

West College Scotland
LEARNING, TEACHING AND QUALITY COMMITTEE
WEDNESDAY 11 NOVEMBER 2020 at 4pm via the Teams link circulated
by the Secretary

AGENDA

General Business

1. Apologies
2. Declarations of Interests
3. Minutes of the meeting held on Wednesday 20 May 2020 Enclosed
 .1Actions from the minutes Enclosed
4. Matters arising from the Minutes
 (and not otherwise on the agenda)

Main Items for Discussion and/or Approval

5. Presentation on the SFC Review of Coherent Provision and Sustainability Phase 1 Report Paper 5 StG
6. Update from Educational Leadership Team Paper 6
 - a. Curriculum StG
 - b. Quality CMac
 - c. Student Life & Skills IFS
 - d. Digital AP
7. Students Association Update Verbal VT
8. Education Scotland update
 (no paper – will be covered in the Quality update)
9. Student Success KPIs 2019-20 Paper 9 CMac
10. Curriculum Planning 2020-21 Paper 10 StG
11. Internal Audit Report – Online Resources
 (at the request of the Audit Committee) Paper 11 StG
12. Internal Audit Report – ROA
 (at the request of the Audit Committee) Paper 12 StG

Items for Information

13. Quality Standards Committee Minutes
 (14 May 2020 and 22 October 2020) Paper 13 CMac

14. GTCS – Professional Learning and Registration Report
(Report for information. Item will be covered
in the Quality update) Paper 14 CMac
15. Strategic Risk Register Paper 15 StG
16. Committee Remit, Membership and Dates of Meetings Paper 16 ShG
17. Any other Business
18. Date Next Meeting
Wednesday 24 February 2021 – 4 till 6pm

LEARNING, TEACHING AND QUALITY COMMITTEE

Minutes: Wednesday 20 May 2020

Present: Liz Connolly (in the Chair), Steven Cairney, Mark Hamilton, Vanessa Thompson, David Watson, Fiona McKerrell, Jacqueline Henry (from Minute LM365).

Attending: Stephanie Graham (Vice Principal Educational Leadership), Cathy MacNab (Assistant Principal Performance and Skills), Angela Pignatelli (Assistant Principal Creativity and Skills), Iain Forster-Smith (Assistant Principal Student Life and Skills), Waiyin Hatton (Chair of the Board), Shirley Gordon (Secretary).

Apologies: Ruth Binks.

LM360 WELCOME

Liz Connolly explained that the Committee Chair, Jacqueline Henry, was having IT issues and she sought agreement to chair the meeting on Jacqueline's behalf. This was approved.

The Chair welcomed everyone to the meeting and noted apologies.

LM361 DECLARATIONS OF INTERESTS

- Liz Connolly: Trustee of West College Scotland Foundation.
- Fiona McKerrell: Partner employed by Skills Development Scotland.
- Waiyin Hatton: Wai Beyond, People and organisational development consultancy; Harvey McMillan, People and organisational development consultancy; Action Against Stalking; Ayrshire Sportsability; Scottish Chamber of Commerce.

LM362 MINUTES

The minutes of the meeting held on Wednesday 26 February 2020 **were approved.**

LM363 ACTIONS FROM THE MINUTES

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

LM364 MATTERS ARISING FROM THE MINUTES

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

LM365 UPDATE FROM EDUCATIONAL LEADERSHIP TEAM

The Vice Principal Educational Leadership, updated the Committee on the following developments since the last meeting and since the College closure on 20 March 2020 due to the Covid 19 pandemic:

- Arrangements for Learning and Teaching - Online remote learning had progressed using a broad range of technology in response to different subject needs and student IT capability. Student engagement had been reasonably high in most curriculum areas and particularly at HE level.
- Support for Students - Ongoing support had been provided for students, including learning support from the Enabling Services Team and general

advice from the Student Advisory Team. Counselling support had continued online and through telephone, including over Easter and for those requesting support for the first time. Students continued to have access to Silver Cloud the online health and wellbeing tool and the Safeguarding team had been proactive in monitoring that and contacting any students where there were concerns expressed. General and individual mental health and wellbeing support was available through the intranet and online sessions replacing the 'Gie Us a Break Cafes'. The Students Association posted regular social media updates and a dedicated area was available on the student intranet to provide COVID guidance.

- Assessment - Significant collaborative work was undertaken with the college network nationally and with awarding bodies to influence decisions and arrangements for assessment. A holistic approach was now being taken forward for course assessment and adapted for subject areas. That approach required decision making by course teams and was a major activity at present.
- Course delivery - Some short courses planned for this period had not been able to be run, as well as much of the commercial delivery. This would impact on both overall credits and income for 2019-20. The College expected to deliver core credits for 2019-20 but not the full amount of additional ESF activity. The SFC had encouraged colleges to deliver as many credits as possible this session and WCS expected its distance learning and preparation for college activity to generate more credits than initially planned. Staff were in regular contact with learners to encourage them to continue or provide support. The Distance Learning Team had been helped by other administrative staff who had volunteered to help manage the increase in new enrolments.
- Discussions with SFC - There had been ongoing engagement with the SFC around COVID-19 and particularly the impact on student activity targets and other income. The Regional Outcome Agreement had been submitted, although it was not clear yet what the arrangements may be for reporting PIs for 2019-20. The SFC reduced the reporting requirements for colleges during this period, including the annual student survey. The college had already had a good response to the survey so would continue to analyse that. The 'Our College, Our Context' document was completed in graphical format to provide information to replace that previously included in the ROA.
- Arrangements and Planning for 2020-21 - Student recruitment for next session had continued with Curriculum Administrators set up from home to progress applications and interviews being conducted online or via phone. Overall application numbers were lower than this time last session, but the number of actual offers made and accepted was higher. There had been particularly good recruitment for the Schools Vocational Programme and Foundation Apprenticeships across most Local Authorities. MIS staff were fully operational and working to close off credit claims for this session, complete student outcomes and undertake course set up processes and timetabling for next session. The College was replacing the planned May/June preparation for the school vocational programme with an online version and enrolling full time students for next session earlier in order to undertake a summer preparation for college programme and ensure ongoing communication in order to update them on any changes to the start of session.

Attention was now being placed on planning the curriculum delivery for a range of college opening scenarios with social distancing measures still in place.

The Committee thanked the Vice Principal: Educational Leadership for the insightful and detailed update and the consistent support being made available to all students was particularly welcomed. The Committee discussed how the College and its staff could best place itself to continue to help support students, partner organisations, stakeholders and local communities now and in the future whilst operating within its own challenging financial position.

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

LM366 STUDENTS ASSOCIATION UPDATE

Vanessa Thompson outlined the varied workload of the Students Association over recent months particularly in liaison with students, lecturers / guidance teachers and the College Executive. The Students Association election for 2020/21 had concluded with the following results:

- President: Vanessa Thompson.
- Vice President Clydebank: Stefana Margarint.
- Vice President Greenock: Paul Sefton.
- Vice President Paisley: Chris Bett.

She looked forward to working with Stefana, Chris and Paul, when they took up their new posts from the start of next session.

The Chair thanked the Students Association President for the update which was noted, congratulated her on her reappointment and asked that the congratulations of the Committee be passed to the Vice Presidents.

LM367 EDUCATION SCOTLAND – STANDING ITEM

The Vice Principal Educational Leadership explained that guidance was awaited from Education Scotland in respect of the Evaluation work for 2019-20. The College had been informed that the Evaluation and Enhancement Plan (EREP) would not need to be submitted at the end of October and, at present, work to complete this had been paused until guidance and new timescales were clear.

The Committee noted work had been paused and agreed to defer this to its November meeting. {ACTION – NOV 2020 AGENDA}

LM368 EXCEPTIONAL CIRCUMSTANCES ASSESSMENT ARRANGEMENTS

The Assistant Principal Performance and Skills explained that the closure of colleges from 20 March 2020 had resulted in changes to the assessment arrangements that supported claims for student certification across awarding bodies. She provided an overview of the College response to the exceptional quality assurance arrangements in place for SQA awards and provided an update on approaches from other awarding bodies.

She explained that Colleges would take a flexible approach to on-going assessment, where this was still possible, and would establish robust internal

quality assurance procedures for lecturers / assessors to make professional judgements on student outcomes, in line with the guidance issued by SQA. It was recognised that course teams, comprising curriculum area CQLs, CELs, QELs, and subject specialists, had the professionalism and experience to make sound assessment judgements.

To facilitate standardisation and consistent practice across all Colleges, an Internal Quality Assurance (IQA) panel would oversee student outcome assessment decisions made by course teams. Planned external verification visits would not take place, other than for a few previously arranged remote reviews. SQA Qualification managers continued to work with the sector in identifying some areas where assessment should be deferred, because it was impossible to apply a holistic judgement.

The WCS response, in line with other Colleges, had been to prepare internal operational guidance that supported the implementation of a standardised approach across the College teams and departments. Operational guidance, staff FAQs, timelines and SQA updates were uploaded to the staff intranet Quality Portal, accessible by all staff remotely.

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

As far as possible, the same guidance would be used across all other awarding body qualifications, except for regulated qualifications (SVQs) and national qualifications (Highers, National 5 awards). In these cases, alternative arrangements for student completion were in place. Crucially, in relation to national qualifications and Skills for Work programmes, Colleges would continue to gather assessment evidence for students after 23rd March 2020. That would ensure students could be certificated for their whole award within the academic session 2019-20.

The Committee thanked the Assistant Principal Performance and Skills and college staff teams involved in driving forward this huge amount of work. It was clear that students were at the forefront of all decisions being made and in identifying how College staff could continue to engage them to ensure their experiences were positive. This phenomenal effort was commended recognising the completely new way of undertaking assessments and prioritising workloads. The Committee requested that the Assistant Principal Performance and Skills pass on its sincere thanks to all involved.

The Committee noted the report.

LM369 DIGITAL STRATEGY AND ASSOCIATED ACTION PLAN

The Assistant Principal Creativity and Skills reported that, following the launch of the WCS Digital Strategy, a call was issued to all staff at West College Scotland seeking membership to the Digital Strategy Group to drive forward the aims of the Strategy. The Group, comprising of digital specialists, digital novices and those in key posts was formed to start the process of delivering

the Strategy ensuring a mix of staff from support and teaching staff together with a range of varying abilities.

The College Internal Auditors conducted their Audit visit from 13 - 17 January. They met with members of the Digital Strategy Group, meeting lecturing staff and support staff, as well as members of the Executive Team. The focus of their visit was to confirm that there were adequate processes in place for the development of the College's Digital Strategy and that planning would now support implementation.

The Assistant Principal Creativity and Skills explained that the formulation of the Digital Strategy Action Plan, however, had been overtaken by the creation of the "COVID-19 Exceptional Arrangements Digital Strategy Action Plan" given the immediate needs of the organisation, staff and students and she highlighted the spreadsheet of actions being progressed.

The focus of the work of the Digital Strategy Group to date was summarised into the following categories:

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

and the Assistant Principal Creativity and Skills led the Committee through a progress report of each in turn explaining that the Digital Strategy Group had been, since lockdown, very much planning on a month-to-month basis as there were so many factors unknown. The next steps, which had been initiated were to plan further ahead where possible and this would result in an Action Plan which was more akin to a standard Action Plan.

In addition to this, the Group would continue to address the recommendations made in the Audit Report and meet those actions in a timely manner.

The Committee discussed the huge College IT activity that had taken place in the lead up to lockdown and thereafter in supporting staff and students. It conveyed its appreciation to the College IT team who had delivered this in as seamless a way as possible. Work continued to scope out a digital capability tool to meet the current challenges of remote and blended learning and to help gather intelligence to benchmark the College against the sector. The Assistant Principal Creativity and Skills also alluded to some national digital visionary work being advanced in recognition of the need for consistency in approach / ease of use and explained that any sector-wide infrastructure would need investment. She would include national updates in her reports going forward.

{ACTION AP}

The Committee noted progress made.

LM370 GTCS – PROFESSIONAL LEARNING AND REGISTRATION UPDATE

The Assistant Principal Performance and Skills explained that teachers in Scotland were required to engage in professional learning, self-evaluate that learning using the GTC Scotland Professional Standards, and maintain a record of it using their online profile. The Professional Review and Development (PRD) discussion was also an integral part of the process and every five years

confirmation of this engagement was required by the teacher and their line manager in order to maintain full registration.

In respect of WCS, the Assistant Principal Performance and Skills reported that good progress had been made with registrations. A Steering Group meeting was scheduled where a more in-depth analysis would be undertaken and she agreed to report, in greater detail, at the Committee meeting scheduled for November.

{ACTION - CMacN / NOV AGENDA}

The Committee noted progress made.

