of any employee, any other entity of person). All College employees and related individuals are required to seek approval from the Principal prior to any donation being made. All college employees must also comply with local laws and regulations on Lobbying including registration and reporting requirements.

College employees must ensure that charitable donations and sponsorships are not made as an inducement for the purpose of obtaining any improper advantage or favour. Therefore charities, organisations or individuals seeking charitable gifts (excluding employees for personal charitable activities) are subject to due diligence or enhanced due diligence as appropriate.

Responsibilities

You must ensure that you read, understand and comply with this Policy.

The prevention, detection and reporting of bribery and other forms of corruption are the responsibility of all those working for or associated with the College. You are required to avoid any activity that might lead to, or suggest, a breach of this policy.

Effective risk assessment in order to evaluate and mitigate risk is an essential element of this policy. Colleagues must assess the vulnerability of their activities, particularly overseas, on an on-going basis.

You must notify your manager and the Director of Finance and Estates as soon as possible if you believe or suspect that a conflict with this Policy has occurred or may occur in the future.

Any employee who breaches this Policy will face disciplinary action, which could result in dismissal for gross misconduct.

Recordkeeping

The College has a duty to monitor the fact that the terms of the Bribery Act are being observed by employees, workers and those associated with the College. The College is required to keep financial records and to have appropriate internal controls in place which will evidence the business reason for making payments to third parties.

You must declare and keep a written record of all hospitality or gifts accepted or offered in accordance with the Acceptance of Gifts and Hospitality Policy and/or the Travel and Subsistence Policy. For the protection of those involved, the Director of Finance and Estates Secretary to the Board will maintain a register of gifts and hospitality received by the all members of staff where the value is in excess of £25. The gift register should be updated and maintained on a regular basis.

You must ensure all expenses claims relating to hospitality, gifts or expenses incurred to third parties are submitted in accordance with the Travel and Subsistence Policy and specifically record the reason for the expenditure.

The Director of Finance and Estates will maintain a central register of all reports made under this Policy to include a record of the investigation and the outcome of those investigations. All records relating to compliance and the register of incidents will be retained for at least five years from the date of testing/recording.

How to Raise a Concern

You are encouraged to raise concerns about any issue or suspicion of malpractice at the earliest possible stage. If you are unsure whether a particular act constitutes bribery or corruption, or if you have any other queries, these should be raised with your line manager in the first instance. If you or your line manager requires further guidance, you should contact the Director of Finance and Estates.

Malpractice may be reported by following the procedure set out in the College's Public Interest Disclosure (Whistleblowing) Policy.

Third Parties and Transactions

The definition of third parties is broad, and could include agents, business partners, service providers, contractors or any individual whom is nominated to act on behalf of the company. Whilst the use of agents and business partners can help us to reach our goals, we need to be aware that these arrangements can potentially present College with significant risks.

Risk can be identified where a business partner conducts activities on the College's behalf, so that the result of their action can be seen as benefiting the College. Business partners whom act on the College's behalf must be advised of the existence of and operate at all times in accordance with this policy. Local management is responsible for the evaluation of each relationship and determining whether or not it falls into this category. Furthermore, a risk assessment exercise should be carried out to determine whether the third party intermediary is a high, medium or low risk to the College. Due diligence checks must be carried out when appointing and retaining third parties and such checks include (but are not limited to):

- An assessment of the rationale for engaging the third party intermediary
- An evaluation of the third party's ability to deliver the service
- An evaluation of the integrity of the third party, including background checks on publicly available records on individuals/companies
- Financial and credit checks (where appropriate)

- Standard terms and conditions which specify the scope of the work and inform the third party of the College's Anti-Bribery Policy and includes the right to audit, right to exit in the event of a suspicion and/or breach occurring

What to do if you are the Victim of Bribery or Corruption

It is important that you tell your line manager as soon as possible if you are offered a bribe by a third party, are asked to make one, suspect that this may happen in the future, or believe that you are a victim of another form of unlawful activity. Any instances of bribery or attempted bribery should also be reported promptly to the Director of Finance and Estates. If the bribery concerns your line manager, your concern may be reported directly to the Director of Finance and Estates.

Protection

Colleagues who refuse to accept or offer a bribe, or those who raise concerns or report another's wrongdoing, are sometimes worried about possible repercussions. The College will support anyone who raises genuine concerns in good faith under this Policy.

The College is committed to ensuring no one suffers any detrimental treatment as a result of refusing to take part in bribery or corruption, or because of reporting in good faith their suspicion that an actual or potential bribery or other corruption offence has taken place, or may take place in the future. Detrimental treatment includes dismissal, disciplinary action, threats or other unfavourable treatment connected with raising a concern. If you believe that you have suffered any such treatment, you should inform your line manager. The College's Organisational Development and HR Department may be contacted for advice and support. If the matter is not remedied, and you are an employee, you should raise it formally using the Disciplinary Procedure for College Staff.