LM371 PLANNING FOR 2020-21 CURRICULUM DELIVERY

The Vice Principal Educational Leadership explained that, at this point, there were many uncertainties around when the College may reopen campuses and the specific restrictions that there may be. An element of social distancing would be required, and at present the College was undertaking curriculum scenario planning for a range of circumstances. Curriculum teams were working on scenario planning using a template so that there was consistency of approach and an ability to share ideas across the College. The planning also allowed staff to identify the impacts on other areas of the College such as Estates and IT. In tandem with this, there was overall College mobilisation planning, particularly in terms of Estates, Health and Safety and HR.

The College was planning for the autumn using the following key aims to:

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

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

The College had continued to recruit to the original full-time prospectus and to some part-time courses. Recruitment has continued throughout lockdown and the College will be enrolling students for Autumn courses early in order to keep ongoing engagement with new students and better prepare them for the start of their courses. This would be particularly valuable this session to help maximise application conversion rates and communicate regularly as plans may have to change.

The original schedule was for all full-time courses to start on 24 August. That was two weeks after teaching staff returned from holiday and that time before courses started was usually used for student induction, planning, materials development and CPD. Next session, however, assuming staff could even be on campus at this time, staff would also have student 'catch up' and deferral activity from 2019-20. It had, therefore been proposed to adjust the full-time course start dates to compress teaching time during the year and start all full-time courses on 21 September. That would hopefully allow for most of the deferral and catch up work to be completed and allow more time for

implementing estates changes and planning course delivery under social distancing restrictions. The EIS was yet to agree to the calendar change but was receptive to the proposal at last week's JCNC meeting.

There were some courses that may be particularly difficult to run under social distancing restrictions as the learning be so compromised that the College needed to delay the start completely and remove from delivery in the autumn. Teams would decide that as they progressed the scenario planning exercise.

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

The Committee acknowledged the energy and creativity in the College and its commitment to enhance opportunities not only for students, staff and the College but also in ensuring local communities / organisations benefited and thrived from what the College could provide. It also recognised that sector-wide work continued, and national guidance was awaited, and the Vice Principal Educational Leadership confirmed that College HR teams were working through a range of staffing scenarios.

The Committee noted the report and update.

LM372 STRATEGIC RISK REGISTER

The Vice Principal Educational Leadership explained that the Strategic Risk Register was considered by the Board at its last meeting held on 23 March 2020.

At that meeting, the Board received a report from the Vice Principal Operations which outlined that, in accordance with the Corporate Governance Code, the Board was tasked with ensuring a framework of risk management and control was in place. The Strategic Risk Register (which had been approved by the Board at its February 2020 meeting and was aligned to the College Corporate Strategy) was considered and an update on the actions taken to 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 risks around the impacts of the Covid 19 pandemic to teaching, learning and curriculum delivery needed to be added into the Strategic Risk Register. The Vice Principal Educational Leadership agreed to consult with the Risk Group and provide

changes for the LTQ Committee at its November meeting.

{ACTION – StG / NOV AGENDA}

The Committee reviewed the current strategic risk register and proposed that the Vice Principal Educational Leadership progress the inclusion of the risks around COVID 19 on learning, teaching and curriculum delivery through the College Risk Management Group.

LM373 INTERNAL AUDIT REPORT – DIGITAL STRATEGY (AT THE AUDIT COMMITTEE’S REQUEST)

The Assistant Principal Creativity and Skills reported that, as part of the 2019-20 Internal Audit Plan, Scott Moncrieff sought to confirm that there were adequate processes in place for the development of the College’s Digital Strategy and that planning would support implementation.

She led the Committee through the report which concluded that "the College had an extensive engagement process in producing its Digital Strategy during 2019. The Strategy includes a number of objectives which are aligned to the College’s Corporate Strategy. We also noted that there was effective governance in approving the Strategy. At the time of our audit work, whilst the Digital Strategy had been approved, the College had still to undertake formal processes to produce a plan which set out the activities that would be delivered to fulfil the Digital Strategy objectives. We have provided detailed recommendations for management on the processes and controls that should be established for delivery and oversight of the Digital Strategy".

The report identified several areas of good practice and one area for improvement which related to the creating of an oversight group to monitor the implementation of the Strategy. As part of that implementation, a detailed plan would be created which was tied into the Financial Strategy of the College. Management had accepted the recommendation and initiated the management action noted in the report to address the issues identified. The Assistant Principal Creativity and Skills had provided further information on the Group and the associated Action Plan earlier in the meeting (Minute No LM369).

The Committee noted the report.

LM374 COMMITTEE REMIT, MEMBERSHIP AND DATES OF MEETINGS

The Committee noted its remit, current membership list and 2020/21 proposed meeting dates **and agreed:**

- **2020/21 LTQ Meeting Dates:**
 - ❖ **Wednesday 11 November 2020 – 4 till 6pm**
 - ❖ **Wednesday 24 February 2021 – 4 till 6pm**
 - ❖ **Wednesday 19 May 2021 – 4 till 6pm**
- **That the composition of the Committee include the attendance of the Assistant Principal Creativity and Skills.**

LM375 ANY OTHER BUSINESS

- Jacqueline Henry thanked Liz for chairing the meeting on her behalf and apologised for the IT inconvenience.

- The Board Chair thanked all Board members for agreeing to virtual online meeting slots with her as part of her ongoing induction. She was keen to report the positive discussions she had had so far about the efficiency and effectiveness of all College staff and especially at this difficult unprecedented time.
- Date of next meeting - Wednesday 11 November 2020 at 4pm, Venue - tbc

Learning, Teaching and Quality Committee: Actions from the Minutes

Date of Meeting	Min Ref	Matter for Action	Responsible Person	Action Taken	Timescale (where applicable)
From 9 July 2020 FGPC	FPM339	Student Digital Poverty Procurement Approval Request - evaluate by the Digital Strategy Group and feedback on its effectiveness to be provided to the Committee at a later date.	D Alexander	Previously the responsibility of FGPC – but the evaluation falls under the remit of the LTQC so transferred to its Action List.	Future Meeting.
20 May 2020	LM369	Digital Strategy and Associated Action Plan – future updates to also include national developments.	AP		All future reports from Nov 2020 onwards
“ ”	LM370	GTCS – Professional Learning and Registration Update – update report to be provided.	CMacN		Nov 2020 agenda. Report included for information and item will be covered in the Quality update
“ ”	LM372	Strategic Risk Register – new risk to be drafted covering the impacts of the Covid 19 pandemic to teaching, learning and curriculum delivery.	StG		Nov 2020 agenda
“ ”	LM374	Committee Remit, Membership and Dates of Meetings – composition to include the attendance of the Assistant Principal Creativity and Skills.	ShG	Angela Pignatelli duly added.	Complete
22 May 2019	LM316.3	Update from Student Services and Communities – Report on activity with CELCIS relating to support provided to care	I Forster-Smith	Currently working on changes to the Corporate Parenting Plan. The report on CELCIS and the	February 2020 meeting & schedule for report at November meeting (Will be covered in Iain's

		experienced students to be brought to next meeting		Plan will be brought to the February meeting	update and full report brought to following meeting).
22 May 2019	LM273 253	Education Scotland - Committee to receive regular updates on progress in addressing actions in Education Scotland report	C MacNab	Progress report provided to October 2018, February and May 2019 meetings.	Standing November 2020 agenda item. However very little to report so will be covered in the Quality update
11 Oct 2017	LM230.1	Activity Update from Vice Principal On the Scottish Government's Improvement Project - progress report to be provided to future meeting.	S Graham	Progress report provided to March 2018 meeting (LM248.1) The College hosted the final event for all colleges on 5 June 19. The Sector final report is not yet published and therefore this will be brought to the February meeting.	February 2020 meeting (national report still not available). To be reported at May meeting. CDN have taken on a role re this and an update will be provided at the Nov 2020 meeting. Nothing further to update at this time

TITLE: Review of Scotland's Colleges & Universities- Phase One Report

Background: A review of tertiary education is currently being undertaken by the Scottish Funding Council (SFC) at the request of Government Ministers.

The initial Review objectives are:

- To consider how best to achieve coherence and sustainability in the delivery of tertiary education during the COVID-19 crisis, EU exit transition, and beyond, while maintaining and enhancing quality.
- To propose changes needed to SFC's funding, operations and accountability frameworks in order to respond effectively to new challenges and opportunities.
- To ensure the sector can address the outcomes we need to achieve in Scotland
- To provide advice, where appropriate, to Scottish Ministers on relevant changes to policy, funding and accountability frameworks for tertiary education and research in Scotland.

The review consultation set out that it provided an opportunity for everyone interested in the education, skills, research and innovation delivered through colleges and universities, and for post-16 provision generally in Scotland, to consider what the future could or should look like.

The Phase 1 report '**Insights to develop further**' was published on 20 October feeding back the research and consultation responses and identifying possible areas for further review and collaborative next steps.

Phase 2 is due in February (*it is not confirmed if this will be in the form of a report at this stage*) and the review to be completed early summer 2021.

The Phase 1 report highlights the significant challenges COVID presents for tertiary education in terms of learning (particularly in practical areas); financial sustainability; pressures on public spending; the pace of technological change and the expectations on the sector post COVID.

Included in the Phase 1 report is the summary of the consultation findings, some extracts from the responses and the research documentation considered. The full report is available at:

http://www.sfc.ac.uk/web/FILES/corporatepublications_sfccp052020/Review_of_Coherent_Provision_and_Sustainability_Phase_1_Report.pdf

With the initial briefing note at

http://www.sfc.ac.uk/web/FILES/Review/Review_Briefing_Note_June_2020.pdf

There are no final outcomes at this stage or any timetable for changes but there are clear areas for further exploration within the next Phases.

Within the Learning, Teaching and Quality meeting, I will provide a short presentation on the report and invite discussion around potential implications or any possible actions for us as a College. The report is lengthy and in some areas quite technical, particularly around funding models. Within the Learning, Teaching & Quality Committee, we can provide more explanation into areas if committee members require it.

To aid discussions, some of the key and perhaps more relevant issues for the Committee are summarised below.

1. Summary of Key Areas in the report

From the feedback received, the report highlights that the most striking response was the expression of immense pride in our world-leading education and research system and that our colleges, universities and specialist institutions are major national assets that have significant social, economic and cultural impact.

This first phase review demonstrates a real appetite to consider change, whilst recognising:

- We are working at two speeds: responding to the immediate pandemic, alongside securing an adaptable and resilient sector for the future that delivers optimal outcomes.
- We need to take a whole-system view, working across the education and skills system.
- Colleges and universities are making rapid adjustments to deal with this emergency. More profound changes that affect students, curriculum delivery, financial and business models, or physical estates in different states of adaptability will need longer term transition and adaptation.
- We will get the best outcomes if we collaborate for change - colleges, universities, students, employers and key interests - in an iterative way, to shape the conversation and bring forward and explore options for the future.

1.1 10 themes where identified for the next Phase of review and are summarised below:

Theme 1: Keeping the interests of current and future students, and equalities, at the heart of everything we do

Theme 2: Supporting the digital revolution for learners recognising that excellent digital learning delivery is now essential for every institution.

Theme 3: Towards an integrated, connected tertiary education and skills system for learners and employers. Widening access and the existing articulation routes and partnerships between colleges and universities to make an integrated tertiary system a reality:

- Articulating the **distinctive roles** of colleges and universities, and the differentiation, while incentivising closer collaboration.
- Examining options with the **senior phase** of school in terms of duplication, connections, transitions and funding overlaps with tertiary education; and working closely with the OECD review of the Curriculum for Excellence which includes the senior phase.

- Safeguarding **widening access** for students from disadvantaged backgrounds and creating **pathways** for learners between qualifications and institutions.
- Supporting flexible entry and certificated exit points, along with **“stackable” qualifications and micro-credentials** with currency across providers.
- Prioritising efficient **regional planning and skills alignment** through better labour market intelligence and enabling local decision-makers to adjust provision to respond more flexibly to local, regional and national economic needs.
- **Improved information, advice and guidance** to help learners better navigate their qualification choice and progression routes to college, university, apprenticeship or directly into employment.
- Exploring how a **fully integrated tertiary funding model by SCQF level and whole system targets and outcomes** might support closer collaboration, more efficient learner journeys, and more equitable approaches to funding.

Theme 4: Recognising colleges and universities as national assets and civic anchors for their significant contribution to the economic, social and cultural life of Scotland, promoting their impact and embedding them into regional plans.

Theme 5: Building long-term relationships with employers and industry supporting the alignment of skills with employers’ current and future needs. Prioritising and safeguarding apprenticeships through longer term investment and planning, an extended range of courses, and greater flexibility between apprenticeship programmes and with other qualifications.

Theme 6: Protecting and leveraging the excellence of our research and science base

Theme 7: Driving the innovation agenda a focus on place and the benefits of regional collaborations with industry; and bringing colleges more fully into innovation partnerships and the national innovation agenda.

Theme 8: Enhancing collaboration around pathways for learners, procurement and shared services, and by exploring different organisational partnerships and models.

Theme 9: Making the most of the sector’s global connections,

Theme 10: Focusing on the financial sustainability of colleges and universities, and current funding models, incentivising collaboration, and working towards a more integrated, differentiated, connected tertiary education and skills system

- 1.2 The report highlights what are called the two emergency years ahead, alongside considering how to build a system for the future that is adaptable and resilient, to secure optimal outcomes for a wide range of interests in a shifting and complex environment.

The report identifies areas where further exploration is required in the next phase.

- One tertiary education budget, to enable greater flexibility for investment. (*currently SFC manages the funding for both Colleges and Universities but through separate budgets*)
- Moving away from activity targets towards participation indicators and demographic modelling.

- An SCQF-based tertiary funding model and simplified premiums that take account of access and inclusion objectives, an institution's context, and successful student outcomes.
- Develop options with SDS to embed Foundation and Graduate Apprenticeship programmes into SFC's funding and accountability frameworks.
- A Transformation Investment Fund to support change in the sector.
- A new National Outcome and Impact Framework for colleges and universities, as a reset of the Outcome Agreement process (*draft provided as an appendix in the document*)
- Generating better debate about the future of tertiary education and skills through evaluative research, good engagement with students, employers, and key stakeholders, and development of better data analytics.

Key areas for development in Phase 2 will include:

- A continued focused response to the COVID-19 pandemic,
- Engagement with employers and industry to ensure their views and expertise help inform and improve student outcomes.
- Exploring the collective enhancement and support for digital and blended learning.
- Developing further SFC's outcome and impact framework, funding methodologies, quality assurance arrangements, options for targets and measures, and a Transformation Fund.
- Establishing a student advisory group to ensure student views are incorporated.

1.3 The detail within the 10 themes and the options set out in the report with regard to possible changes to tertiary education funding methodology, quality assurance and measurement reporting are of specific interest to Universities and Colleges and in part are in line with what the College Sector has been requesting for some time.

There are some topics such as research and global connections which are of primary interest to the University sector. There are also suggestions as to next steps for governance for multi-college regions which does not apply for the West Region, although there could be an impact through changes to Glasgow.

The report states that there will not be one simple answer to the challenges and there are many stakeholders who will influence how best to respond to the consequences of the pandemic and other long-run issues within the sector. The report highlights that in order to get the best outcomes for change there should be collaboration - colleges, universities, students, employers, and other key stakeholders working together, in an iterative way, to shape the conversation, bring forward and explore options, and consider necessary reforms at a system-wide level.

Action: The Committee is invited discuss the report presentation and any potential implications.

Lead: Stephanie Graham, Vice Principal Educational Leadership

Status: Open.

TITLE: Educational Leadership Update

Background Our general ELT updates are provided as follows in summary and where appropriate, further information has been provided as appendices.

- Curriculum
- Student Life & Skills
- Quality (PowerPoint)
- Digital

Action: The Committee is invited to discuss any areas of interest within the updates.

Lead: Stephanie Graham, Vice Principal Educational Leadership

Status: Open.

Curriculum update

1. Enrolments 2020-21

Full time courses started on 21st September and enrolment is generally satisfactory overall. FE full time enrolments are equivalent to last year but HE numbers are down by 160 students (-6%) with reduction in Paisley and Clydebank but a small increase in Greenock.

Subject area enrolments are mixed, with HE Care down in Clydebank but up in Greenock and Creative and Digital Industries down in Paisley but up in Clydebank. The main HE increases are in Engineering, Tourism and Business in Greenock. The HE numbers have been negatively impacted by some students securing alternative university places after the SQA results changes.

Whilst student numbers are lower for HE, credit income is likely to be broadly equivalent to last year since the 25% date for funding has remained at 1st November.

The main reductions for full time FE are in Care, Hairdressing & Beauty (balanced by an increase in HE) and in Learner Development, however there are significant FE increases in Construction Building Services and ESOL. (*comparative charts are attached for full time student numbers in subject areas and by campus*)

Part time enrolments are higher than this time last year, with the main increases in Construction Building Services, Engineering, Higher English and Science (for industry and schools). However, COVID has forced reductions in part-time Learner Development where provision cannot be run for our most vulnerable students at this time. COVID has also delayed the start of some trade apprentice classes and further expansion in Construction and Building Services to meet demand is restricted by availability of accommodation due to deferral classes and social distancing measures.

We have significant demand for online learning, particularly to support the Care industry. Last session we had over 5,000 enrolments for online learning in Care subjects, mostly for those working in Care and demand continues to be high.

We also have increased Flexible Workforce Development activity to support employers.

The school college programme and Foundation Apprenticeship enrolment is lower than planned. In part this is due to school pupils not wanting to engage in online courses and uncertainty about the FA qualification and nature of the work based element. There was also an impact from a school removing provision for 4th years at short notice.

2. Credits

The 2020-21 Curriculum Plan was completed in the spring to plan credit delivery in line with the Business Transformation Plan, with reductions in out of region distance learning and replacement credits in the key areas of Construction, Engineering, Digital, ESOL, Care and work-based learning.

After lockdown in March, supported by SFC, we responded to market demand for online learning and achieved our College credit target for 2019-20 through significant expansion of our distance learning provision. The majority of this was to up-skill those working in the Care industry (*details of the credit audit in the update from Student Life & Skills*)

We adapted our 2020-21 Curriculum Plan before the summer in anticipation of COVID restrictions in delivery. We had to remove some courses that could not be run under these restrictions and we reduced the content for full time courses to focus on the core units required to ensure students could complete their qualifications within the year.

SFC Credit guidance for 2020-21 was published on 6th August with significant changes for this current year which have meant further changes to our plans:

- the 'one plus' cap will be removed and colleges can claim for 2019-20 deferral activity in 2020-21
- An additional credit can be added to HN courses for guidance.
- FE courses should be reduced to 16 credits rather than 18.
- Credits cannot be claimed for Primary School STEM activity
- No 'claw back' if credit targets are not met due to COVID (however, we anticipate that there still could be financial impacts if we fail to achieve our ESF credits)

Deferral credits and a credit for HN guidance is welcomed and will contribute to credits lost through COVID amendments. In anticipation of the changes to guidance, we had already removed our STEM Primary activity from our plan (S2 and below generated 1,400 credits in 2019-20, for 897 pupils)

Reducing FE full time credits for courses has resulted in a credit gap in our Plan and we are currently working through options to increase provision, particularly to support economic recovery. *(We have approximately 4,000 full time FE students and therefore a 2 credit reduction to courses is 8,000 credits overall).*

The late publication of the guidance has caused planning difficulties but at this point we still expect to be able to adjust and deliver our 2020-21 credit target.

3. Curriculum Delivery

In line with Government guidance, our delivery is currently 'restricted blended learning' with significant off campus learning and social distancing measures for any activity on campus.

Curriculum areas have responded very well, significantly changing their delivery and working hard to retain as much student interaction as possible within remote and practical learning.

Awarding Body changes to assessment arrangements have only recently been communicated and are still to be fully clarified in some areas.

There are challenges for securing student placements, particularly in Care. Progress has been made nationally and with SQA to allow simulated placements in many courses and arrangements have been made for students to undertake placements in the new year with alternative organisations, where required.

The social distancing 2 metre measures in the college for on-campus delivery are giving challenges around managing staffing budgets. The significant work to amend and deliver classes online also has put pressure on staff.

4. Curriculum Portfolio

New courses are being delivered and further developed in Fin Tech; new apprentice training for Ferguson Marine and Diodes; commercial activity for Fire Sprinkler safety and Hydrogen in partnership with ESP.

January start courses have been expanded with new provision including Cyber Security with Coding, Introductory Digital Skills, CISCO, Creative Entrepreneurship, Digital Home Care, Access to Caring and Introduction to Health Science.

Courses particularly appropriate for upskilling and reskilling are being promoted through amendments to our website and adjustments to courses themselves. These include generic employability and digital skills. The College has been shortlisted for the CDN Awards for 'Your Employability Skills' and is using this course format for the development of further employability courses.

An online course is almost complete 'Developing the Confidence to Learn Online' and this will be offered to our current students, as well as amended for an external market.

Student Life and Skills update

Credit Audit:

The College credit target for the academic year 2019/20, agreed between the SFC and the College, was 164,119 credits (grant-in-aid/fee waiver 157,855 plus additional activity (ESF) 6,264). The final figure of 164,597 credits (funded activity 155,289 plus additional activity (ESF) 9,308) is 478 higher than the agreed target and therefore the College will not be subject to a clawback of funding.

The College has four low recommendations from this audit, two less than previous year and the areas cover:

- Students should only be included in the credits count if the College can demonstrate that the student has actively participated in the course
- the College ensures that all work-based learning students have evidence of course progression and staff support on file.
- staff are reminded that there should be sufficient support evidence available to provide a transparent audit trail for the students claiming a fee waiver
- the College ensures all open/distance learning students have evidence of work completed and progression on their course before claiming credits

School College Partnership

School College Partnership courses planned are operating usual, through a mixture of on-line, face to face and blended learning.

This session there have been several withdrawals, many related to on-line learning aspect of delivery. Some units have had to be altered to accommodate remote learning while still allowing pupils to obtain the Group Award and this may happen again next session.

The initial setting up of Microsoft Teams had challenges and took longer than expected, however progress has been made to resolve these issues.

School/College Operational meetings continue (4 per session) and are attended by college representatives, LA Education representatives, DHTs, curriculum leads from schools and college when appropriate and other partners as required.

New for 2020/21:

- Student Wellbeing Procedure for staff launched including a Fitness to Continue Study procedure
- Student Attendance and Engagement Procedure developed taking in account COVID-19 and virtual learning
- Shortlisted CDN College Awards 2020 - Health Promoting College
- Digital Student cards

Carer responsibility developments:

The College is currently working toward achieving the Carers Trust Going Further Student Carers Recognition Award and Driving Change Project in FE:

The Carers Trust:

- identify, support and report on student carers, and recognise good practice
- working towards the Award

Driving Change in FE – Learning and Work Institute

- improve the support that young adult carers receive in further education
- receive tailored one-to-one support to review their provision for young adult carers
- implement actions that will enable our young adult carers to achieve better outcomes

Work is currently ongoing across our special interest group students to reflect on our Corporate Parenting Plan and redefining it's aims:

Research will cover the following:

- Opportunities for students to continue education and other opportunities
 - College connections with other agencies to support
 - Access to support in the College - named person
 - Advice given to students
 - Student induction and college guidance support
 - Aspirations for progression in education
 - Support transitioning to next stages after college
- AIM is to have a new Corporate Parenting Plan for January/February 2021

WCS Digital Strategy Group

Progress update:

Since our last update in May, the following progress has been achieved:

- the creation of the 8 WCS Digital Workstreams for task driven, business critical work across the college (listed in appendix).
- additional membership of the Core Digital Strategy group to include:
 - Martin Joyce, new Director of IT and Infrastructure.
 - Kate Carroll from Marketing to ensure regular and effective communications across our staff and students.
 - Robin Chandler, Stakeholder Experience Coordinator to capture the student voice.
- the creation of the WCS Digital Action Plan.
- the distribution of a digital questionnaire to all our enrolling students seeking their feedback on their home digital set up/ability to engage in digital learning.
- the launch of a self-declaring Cognito form for students requiring digital support.
- the identification of 3207 eligible/self-declaring students needing a digital device for their studies.
- the prioritisation of our courses for mapping to the list of eligible students.
- the launch of a process for distributing digital devices to all eligible students.
(to date, 30 Oct: the volume of Chromebooks collected = 1094; remaining stock =605 with 822 coming in shortly.)
- the establishment of the process for retrieval of withdrawn/exiting students who were loaned devices.
- (with IT) the recruitment of 8 HN Computing students to paid work placements to run and man the bespoke Student IT Helpdesk including helpdesk bespoke email address to log job for BYOD and loaned devices.
- the creation of a staff central point of contact at each campus and central process for the loan of staff digital equipment to enable digital teaching.
- the purchase and adoption of the Jisc Digital Capability Tool for staff and students.
- the creation of a menu of CPD for staff to aid working and teaching online including a particular focus on Microsoft Teams our platform of choice.
- the creation of a series of CPD for students and their parent/guardian on Microsoft Teams.
- the completion of progress update reports to College's Scotland for the Scottish Government regarding what's working well and where there are barriers requiring local or national support.
- the completion of 3 bids for additional digital support (particularly for mifis/data for students) to 'Connecting Scotland' phase 2 Government Funds.
- the agreed baseline definition on digital etiquette, behaviours and protocols for staff and students around digital interactions.
- the identification of naturally occurring Digital Ambassadors for sharing practice and troubleshooting (listed in appendix).