Appendix 1

EQUALITY IMPACT ASSESSMENT

Name of policy/procedure/decision:
Anti-Bribery and Corruption Policy

Provide a brief summary of the aims of the policy/procedure/decision and main activities:
The purpose of the Policy is to set out the College's and employees' responsibilities in ensuring compliance with the Bribery Act 2010. It provides information and guidance on how to recognise and deal with bribery and corruption issues.

Assessed By:	Clare Fraser	**Date:** 23 August 2016

This stage establishes whether a policy, procedure or decision will have a differential impact <u>from an equality perspective</u> on people who share protected characteristics or whether it is "equality neutral" (i.e. have no effect either positive or negative).

The protected characteristics are: age, disability, gender reassignment, pregnancy or maternity, race, religion or belief, sex and sexual orientation.

1. Who will benefit from this (students/staff/stakeholders)? Is there likely to be a positive impact on people who share protected characteristics, and if so, how? <u>Or</u> is it clear at this stage that it will be equality "neutral"? i.e. will not have a differential impact on any equality group/s?
It is submitted that this will have a neutral impact on people who share protected characteristics. There is no reason to believe that the policy will apply or be applied differently to people as a result of their being female, having a disability etc.
It is recognised that there can be a variation of societal cultures regarding corruption and cultural dimensions can influence an individual's perception of ethical situations. This could mean that people from different culture could have different interpretations. However the Policy itself is very clear and training will be provided.

2. Is there likely to be an adverse impact on people who share protected characteristics? If so, who may be affected and why? <u>Or</u> is it clear at this stage that it will be equality "neutral"?

It is not likely that this policy will have an adverse impact on people who share protected characteristics, and it is submitted that this will have a neutral impact on people who share protected characteristics.

3. What action will you take to ensure that you are monitoring the impact of this policy?

No direct monitoring of this policy in terms of equality data is necessary given its neutral impact. Indirect monitoring of the Disciplinary Policy and Procedure will continue to take place.

TITLE: **INTERNAL AND OTHER AUDIT SERVICE CONTRACT**

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Status: **RESTRICTED**

TITLE: **REMUNERATION COMMITTEE**
Report of the meeting held on Monday 3 February 2020

Action: A report of the Remuneration Committee meeting held on Monday 3 February 2020 will be provided by the Committee Chair, Mark Newlands. The minute will be formally approved at the next Committee meeting which will be scheduled for October 2020.

The Committee Chair, Mark Newlands will lead the Board through key matters discussed at the meeting and decisions made which the Board is asked to endorse:

REVIEW OF PRINCIPAL - The Committee:
- Resolved that the Principal be awarded a settlement in line with the public sector pay policy.
- Agreed that this be kept under review and discussed at the next Remuneration Committee meeting in light of any outcomes from the NRPA.

ANNUAL REVIEW OF EXECUTIVE - EFFECTIVE FROM 1 APRIL 2020 - The Committee:
- Resolved to implement the public sector pay policy to the Executive and other senior staff.
- Agreed that this be kept under review and discussed at the next Remuneration Committee meeting in light of any outcomes from the NRPA.

ARRANGEMENTS FOR PAY AWARDS FOR STAFF OUT WITH THE NATIONAL RECOGNITION AND PROCEDURE AGREEMENT (NRPA) - The Committee:
- Resolved to make an annual pay award (in line with public sector pay policy) from April 2020.
- Made a commitment to review the position from August 2020 should there be a difference in the negotiated settlement for those staff within the NRPA.

Lead: Mark Newlands, Chair, Remuneration Committee

Status: Open

TITLE: **PROPOSED DATES OF MEETINGS IN SESSION 2020/2021**

Background: Consideration has been given to the proposed dates of Board meetings for session 2020/21 and these have been agreed with the Chair.

It is proposed that the Board continue to schedule 5 meetings during the year following a similar pattern to that of the current session and should continue to meet on Mondays starting at 4.00p.m. (unless otherwise notified). The proposed dates of meetings in 2020/21 are therefore:

Monday 5 October 2020
Monday **14** December 2020
Monday 1 February 2021
Monday 22 March 2021
Monday 14 June 2021

Once approved, consideration will be given to the dates of the various Committee meetings to be scheduled for session 2020/21.

Action: The Board is asked to approve the proposed dates of its meetings in session 2020/21.

Lead: Shirley Gordon, Secretary to the Board of Management.

Status: Open

Dates of Meetings in 2020/21

Committee	September 2020	October 2020	November 2020	December 2020	January 2021	February 2021	March 2021	April 2021	May 2021	June 2021
BOARD (at least 4) Mondays at 4.00 p.m.		5		14		1	22			14
Audit (at least 4) Thursdays at 4.00 p.m.										
Joint Audit & Finance										
Finance and GP (Normally will meet 4 times per year, but at least 3 times per year) Tuesdays at 4.00 p.m.										
HR & CD (will meet four times) Wednesdays at 4.00 p.m.										
LTQ (at least 3 times) Wednesdays at 4.00 p.m.										
Estates (at least 3 times) Tuesdays at 4.00 p.m.										
Remuneration (twice per year)										
Nominations (at least annually)										

NOTE: the venue for the Board and some Committee meetings will alternate between different Campuses as indicated above.
C = Clydebank; G = Greenock; P = Paisley.