- the regular flow of 'all staff' communications to ensure as far as possible all information is shared regularly and effectively.

the promotion of the offer of Chromebooks for students externally including the Paisley Daily Express, Clydebank Post, Inverclyde Now, Renfrewshire Gazette, Barrhead News and across all our social media platforms.

- the identification of what's working well and areas requiring progressing (listed in appendix).

For further information on any of the above and including matters arising/next steps, please see the appendix information.

Appendix

Digital Update Appendix:

A. Digital Workstreams detail

Remit and Responsibilities:

Given the unprecedented volume and diverse range of digitally driven needs which the College is experiencing, the Digital Strategy Core Group agreed and formed, the following 8 business critical Digital Workstreams in June with leads, remits, responsibilities and completion dates.

These Workstream leads will be responsible for delivering on these in conjunction with others and should be used as the point of contact for all updates and latest information. They will report into the WCS Digital Strategy Group and cascade at any peer/team meetings and provide invited input as and when required.

The current WCS Digital Workstreams:

1. Digital Infrastructure: “Teams Functionality”: for staff and students

Remit: Workstream to investigate and implement the required set up of MS Teams for teaching, support and student groups to ensure required maximum functionality. Workstream to liaise closely with MIS regarding relationship with UnitE and timing of class creation and feed into the MS Teams Training Workstream accordingly.

Workstream Leads: Paul McLaughlin (Creative and Digital Industries) and Iain Shand (Computing).

Members: Brian Stobbs, Stuart Reid. Other members to be sought by Workstream leads.

Deadline: 21 August 2020

2. Digital Resources: “Digital Equipment”

Remit: Workstream to investigate and implement a process to support the *prioritised* distribution of digital kit to students and staff including consideration of the processes for BYOD and support for students.

Workstream Lead: ELT – Angela Pignatelli

Members: Brian Stobbs. Other members to be sought by workstream lead.

Deadline: 7 September 2020

3. Digital Capability: “Practical Streaming”

Remit: Workstream to collate all best practice as regards capturing, recording and broadcast of practical activities in learning and teaching with the intention of providing top tips and guidelines for other staff on the use of cameras and live streaming for practical learning and teaching. End result: the production of recommendations for use and application to support the Virtual Showcase Event including demos of ‘how to...’. Workstream to liaise heavily with Communications representative to ensure regular advertising/promotion across a variety of platforms/media.

Workstream Leads: Alistair Rodgers (Engineering) and Paul Lynn (Construction)

Members: Other members to be sought by workstream leads.

Deadline: 1 September 2020

4. Digital Capability: “MS Teams Training (Staff)”*

Remit: Workstream to create a schedule of regular training sessions, at all levels from basic to advanced, cross teaching and support staff throughout the summer and into new teaching session. Workstream to create video guides and Guidelines documents for issue to staff across whole College. Workstream to liaise closely with equivalent Student workstream to share

resources and ensure continuity of approach. Workstream to liaise heavily with Communications representative to ensure regular advertising/promotion across a variety of platforms/media.
Workstream Lead: Margaret Scott (BDU) and Gary McIntyre (HR)
Members: Iain Shand. Other members to be sought by workstream lead.
Deadline Date: Commencing immediately (July) and intensively until 21 September (to ensure staff are equipped with at least basic skills for start of term).
Thereafter: training runs indefinitely to meet demand.

5. Digital Capability: “MS Teams Training (students)”*

Remit: Workstream to create video guides and Guidelines documents to support student in the use and functionality of MS Teams in learning. Workstream to liaise closely with equivalent Student workstream to share resources and ensure continuity of approach. Workstream to liaise heavily with Communications representative to ensure regular advertising/promotion across a variety of platforms/media.
Workstream Lead: Margaret Scott (BDU) and Gary McIntyre (HR)
Members: James MacNee, Robyn Chandler and Vanessa Thompson. Other members to be sought by workstream lead.
Deadline Date: Commencing immediately (July) and intensively from 21 September (to ensure students are equipped with at least basic skills for start of term).
Thereafter: training runs indefinitely to meet demand.
*these two workstreams potentially meet and discuss as one for ease and consistency.

6. Digital Capability: “Jisc Digital Capability Tool (Staff)”

Remit: Workstream to drive awareness of, promotion of and completion of the Jisc Digital Survey Tool including launch across all staff. This workstream to liaise closely with Brian and Joy to ensure access to Open Athens and smooth communication of step by step guide to accessing platform. Workstream to liaise heavily with Communications representative to ensure regular advertising/promotion across a variety of platforms/media.
Workstream Lead: Gary McIntyre (HR) and Vivienne Mulholland (Finance)
Members: Joy McLean. Other members to be sought by Workstream leads.
Deadline: 21 September 2020 onwards

7. Digital Capability: “Jisc Digital Capability Tool (Students)”

driving awareness of and completion of the Jisc Digital Survey Tool including launch across all students within Induction. This workstream to liaise closely with Brian and Joy to ensure access to Open Athens and smooth communication of step by step guide to accessing platform. Workstream to liaise closely with Jisc Tool Staff Workstream to ensure coordinated approach and sharing of information and resources. Workstream to liaise heavily with Communications representative to ensure regular advertising/promotion across a variety of platforms/media.
Workstream Lead: Scott Campbell (Student Support) and Robin Chandler (Stakeholder Experience)
Members: Joy McLean and Gary McIntyre. Other members to be sought by Workstream leads.
Deadline: 21 September - 11 December

8. Digital Capability: “Virtual Showcase”

Remit: Workstream to source, develop and implement a programme of digital support and training activities to take place as an all staff event in September 2020. Inclusion of digital pedagogy and digital approaches to support Support staff required. Workstream to liaise heavily with Communications representative to ensure regular advertising/promotion across a variety of platforms/media.
Workstream Leads: Gary McIntyre (HR), and Sara Rae (ELT)

Members: Isabel Brown, Jackie McLellan, Karen Stevenson and Amanda Ford. Other members to be sought by Workstream leads.

Deadline: 1 September 2020 onwards

Digital Intelligence: "Digital Data Storage and Transmission" workstream is already being explored in another area of the college, led by David Gunn. This will transfer over to our Digital Strategy group under Joe Rafferty going forward.

Communications representative will be present/consulted for all groups to ensure regular flow of clear information and umbrella viewpoint of traffic on Digital to staff and students.

B. Naturally occurring ambassadors in last 2 months now creating Virtual Showcases for wider staff base:

- **Joy McLean:** on using Wakelet and the digital subscriptions available to staff and students through the Library including ClickView, Newsbank and ebook platforms.
- **Amanda Ford:** Microsoft Teams , becoming an MIE, gaming for learning
- **Joe Harkins;** Microsoft Teams (already doing face to face small sessions on campus now)
- **Isabel Brown:** Intro to MS Teams for lecturers
- **Stuart Milton:** remote learning and teaching approaches
- **Harry Hunter:** on-line delivery model
- **Emma Hanna:** Moodle
- **Marc McJimpsey** – videos
- **David Walker** – Active Inspire
- **Iain Shand** – Microsoft Innovative Educator
- **Leon Hay** - Microsoft Innovative Educator

C. Matters arising/ Evaluation to date:

What is working well to date:

- Government Funding which has enabled the purchase of over 2500 digital devices.
- Creation of the WCS Digital Strategy, the creation of the WCS Digital Strategy Group, Digital Action Plan and the creation of the WCS Digital Workstreams to support our Digital Strategy with impactful levels of engagement and momentum of these task driven workstreams.
- Our Microsoft Showcase College Status: with 6 Microsoft Innovative Educators who are supporting staff in their digital knowledge base and providing formal training on MS Teams.
- Naturally occurring ambassadors and best practice which is being captured through our Digital Workstream 'Virtual Showcase' with individuals providing CPD and knowledge exchange opportunities for staff.
- Levels of staff engagement in informal and formal digital learning opportunities/CPD both internal and externally hosted.
- MS Teams as a collaborative digital platform for conducting digital learning but also as a one stop shop including evidence gathering and IQA Panels' information.
- Creation of the Student IT Helpdesk serviced by our Computing students on paid work placements to troubleshoot and advise our students on all things digital.
- Formal training programme for our students and their parents/guardians on MS Teams.
- Formal launch of Jisc Digital Capability Tool for staff and students to assess their levels of digital literacy and capability with embedded guidance on next steps to build skills base.
- Formal launch of MS Teams support guides for staff and training sessions conducted either digitally or face to face as required.

- IT investment in communal Digital Kit for staff to support digital delivery across our main campuses including graphics tablets, GoPro cameras for streaming practical lessons, tablets and headsets.

Even better if and areas to be pursued...

Student barriers to digital learning:

Support: for Digital Wellbeing

Pre-existing mental health issues in our students are being exacerbated, in many instances, due to this new digital way of learning. Many students, through our Portfolio Review process, have expressed that they are not coping being in their house all the time. Some students are finding learning digitally a challenging and isolating experience. There's very much a need to equip students with coping mechanisms. There's a requirement in our interactions with students to encompass/build in flexibility and space to ensure that within the learning there is breathing space for socialisation and the human touch. There's a rise in the need for students to have a conversation with another person. Not being on campus has removed many individuals' social interaction and we do not have the resource to provide full student wellbeing advice on a 1-2-1 basis. Funding to support additional resource through people and digital capabilities would be required.

Support: for Digital Learning and Digital Protocol

One of the biggest issues is in providing suitable support for FE students to learn online. Some students are expressing that they find learning and engaging digitally, difficult and challenging. There's a need for a consistent approach to building students' skills and capabilities in successful digital interaction and learning.

There's a need for clear Business-related protocols and expectations of Colleges e.g. activating camera (many students won't switch on due to confidence and body image issues). Students need more support/training for developing positive behaviours which enhance engagement online, including technical and softer skills such as confidence building, appropriate ways to communicate, interview online and presentation skills. We have launched the Jisc Digital Capability Tool for all our students however this is only one part of the wider need for formal support for learners to learn digitally, successfully.

Internet Access:

Colleges have pivoted quickly to deploy resource to meet in part, the constraints faced by students in accessing IT equipment but the issue of internet access being addressed at the national level is moving much more slowly than expected and our concern is exactly how far reaching this will be. There is a risk that proposals to use communal "hot spots" for internet connectivity may be impacted by movement / access restrictions that aim to reduce community transmission of coronavirus. Access to connectivity: there's a need for a national approach to ensuring students have affordable internet connections within the home and access to data which is sustainable and wide-reaching.

Environment:

The home environment may be a place of sadness, stress or even anxiety for some of our students. The right environment for learning and capacity to self-direct is needed while learning digitally. Although altering the physical and personal home environments of our students is beyond our control, it would be of benefit to explore opportunities for providing consistent access to advisers and support sessions on how to cope in the face of adversity and how to enhance your circumstance.

Funding models:

Old models of bursary funding need to be considered seriously as we move to becoming a nation of digital citizens who learn and work digitally. Gone are days of 'a student bursary pack' containing notepads and books. We need the flexibility to purchase digital equivalencies without its being categorised as 'IT Spend' which it absolutely is not.

Eg. Art students often don't need paper now – they need a plug-in graphics table on which to draw.

Societal changes aren't rippling through our educational/financial processes quickly enough to ensure rapid change and the required support of digital learners in a digital age. This is no longer cutting edge, it's standard practice now.

Staff barriers to digital teaching and assessment**Curriculum content:**

Colleges are being as adaptive, agile and flexible as possible however curriculum materials and resources are, in no way, at the stage of 100% mass conversion to truly digitally engaging curriculum content; true blended learning. Assessments, also, are currently not at the stage, nationally, of responding to the needs of remote engagement. Strategies to address this across all colleges need to be developed, and quickly, in order to address in-year gaps and requirements which are barriers to the student experience. Awarding Bodies are, in some instances, not responding quickly enough to our current in year issues which is of great concern. There is also an urgent need for a process/approach to enable cross colleges resource sharing. Finally, there's a real need for staff to access those skilled in digital content generation as any internal resource which colleges have simply can't address the demand. Private companies have approached us to aid with this however financial constraints make this impossible to pursue despite the pressing need.

Student Engagement Framework:

It would be beneficial to enhance the Student Engagement Framework to include specific sector guidance templates for all college students which we can use and adapt to complement our existing policies and procedures.

Data Analysis:

College approaches to digital learning have, out of necessity, been developed on an *ad hoc* basis at the departmental level. Institutions are informally moving to share what is perceived to be best digital practice. Organisations such as CDN are attempting cross-sector dissemination (CDN / Jisc "Virtual Bridge") but data on the effectiveness of digital delivery under current circumstances is sparse and largely anecdotal. Will learners in the first wave of the shift to digital benefit or be disadvantaged compared to previous generations or those that follow? Scottish Government working through Education Scotland could potentially sponsor well-founded research into the educational impacts of the shift to digital delivery and sponsor partnerships between HEIs and the College sector for UKRI funding (<https://esrc.ukri.org/funding/funding-opportunities/research-and-innovation-ideas-to-address-covid-19/>)

Schools:

It would benefit all greatly if the Schools approach and capacity for digital learning be reviewed and embedded within their curriculum delivery to prepare a learner for lifelong digital learning. By

the time learners move into College or University, digital learning should be seen as a given mode of learning for all forms of education.

Sector Definition of Blended Learning:

Following on from the work of the National Digital Ambition Group, it would be beneficial to share views and approaches to what we are considering the definition of blended learning and what specific examples and approaches we should be exploring, embracing, developing and promoting. There's too much ad hoc work taking place in individual Colleges. With the launch of the Digital Ambition framework it's time to move to a next phase of what is digital pedagogy for the 21st Century in Scottish Colleges.

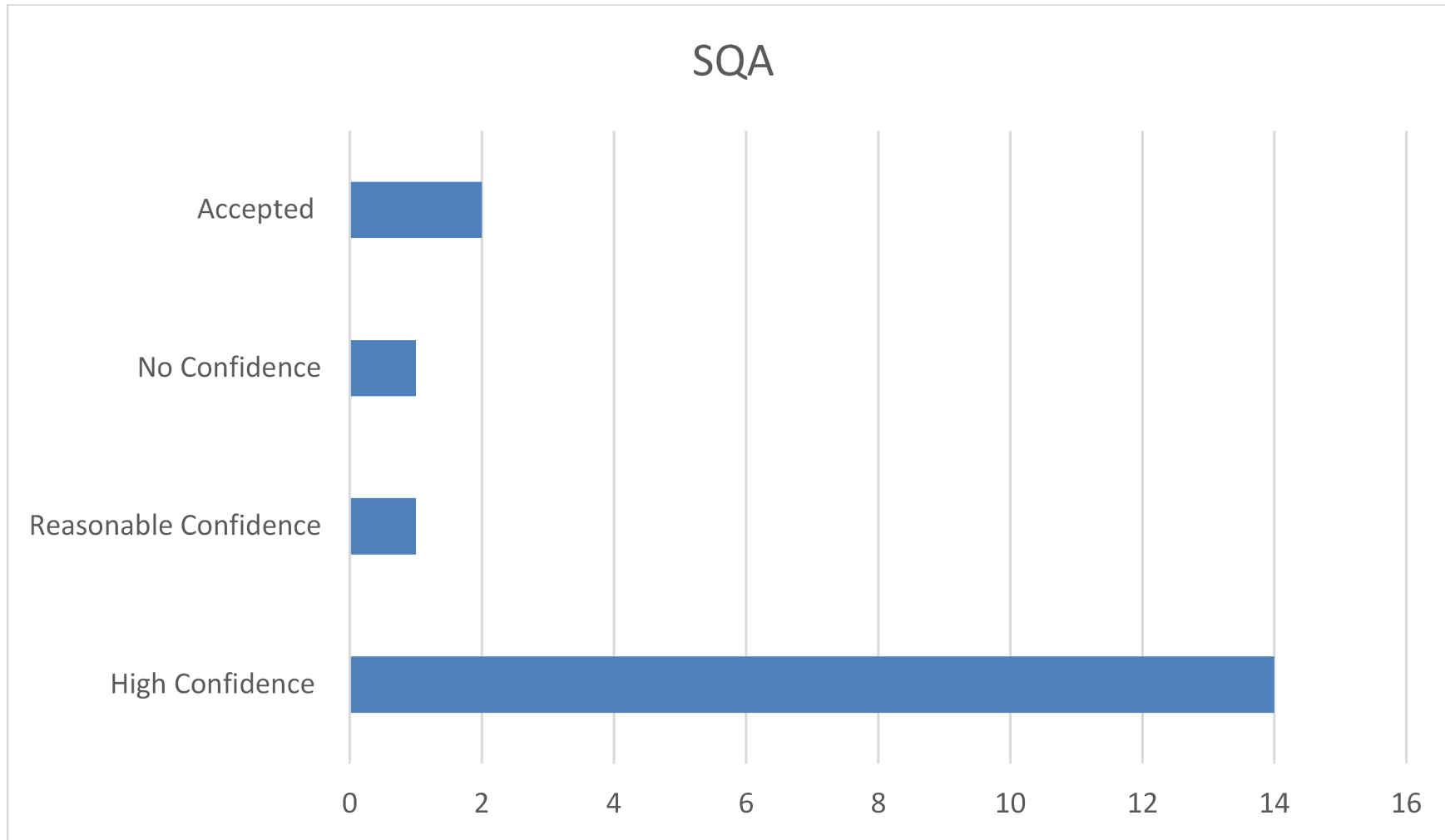
Quality Assurance Report 2019-2020

Summary

Quality Department Activities

- External Verification – SQA and other awarding bodies
- Internal Approvals
- Prior Verification of Assessments (SQA)
- SQA Exceptional Circumstances COVID 19 (IQA Panels)
- National Examinations – Highers and Nat 5 Estimates, Moderation and Appeals
- HN Graded Unit Support
- Online assessments – external invigilators
- Awarding Body quality systems reviews
- SPSO Complaints Handling
- Student Association
- Student Experience Team – feedback, surveys and post course destinations

34 visits took place during session 2019/20, before the College closed due to COVID-19:



Below shows the percentage of successful/unsuccessful visits over the past 3 years and there was a significant increase of unsuccessful visits from session 17/18 to 18/19.

Session	Successful	Unsuccessful
19/20	88.8%	11.1%
18/19	85.5%	14.5%
17/18	92.9%	7.1%

A full summary of External Verification Activity can be found on our Quality Portal or by clicking the following link - [West College Scotland Verification Outcomes](#).

POINTS FOR ACTION:

1. Recurring low confidence in specific curriculum areas
2. Criteria with recurring actions relate to assessment and internal verification, and
 3. Consistency in candidate assessment decisions

SQA Guidance for Exceptional Circumstances COVID 19 – March 2020

Internal Quality Assurance (IQA) Panels

EV activity replaced with IQA Panels

Curriculum areas held IQA panels, chaired by Heads of Sector, to ensure teams had followed SQA guidance in relation to

- Identifying gaps in student assessment evidence
- Assessment Planning to fill the gaps
- Modifying assessment for remote delivery e.g. closed to open book
- Applied the SQA Decision tree in relation to deferrals (mainly restricted to vocational areas)

Quality Department led 'oversight' panels sampled a selection (41%) of the IQA panels (27 in total) held across the sectors. The oversight panel members were completely independent of the curriculum areas and worked to a standardised checklist in reviewing IQA panel decisions. Thanks to the members of the QSC who participated.

Out of those audited, the outcomes were as follows:

Proceed 64% (oversight panel satisfied with team decisions)

Review 18% (some aspects of team decisions require further consideration)

Rectify 18% (some decisions made by the panel require amendment)

Repeat 0% (oversight panel requests that the curriculum area repeat all QA activities)

National Examinations Summary (all subjects Nat5 and Highers)

	WCS Enrolled	Withdrawn	Expected Attendees	Actual Attendees	Absentees	No Award	Grade A	Grade B	Grade C	Grade D	WCS Pass Rate A-D	WCS rate % enrolling	WCS rate on % actual sitting	
TOTALS 2020	1315	276	916	910	16	90	263	249	219	89	820	62%	90%	Lecturers Estimates Accepted
TOTALS 2019	1390	306	1068	906	250	191	199	188	191	155	733	53%	81%	
TOTALS 2018	1101	226	988	806	198	198	180	146	169	112	607	55%	75%	
TOTALS 2017	845	250	797	749	59	155	192	169	163	65	589	70%	79%	
TOTALS 2016	593	101	383	316	67	102	68	50	62	36	216	48.7%	77.1%	
TOTALS 2015	943	227	748	595	164							49.60%	73.60%	
TOTALS 2014	1134	208										49.60%	73.60%	

GRADED UNIT

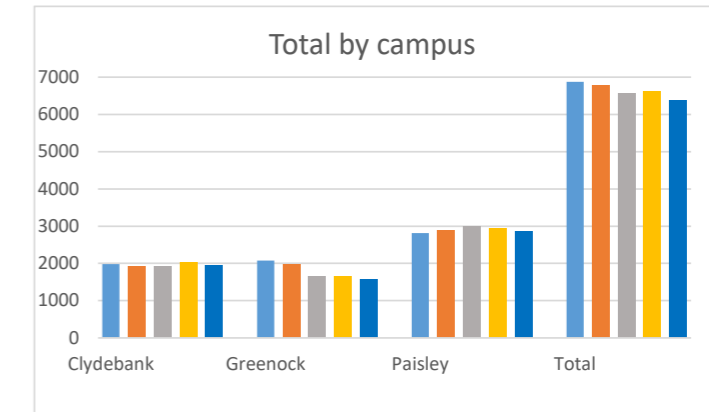
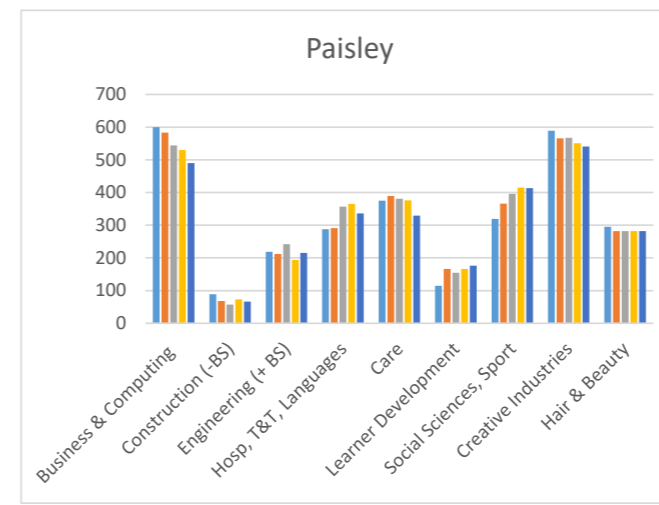
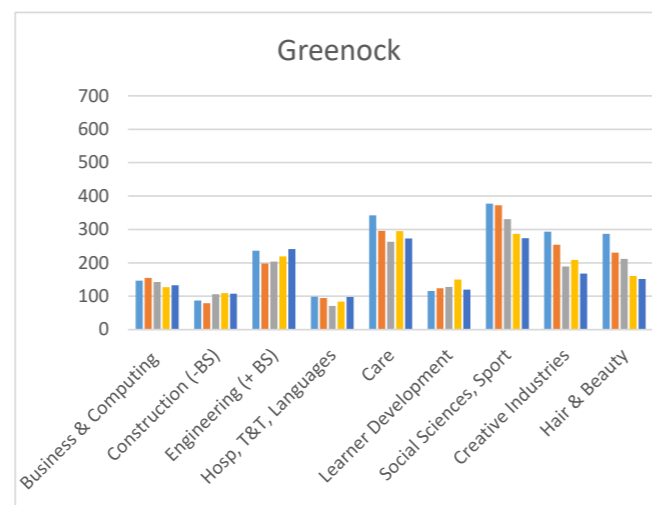
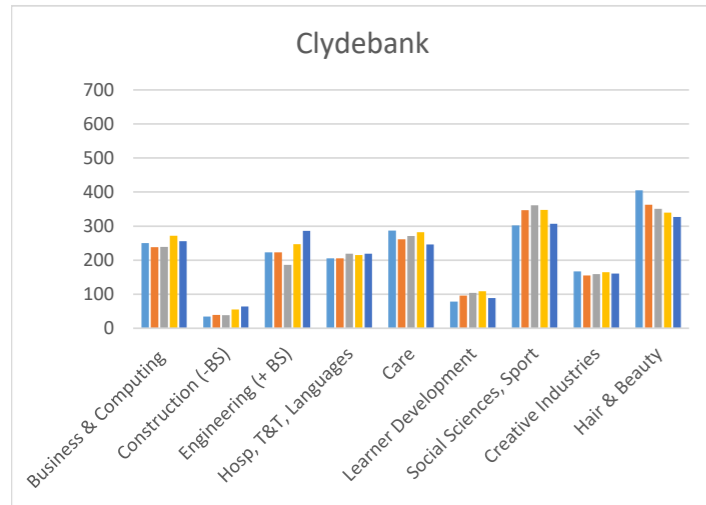
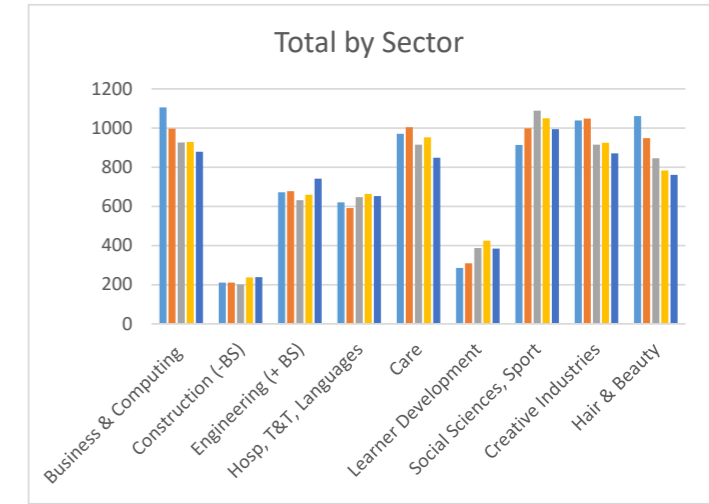
	No Award	Grade A	Grade B	Grade C	DEFERRED	WCS Pass Rate A-C
TOTALS 2019/20	35	265	78	86	10	90.5%
TOTALS 2018/19	114	168	102	146		78.5%
TOTALS 2017/18	35	147	92	98		90.6%
TOTALS 2016/17	38	158	139	55		90.3%
TOTALS 2015/16	51		119	114		90.2%