NO FORMAL BUSINESS MEETINGS ARE HELD IN JULY OR AUGUST

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

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
Dr Waiyin Hatton

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

PERIOD OF APPOINTMENT AND MEMBERSHIP OF COMMITTEES 2019/20

Name	Status	Period of appointment	Committee
Dr Waiyin Hatton	Chair	3.02.2020 – 02.03.24	Chair of Board and Nominations. Member of Remuneration. *Ex officio* – Estates, Finance & GP, LTQ HRCDC
Elizabeth Connolly	Principal	*Ex officio*	Board Estates Finance & GP LTQ HR&CD
Nick Allan	Non-Executive	4 + 4 years 1.02.15 – 31.01.19 1.02.19 – 31.01.23	Board Estates (Chair) Nominations Remuneration
Jim Hannigan	Non-Executive	3 +4 years 1.02.15 – 31.01.18 1.02.18 – 31.01.22	Board Finance & GP (Chair) HR&CD (Vice-Chair) Nominations Remuneration
Jacqueline Henry	Non-Executive	3 +4 years 1.02.15 – 31.01.18 1.02.18 – 31.01.22	Board Vice Chair LTQ (Chair) Nominations Remuneration
Andrew Hetherington	Non-Executive	2 + 4 years 1.02.15 – 31.01.17 1.02.17 – 31.01.21	Board Audit Estates (Vice Chair)
Jenifer Johnston	Non-Executive	4 + 4 years 1.02.15 – 31.01.19 1.02.19 – 31.01.23	Board Estates
Linda Johnston	Non-Executive	4 years 1.01.17 – 31.12.20	Board HR&CD
John Leburn	Non-Executive	4 years 1.01.17 – 31.12.20	Board Finance & GP
Fiona McKerrell	Non-Executive	4 years 1.12.19 – 30.11.23	Board LTQ
Sabira Akram	Non-Executive	4 years 1.12.19 – 30.11.23	Board HRCDC
John McMillan	Non-Executive	2 + 4 years 1.02.15 – 31.01.17 1.02.17 – 31.01.21	Board Audit (Chair) Estates Nominations Remuneration
Mark Newlands	Non-Executive	4 +4 years 1.02.15 – 31.01.19 1.02.19 – 31.01.23	Board HR&CD (Chair) Remuneration (Chair) Nominations

Angela Wilson	Non-Executive	4 years 1.09.17 – 31.08.21	Board Finance & GP
David Watson	Teaching Staff	4 years 13.09.17 – 12.09.21	Board LTQ Nominations (1.04.18 – 31.03.20)
Steven Cairney	Support Staff	4 year 18.09.19 – 17.09.23	Board LTQ Nominations (1.04.20 – 31.03.22)
Vanessa Thompson	Student President	1 year 1.08.19 – 31.07.20	Board LTQ Nominations
Priya Kaur	Student rep	1 year 1.08.19 – 31.07.20	Board LTQ Nomination

CO-OPTED MEMBERS 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	HR&CD

PROPOSED SCHEDULE OF BUSINESS 2019/20   **ANNEX 2**
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 *Regional Outcome Agreement Review Report 2018/19?* 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 *Draft Regional Outcome Agreement 2020-?* *Review of Modern Slavery Statement?* **Committee Reports** Audit; Estates	**22 January**
23 March 2020 Clydebank Campus	**Main items of business** Final Regional Outcome Agreement 2020 - ? HR Annual Report 2019 Key Performance Indicators update? Proposed dates of meetings 2020/21 **Committee Reports** Audit; Corporate Development; Estates; Finance & General Purposes; Learning,	**11 March**

	Teaching & Quality; Organisational Development & HR	
15 June 2020 **Paisley Campus**	**Main items of business** Management Accounts Budget 2020/21 and Financial Strategy (including Budget for Students Association) Review of Board Development Action Plan? Committee Reports on Progress against Regional Outcome Agreement? Draft Schedule of Business 2019/20 **Committee reports** Audit; Corporate Development; Estates; Finance & General Purposes; Learning, Teaching & Quality; Organisational Development & HR	**3 June**

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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		17		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: The previous Chair considered what Committees the two new Board Members would be appointed to and agreed the following:

- Fiona McKerrell – has become a member of the LTQC.
- Sabira Akram – has become a member of the HRCDC.

ACTION: The Board is asked to note the above actions taken by the previous Chair.

LEAD: Dr Waiyin Hatton, Chair of the Board of Management

STATUS: Open