Other Updates and Reporting

- Education Scotland Evaluation Report and Enhancement Plan 2017/18- 2019/20 3 year plan should have closed 31st October 2020 – activity paused in March 2020
- EU Directive on Accessibility – applies Colleges (not schools). Audit of online content on website and VLE took place September 2020 with recommendations to be taken forward during this session and next.
- SQA and other awarding bodies reviewing assessment requirements – some relaxation and flexibility around Graded Units and other closed book assessments. College is considering how best to support remote assessment which requires invigilation.
- Reintroduce Internal Quality Assurance Panels - December 2020, February and April 2021 to audit improvement actions around qualifications and MIS data

Full time enrolments as of end September each year (end October for 2020)

	Clydebank					Greenock					Paisley					Total				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Business & Computing	250	238	239	272	256	147	155	143	127	133	600	583	544	530	490	1105	997	926	929	879
Construction (-BS)	34	39	38	55	64	87	79	106	109	108	89	68	57	73	66	211	210	201	237	238
Engineering (+ BS)	223	223	186	247	286	236	198	204	219	241	219	212	242	194	215	672	678	632	660	742
Hosp, T&T, Languages	205	205	219	215	219	99	95	71	84	98	288	291	357	365	336	621	592	647	664	653
Care	287	261	271	282	246	342	296	263	295	273	375	389	381	376	329	970	1004	915	953	848
Learner Development	78	96	104	109	89	116	124	128	150	120	115	166	155	166	176	286	309	387	425	385
Social Sciences, Sport	302	347	361	348	307	377	372	331	287	274	319	366	396	415	413	913	998	1088	1050	994
Creative Industries	167	155	159	165	161	293	254	189	209	168	589	566	567	551	541	1039	1049	915	925	870
Hair & Beauty	405	363	351	340	327	287	231	212	161	152	295	282	282	282	282	1061	948	845	783	761
Total	1982	1912	1928	2033	1955	2079	1984	1647	1641	1567	2817	2889	2981	2952	2848	6878	6785	6556	6626	6370



TITLE: **Student Success PI data 2019-20**

Background The student outcome PIs highlighted in this paper are drawn from the post audited college student records database, submitted to SFC in October 2020. For this session only, the success outcomes presented are indicative of the final sector published PIs (due March 2021). There remains some further outcome updates to be completed for deferred students (those unable to complete their qualifications during session 2019-20 because of the COVID – 19 restrictions).

Action: The Committee are asked to note and comment on the attached paper.

Lead: Cathy MacNab, Assistant Principal Performance and Skills

Status: Open.

Student Success Performance Indicators 2019-20	Curriculum	Curriculum	College	College target
	2018-19	2019-20	target	2020-21

Success rates of specific groups of students

Percentage of MD10 FT FE enrolled students achieving a recognised qualification	64.2%	63.3%	66.0%	68.5%
Percentage of MD10 FT HE enrolled students achieving a recognised qualification	64.9%	65.7%	72.0%	71.0%
Male success rates (all study modes)	76.9%	71.1%		
Female success rates (all study modes)	67.7%	68.3%		
BME success rates (all study modes)	67.4%	66.1%		
Success rate for students with a disability (all study modes)	73.7%	65.4%		
Success rates for students aged under 16 (all study modes)	90.8%	72.2%		
Success rates for students aged 16-19	67.7%	66.7%		
Success rates for students aged 20-24	67.6%	73.3%		
Success rates for students age 25 and over	68.6%	78.0%		
Percentage of CE FT FE enrolled students achieving a recognised qualification	53.6%	55.0%	60.0%	63.0%
Percentage of CE FT HE enrolled students achieving a recognised qualification	59.2%	65.6%	60.0%	65.0%

OVERALL RETENTION AND SUCCESS RATES				
The number of full time FE students leaving before 25% date	364	371		
FE full time Early Withdrawal percentage	8.0%	9.6%	7.5%	7.0%
The number of full time HE students leaving before 25% date	187	158		
HE full time Early Withdrawal percentage	7.0%	6.9%	4.0%	4.0%
The number of FT FE enrolled students achieving a recognised qualification	2,953	2,566	2,730	
The total number of FT FE enrolled students	4,348	3,878	3,900	
Percentage of FT FE enrolled students achieving a recognised qualification	67.9%	66.2%	70.0%	71.0%
The number of PT FE enrolled students achieving a recognised qualification	9,574	8,672	8,300	
The total number of PT FE enrolled students	12,576	11,159	11,600	
Percentage of PT FE enrolled students achieving a recognised qualification	76.1%	77.7%	72.0%	78.0%

The number of FT HE enrolled students achieving a recognised qualification	1,713	1,589	2,016	
The total number of FT HE enrolled students	2,640	2,283	2,800	
Percentage of FT HE enrolled students achieving a recognised qualification	64.9%	69.6%	72.0%	71.0%
The number of PT HE enrolled students achieving a recognised qualification	494	385	312	
The total number of PT HE enrolled students	615	525	400	
Percentage of PT HE enrolled students achieving a recognised qualification	80.3%	73.3%	78.0%	80.0%

[End]

TITLE: Curriculum Planning and Review 2020-21

Background: We are now entering our annual period of Curriculum Planning and Review and have taken this opportunity to adapt the procedure to be closer aligned to our Corporate Plan and focus more strongly on curriculum change in response to the current COVID situation.

As normal, the Curriculum Planning and Review (CPR) process follows on from the Portfolio Reviews and is used to agree amendments to next session's curriculum, as well as identifying longer term factors and also implications for other operational areas in the College.

We are currently operating in a very uncertain time, as well as in a significantly different way. We want to capture the recent changes in delivery which may be relevant for the future, as well as the likely changes to the external environment impacting on the curriculum.

Whilst the CPR planning is for 2021-22 and beyond, in light of the rapidly changing situation and ensuring we can respond to any opportunities to contribute to economic recovery, we will also consider any curriculum factors that should change in 2020-21.

Detail: The process will continue this session to involve individual meetings with the Head, CQs and Educational Leadership Team to collectively review paperwork submitted in advance and explore future plans.

Paperwork has been amended this year since over the last 5 years the CPR has been focused on a 2020 vision which has now been overtaken. Due to the current external uncertainty, we are only requiring curriculum areas to look at a 3 year target setting in this current CPR.

The review part of the CPR is informed by KPIs, student and stakeholder feedback and labour market intelligence.

- This session we are providing a detailed KPI data set for each Sector based on the Regional Outcome KPIs and allowing comparison with the whole College and with other Sectors. Student success rate data for 2019-20 has been impacted on by COVID in some areas but the overall KPI data also shows patterns of enrolment, including of 'special interest groups', modes of attendance and balance of the curriculum. Detail is attached. Some KPIs may not be able to be provided at this time but we would hope to build them up in the future.
- Sectors have always made use of the SDS Regional Skills Assessment information, as well as other LMI data. In addition, this session Paul Zealey presented the SDS and City Deal information within a Pre-CPR session with Heads.

The Educational Leadership Team plan a follow up meeting with SDS after the CPR process to review the outcomes and consider any next steps in curriculum alignment to better meet employment skills needs.

The CPR process is now designed to fit in better with the Operational Planning process. The paperwork this session is being submitted into the new Pentana system being used for Operational Planning. The 4 key Corporate Priorities are now the categories for evaluation, rather than the previous Curriculum Principles. There was work in CPR last session to transition from the Curriculum Principles to Operational Plan Priorities and ensure we are still covering the key factors to be evaluated. The revised format will lead to clear Operational Planning action setting.

The CPR guidance documentation is provided for your information. The outcomes of the CPR will be reported at the February Learning, Teaching and Quality Committee.

Action: The Committee is invited to note the changes being made.

Lead: Stephanie Graham, Vice Principal Educational Leadership

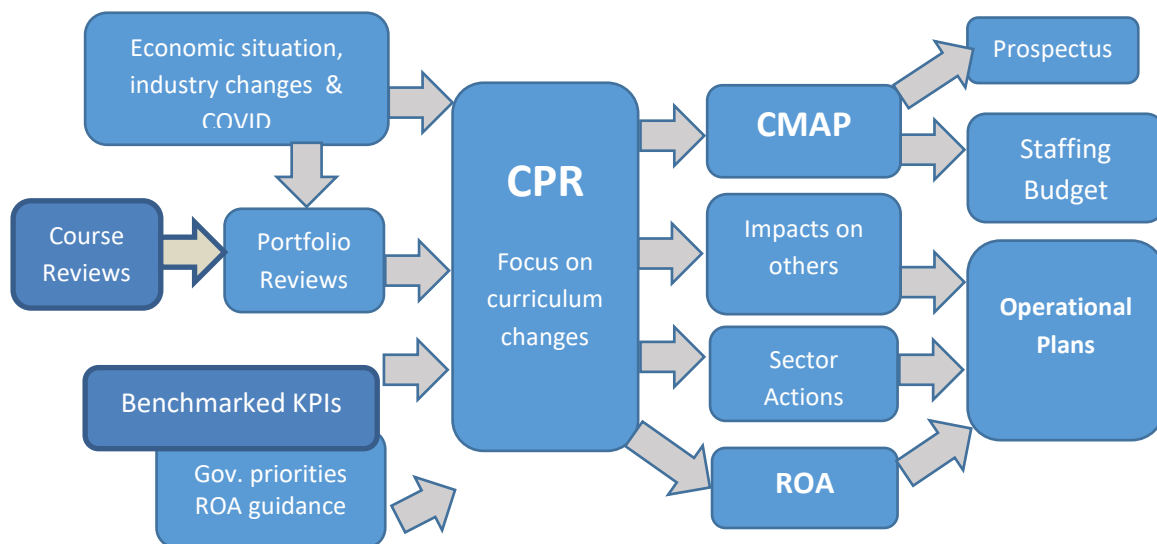
Status: Open.

Curriculum Planning and Review 2020 guidance for Heads

The CPR process for 2020 will be themed against the Corporate Strategy priorities.

The focus of CPR should be on curriculum change both in the short term (for the 2021-22 prospectus) and the longer term (up to 3 years). The CPR should be informed by KPIs, Portfolio Reviews, sector industry reports, the Regional Outcome Agreement and College Priorities. As before, a key College priority is the 'Curriculum Reimagined' improving the learning experience, outcomes, progression and efficiencies

The major impact for this year is COVID - the changes already made as a result and the changes planned to meet the local and national economic challenges and opportunities. We are also interested in focusing more on part time provision this year, particularly for up-skilling and in partnership with employers.



Outcomes from the CPR process should be:

- To build the 2021-22 CMAP, to set the staffing budget, credit and income targets.
- To determine the 2021-22 Prospectus and curriculum offerings.
- To have a shared understanding of curriculum changes – including rationales, expectations, targets and timescales.
- To identify short (following session) and longer term (up to 3 years) impacts on any other areas of the College (i.e. Estates, IT, HR) to inform their priorities and Operational Plans.
- To set clear, shared actions for each Sector with actions then being included in the next Operational Plan.
- To inform the Regional Outcome Agreement, or other college strategies as appropriate.

2020 Documentation

Prior to the CPR meeting, each Sector should complete the evaluation documentation. This should be done collectively with the CQLs. The following documentation is only for reference, we are currently developing a form for Pentana for submissions.

The curriculum should be assessed and graded against the following Corporate priority areas, utilising available evidence and the KPI table provided. (ROA and College measures)

Gradings 1-6 (1-poor 6-sector leading) for 2019-20, the target for 2020-21 and the aspiration for 2023-24.

Keep to very high level bullet points for strengths and weaknesses – 5 maximum in any section.

Curriculum Area	
------------------------	--

Personalised	Aim: A curriculum available in a wide range of attendance modes, with relevant progression pathways. Adapted for specific employer and student needs, with high student success rates, progression and satisfaction.		
Strengths		Areas for development	
•		•	
Grade 1-6	Evaluation 2019-20	Target 2020-21	Aspiration 2023-24

Collaborative	Aim: A curriculum designed and delivered in collaboration with employers, with appropriate provision and pathways for college students, schools and communities, aligned to National agendas.		
Strengths		Areas for development	
•		•	
Grade 1-6	Evaluation 2019-20	Target 2020-21	Aspiration 2023-24

Agile and Adaptive	Aim: A curriculum adapted and reimagined to respond to Government priorities, contribute to economic recovery and the college financial context (i.e. improved efficiencies and increased income).		
Strengths		Areas for development	
•		•	
Grade 1-6	Evaluation 2019-20	Target 2020-21	Aspiration 2023-24

Digital	Aim: A curriculum making the very best of digital approaches and digital resources through remote and campus-based learning, teaching and assessment.		
Strengths		Areas for development	
•		•	
Grade 1-6	Evaluation 2019-20	Target 2020-21	Aspiration 2023-24

Drivers and evidence for change

Your drivers for change should be based on your CPR evaluation of KPIs, as well as the current employment environment for your curriculum, student demand this session, employer feedback, key issues from Portfolio Reviews and COVID.

Capacity and Barriers for change

Identify any difficulties you may have in addressing intended changes for next session or the longer term (for example - staff capacity or skills, accommodation, equipment, development time, employer engagement, qualifications available etc.)

Proposed Curriculum Portfolio changes	
Course additions & deletions	Timescale (2021-22 & longer term)
Delivery changes	

Implications for proposed changes (short and longer term/timescales)	
On overall costs or efficiencies	
For Estates	
For IT and equipment	
For staffing & staff CPD	
For Quality	
For material & curriculum development	
For any other Sectors / Departments	
For Equalities	
Other	

Key actions (for taking forward into Operational Plans)

Action	By Date	Responsibility

KPIs for the CPR are being provided where currently available and will be developed further for future analysis.

CURRICULUM AREA:	Actual				Ambition	
	Curriculum 2018-19	College 2018-19	Curriculum 2019-20	College 2019-20	Curriculum target 2020-21	College target 2020-21

Personalised

A curriculum available in a wide range of attendance modes, with relevant progression pathways. Adapted for specific employer and student needs, with high student success rates, progression and satisfaction.

1. STUDENT CHOICE - MODES OF LEARNING

The volume of Credits delivered						
Full time credits						
Full time proportion of activity						
Part time credits						
Part time proportion of activity						
Evening credits						
Evening proportion of activity						

2. MEETING DIFFERENT NEEDS - Enrolment of particular student groups

SIMD10						
Volume of credits delivered to learners in the most deprived 10% postcode areas						
Proportion of Credits delivered to learners in the most deprived 10% postcode areas						
Gender						
Volume of credits delivered to male learners						
Proportion of Credits delivered to Male learners						
Volume of credits delivered to female learners						
Proportion of Credits delivered to Female learners						
Ethnicity						
Volume of credits delivered to BME learners						
Proportion of Credits delivered to BME learners						
Disability						
Volume of credits delivered to students with a known disability						
Proportion of Credits delivered to students with a known disability						
Age						
Volume of Credits delivered to learners aged under 16						
Proportion of Credits delivered to learners aged under 16						
Volume of credits delivered to learners aged 16-19						
Proportion of Credits delivered to learners aged 16-19						
Volume of credits delivered to learners aged 20-24						
Proportion of Credits delivered to learners aged 20-24						
Volume of credits delivered to learners age 25 and over						
Proportion of Credits delivered to learners age 25 and over						
Care Experience						
Volume of credits delivered to students with care experience						
Proportion of Credits delivered to students with Care Experience						

3. MEETING DIFFERENT NEEDS - Success rates of particular student groups

Percentage of MD10 FT FE enrolled students achieving a recognised qualification						
Percentage of MD10 FT HE enrolled students achieving a recognised qualification						
Male success rates						
Female success rates						
BME success rates						
Success rate for students with a disability						
Success rates for students aged under 16						
Success rates for students aged 16-19						
Success rates for students aged 20-24						
Success rates for students age 25 and over						
The number of CE FT FE enrolled students achieving a recognised qualification						
The total number of CE FT FE enrolled students						
Percentage of CE FT FE enrolled students achieving a recognised qualification						
The number of CE FT HE enrolled students achieving a recognised qualification						
The total number of CE FT HE enrolled students						
Percentage of CE FT HE enrolled students achieving a recognised qualification						

4. OVERALL RETENTION AND SUCCESS RATES

The number of full time FE students leaving before 25% date						
FE full time Early Withdrawal percentage						
The number of full time HE students leaving before 25% date						
FHE full time Early Withdrawal percentage						
The number of FT FE enrolled students achieving a recognised qualification						
The total number of FT FE enrolled students						
Percentage of FT FE enrolled students achieving a recognised qualification						
The number of PT FE enrolled students achieving a recognised qualification						
The total number of PT FE enrolled students						
Percentage of PT FE enrolled students achieving a recognised qualification						
The number of FT HE enrolled students achieving a recognised qualification						
The total number of FT HE enrolled students						
Percentage of FT HE enrolled students achieving a recognised qualification						
The number of PT HE enrolled students achieving a recognised qualification						
The total number of PT HE enrolled students						
Percentage of PT HE enrolled students achieving a recognised qualification						

5. SATISFACTION

The percentage of students overall, satisfied with their college experience (SSES survey)							
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6. PROGRESSION - Articulation & employment

The total number of students who have achieved HNC or HND qualifications progressing to degree level courses							
The number of successful students who have achieved HNC or HND qualifications articulating to degree level courses with advanced standing							
Proportion of successful students who have achieved HNC or HND qualifications articulating to degree level courses with advanced standing							
The total number of full time FE college qualifiers (confirmed destinations)							
The number of full time FE college qualifiers in work, training and/or further study 3-6 months after qualifying							
Proportion of full-time FE college qualifiers in work, training and/or further study 3-6 months after qualifying							
The total number of full time HE college qualifiers (confirmed destinations)							
The number of full time HE college qualifiers in work, training and/or further study 3-6 months after qualifying							
Proportion of full-time HE college qualifiers in work, training and/or further study 3-6 months after qualifying							

7. Skills for Learning, life and work - metaskills

numbers / % on YES portal,							
numbers attaining PDP/Core Skills units							

Collaborative

A curriculum designed and delivered in collaboration with employers, with appropriate provision and pathways for college students, schools and communities, aligned to National agendas.

8. Work placement and work experience

The total number of full time learners							
Number of full time learners with substantial 'work placement experience' as part of their programme of study							
Proportion of full-time learners with substantial 'work placement experience' as part of their programme of study							

9. Provision for employers

5. The number of starts for contracted apprenticeships (including industry bodies such as CITB and SECTI)							
Amount of FWDF							

10. Community engagement

Number of community based learners							
Credits for Community Provision							

11. School College Programme

The number of senior phase pupils studying vocational qualifications							
Number of FA students							
Volume of credits delivered to learners at S3 and above as part of 'school-college' provision							
Proportion of Credits delivered to learners at S3 and above as part of 'school-college' provision							
The number of FE school pupils achieving their vocational qualification							
The total number of senior phase FE pupils							
Percentage of senior phase FE pupils achieving a vocational qualification							
The number of senior phase HE pupils achieving a vocational qualification							
The total number of senior phase HE pupils							
Percentage of senior phase HE pupils achieving a vocational qualification							

12. Students as partners in curriculum design

Proportion of courses with Course Rep							
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Agile and Adaptive

A curriculum adapted and reimagined to respond to Government priorities, contribute to economic recovery and the college financial context (i.e. improved efficiencies and increased income).

13. Meaningful skills development focussing on efficiencies and effectiveness

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14. Commercial and alternative Income

Income levels £							
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15. Responsive to local and national needs including economic recovery and industry needs. -

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16. Flexibility of learning and shorter learning pathways

Short full time programme credits							
Short full time proportion of activity							

Digital

A curriculum making the very best of digital approaches and digital resources through remote and campus-based learning, teaching and assessment.

17. Digital capabilities staff

Jisc tool completion rates for staff							
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18. Digital capabilities of students

Jisc tool completion rates for students							
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19. Digital delivery of curriculum

Online provision / E portfolio assessment / E Assessment							
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20. Digital Training of staff (CPD)

Digital training completion rates for staff							
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21. Digital Training of students (MS Teams)

Digital training completion rates for Students							
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TITLE: INTERNAL AUDIT REPORT – ONLINE REOSURCES

Background: As part of the internal audit programme for 2019-20 Scott Moncrieff conducted a review of the College’s use of online resources for engaging with students, including Moodle and ‘MyDay’. The audit reviewed planning, usage polices, monitoring and student feedback mechanisms.

This report will be presented to the next Learning, Teaching and Quality Committee for review.

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

Lead: Elizabeth Young, Director

Status: Open

1. Introduction

- 1.1 Research has suggested that integrating technology in the classroom enhances student engagement, improves student knowledge retention, and encourages individual learning and collaboration. Recent advances in this area have created many opportunities for the College to benefit from integrating some forms of technology in the classroom, with the aim of making teaching and learning more effective.
- 1.2 The College has developed a range of platforms that the student body can interact with, including:
- Moodle, a virtual learning environment that brings together tools for presenting course content and supporting interaction and communication between students; and
 - MyDay, a virtual platform that makes it easy for students to manage their student life by centralising all the information they need in one intuitive place.
- 1.3 In line with the Internal Audit Plan for 2019/20, Scott Moncrieff reviewed the College's use of online resources for engaging with students, including Moodle and 'MyDay'. The audit reviewed planning, usage policies, monitoring and student feedback mechanisms.

2. Conclusion

- 2.1 The review concluded that:

'West College Scotland has generally robust and effective arrangements in place over online resources. We confirmed that the use of online resources is actively considered as part of the curriculum planning process and that the College obtains and acts upon student feedback to support continuous improvement in this area.'

- 2.2 The report identified several areas of good practice including that the College:

- User guides for both Moodle and MyDay are readily available to all staff, via the staff intranet and the Centre of Learning Technologies (CoLT) website.
- The College uses both student feedback and MyDay analytics to identify opportunities to enhance the College's online resources and improve overall user experience.
- The College considers the online needs and demands of the students during the curriculum planning process, including consideration of course delivery methods, use of IT and assessment arrangements.

2.3 The report identified three minor areas for improvement (two at grade 2 and one at grade 1), that, if addressed, would strengthen the College's control framework. These are as follows:

- Implementing a review schedule for each of the supporting Moodle process documents to ensure that these are subject to consistent review and update.
- Analysis of student utilisation of Moodle pages at individual course level.
- Introduction of utilisation targets for both staff and students in respect of Moodle and MyDay to support continuous improvement in the provision of online resources.

2.4 The management have accepted the recommendations and initiated the management actions noted in the report to address the issues identified. The recommendations will be added to the Rolling Audit Action Plan for monitoring purposes.

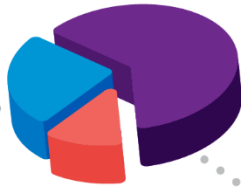
3. Recommendation

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



Scott-Moncrieff
business advisers and accountants

With **Campbell Dallas**
a Capital company



West College Scotland

**Internal Audit Report
2019/20**

Online Resources

April 2020



West College Scotland

Internal Audit Report 2019/20

Online Resources

Executive Summary	1
Management Action Plan	4
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Audit Sponsor	Key Contacts	Audit team
<i>Sara Rae, Director of Business, Enterprise and Innovation</i>	<i>Sara Rae, Director of Business, Enterprise and Innovation</i>	<i>Elizabeth Young, Audit Director Claire Beattie, Audit Manager Cara Doyle, Internal Auditor</i>

Executive Summary

Conclusion

West College Scotland has generally robust and effective arrangements in place over online resources. We confirmed that the use of online resources is actively considered as part of the curriculum planning process and that the College obtains and acts upon student feedback to support continuous improvement in this area.

We have identified three minor improvement actions that, if implemented, will enable the College to improve its overall control framework in this area.

Background and scope

Research has suggested that integrating technology in the classroom enhances student engagement, improves student knowledge retention, and encourages individual learning and collaboration. Recent advances in this area have created many opportunities for West College Scotland to benefit from integrating some forms of technology in the classroom, with the aim of making teaching and learning more effective.

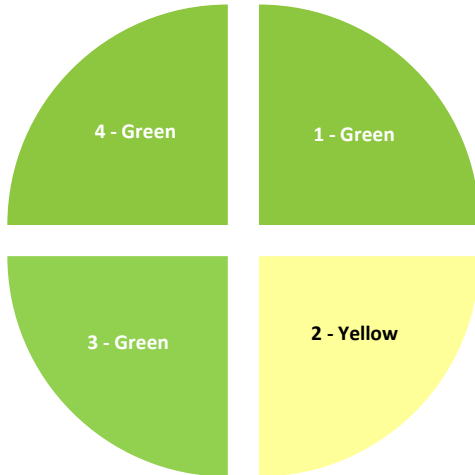
West College Scotland has developed a range of platforms that the student body can interact with, including:

- Moodle, a virtual learning environment that brings together tools for presenting course content and supporting interaction and communication between students; and
- MyDay, a virtual platform that makes it easy for students to manage their student life by centralising all the information they need in one intuitive place.

In line with the Internal Audit Plan for 2019/20, we reviewed the College's use of online resources for engaging with students, including Moodle and 'MyDay'. The audit reviewed planning, usage policies, monitoring and student feedback mechanisms.

Control assessment

- 1. The College has approved online resource policies that clearly set out the roles and responsibilities of system users and are easily accessible by staff and students

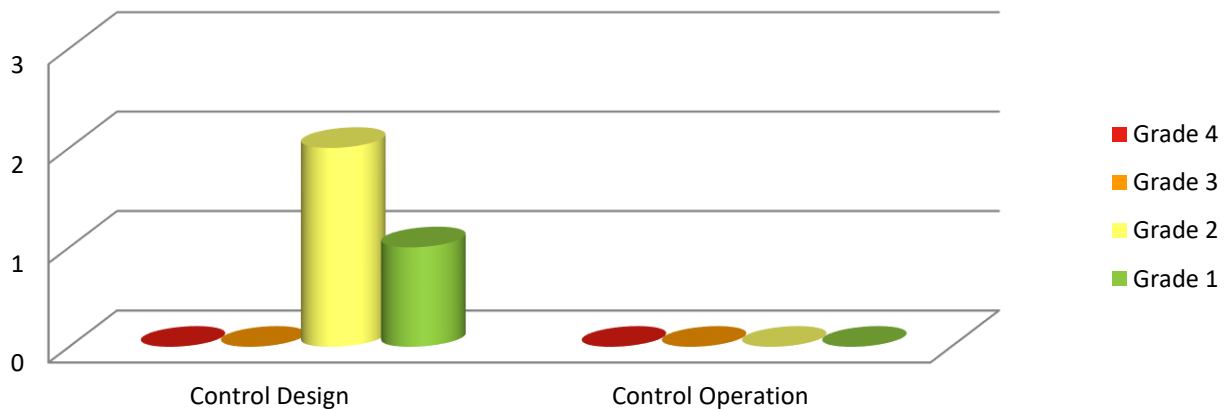


- 2. Online resources utilisation is monitored and root cause analysis is undertaken to understand instances of poor utilisation, with remedial actions being identified and tracked until completion

- 3. Student feedback is analysed and used by management to aid the continuous development and improvement of online resources

- 4. The College considers the online needs and demands of students during curriculum planning processes to identify if changes to online resources are required to meet student expectations for future periods

Improvement actions by type and priority



Three improvement actions have been identified from this review, all of which relate to the design of controls. See Appendix A for definitions of colour coding.

Key findings

Good practice

We confirmed that West College Scotland's processes reflect good practice in a number of areas:

- User guides for both Moodle and MyDay are readily available to all staff, via the staff intranet and the Centre of Learning Technologies (CoLT) website.
- The College uses both student feedback and MyDay analytics to identify opportunities to enhance the College's online resources and improve overall user experience.
- The College considers the online needs and demands of the students during the curriculum planning process, including consideration of course delivery methods, use of IT and assessment arrangements.

Areas for improvement

We have identified three areas for improvement that, if addressed, would strengthen West College Scotland's control framework in this area:

- Implementing a review schedule for each of the supporting Moodle process documents to ensure that these are subject to consistent review and update.
- Analysis of student utilisation of Moodle pages at individual course level.
- Introduction of utilisation targets for both staff and students in respect of Moodle and MyDay to support continuous improvement in the provision of online resources.

These are further discussed in the Management Action Plan below.

Impact on risk register

The West College Scotland's corporate risk register (dated December 2019) included the following risks relevant to this review:

- Risk 2: Failure to secure adequate estates maintenance/capital funding for future investment or refurbishment of IT and physical infrastructure (Risk rating: 16-High)
- WCS 6: Failure to maintain or acquire and use IT systems and infrastructure to support the digital ambitions of the College (Risk rating: 12-Medium)

Our findings under this review have not identified any requirement to revise the current risk scores. Implementation of the findings identified in the Management Action Plan below will allow the College to improve its current control framework in this area.

Acknowledgements

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

Management Action Plan

Control Objective 1: The College has approved online resource policies that clearly set out the roles and responsibilities of system users and are easily accessible by staff and students



1.1 Version control on user guides

The College has developed user guides for both Moodle and MyDay. These are reviewed annually by the Learning Technology Team Leader and the Systems Development Team Leader at the rollover of the platforms in advance of the start of the next academic year.. Process documents are also published that provide step-by-step guidance on how to complete key tasks on the Moodle system, for example:

- Adding a page
- Creating and adding files to a folder
- Enabling pop-ups

Each of the process documents have month and year included to demonstrate the last date of review. We noted however, that there is no documentation of the next scheduled review, or a summary of the changes that have been made. We also found that there was no central list of all the process documents, to ensure that each one has been updated prior to the start of the new academic year.

Risk

There is a risk that the review and update of process documents are not consistently completed, where there is no central review schedule in place. Documents may not be effective of the most up to date practices as a result.

Recommendation

We recommend the College prepares a schedule that details each of the Moodle / MyDay process documents, their last date of review, and the next planned review. Staff can then use this schedule as a checklist to ensure that each document is reviewed and updated on a timely basis.

Management Action

Grade 1
(Design)

The College will amend the tracked change section of the process documents to include date of last review, a summary of the changes made and the date of the next planned review

Action owner: Assistant Principal: Enterprise and Skills

Due date: 31 August 2020

Control Objective 2: Online resources utilisation is monitored and root cause analysis is undertaken to understand instances of poor utilisation, with remedial actions being identified and tracked until completion

Yellow

2.1 Utilisation of course Moodle pages

The Learning and Technology Team run a housekeeping report annually that highlights how many people are accessing various Moodle courses. The team do not investigate which specific sections of Moodle course pages are being accessed and utilised. We understand that this functionality does exist within the system but is not currently being used due to resource limitations.

Without a clear understanding of how Moodle pages are being utilised, Curriculum Quality Leaders (CQLs) are unable to understand which areas of Moodle course pages are being most used and those which require more attention.

Risk

There is a risk that CQLs and other teaching staff are not able to support continuous improvement of their Moodle course pages, caused by a failure to ensure detailed monitoring of utilisation on a regular basis.

Recommendation

We recommend that as part of the annual housekeeping review process, CQLs should analyse in more detail the utilisation of individual Moodle course pages, including a review of which functions are most utilised by students. This analysis will allow the College to undertake a root cause analysis to better understand the effectiveness of the College's current approach, as a means of supporting continuous improvement in the provision of online resources.

Management Action

Grade 2
(Design)

As part of the annual housekeeping exercise a report will be provided to the relevant Head and CQL on the usage of sector Moodle course pages. Where required further detail will be provided to allow the Head / CQL to further investigate the usage of Moodle courses.

Action owner: Assistant Principal: Enterprise and Skills

Due date: 31 October 2020

2.2 Utilisation targets for staff and students

As noted at MAP 2.1 above, the College makes use of analytics to identify how often students are using MyDay and Moodle. We found however, that the College does not have any utilisation targets in place for staff or student usage of their online resources to put current utilisation into context. Management advised that this is because delivery methods vary across subject groups and individual lecturer styles, and as such there is no standard approach to inform expected utilisation.

In addition, whilst utilisation is monitored from a student perspective, we found that this is not the case for College staff. There is no guidance as to the minimum content that lecturers are expected to upload to Moodle, however staff are asked to review and refresh the content of their Moodle course pages during the last few weeks of each term. Staff receive a system generated notification to remind them to do so.

Risk

If staff fail to update and maintain online resources on a regular basis, there is a risk that content becomes out of date or includes irrelevant information. Further, without utilisation targets, there is a risk that the College is unable to identify and act upon poor utilisation of online resources.

Recommendation

We recommend that the College develops utilisation benchmarks, targets or other means of assessing performance for both Moodle and MyDay to help identify areas of poor utilisation. This will allow poor utilisation to be identified and also support sharing of good practice where areas of higher utilisation are identified.

We also recommend that staff usage of Moodle is monitored to ensure that content is being reviewed and updated on a regular basis.

Management Action

Grade 2
(Design)

The College will look to initially introduce high level utilisation benchmarks to allow performance to be monitored and action taken where necessary for both Moodle and MyDay. The results will be shared with Heads/CQLs to allow good practice to be shared. The College will also undertake a review twice a year of the staff usage of Moodle to ensure that content is being reviewed and updated.

Action owner:

Due date:

Control Objective 3: Student feedback is analysed and used by management to aid the continuous development and improvement of online resources



Green

No reportable weaknesses identified

Management obtain and review student feedback regularly as a means of supporting continuous development and identifying ways to improve online resources. This is feedback obtained through asking students to complete feedback forms twice a year. There has also been market research, specific to MyDay, which is collated within a log and changes in response to this are planned for the summer 2020 rollover period.

We were also able to confirm that focus groups with students have been held, where the use of online resources was discussed. In one example, we found that class reps had highlighted a lack of training in the use of online resources and that further training had subsequently been provided across all subject groups. This demonstrates the College's commitment to seeking and acting upon student feedback as a means of driving continuous improvement.

Control Objective 4: The College considers the online needs and demands of students during curriculum planning processes to identify if changes to online resources are required to meet student expectations for future periods



Green

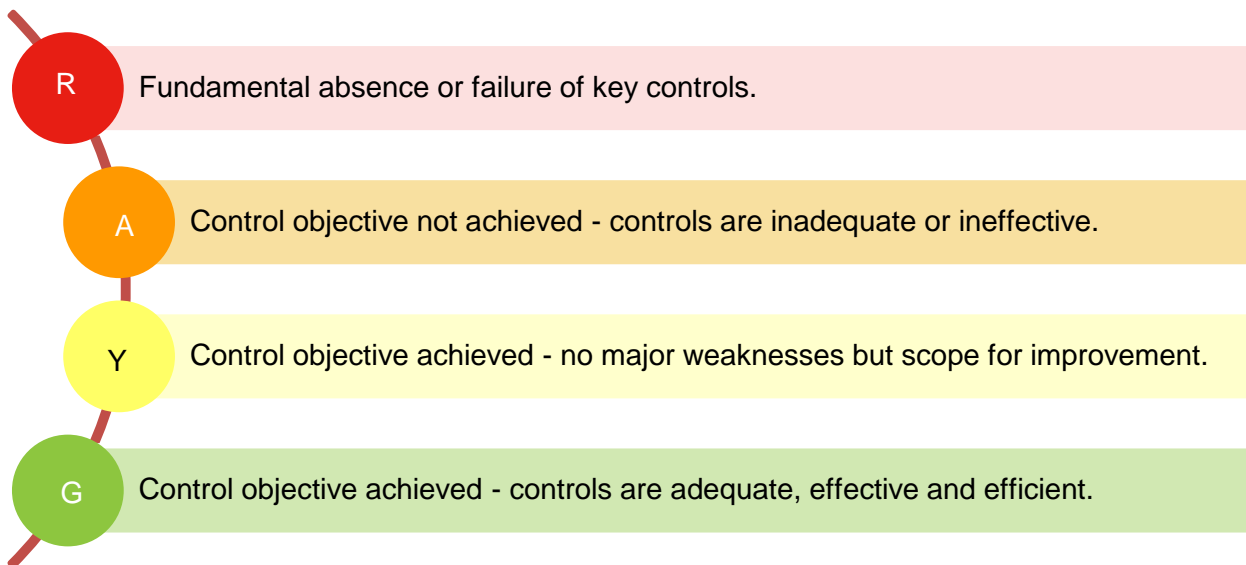
No reportable weaknesses identified

As part of the curriculum planning process, each sector is given guidance documentation that requires them to consider course delivery methods, modes of learning, IT and Moodle; demonstrating that the College is considering online resources as part of this process. As part of the curriculum planning process, course teams also consider student qualification success outcomes and any feedback from student surveys obtained during the prior academic year. Where issues are identified from this review, these are collated and reported to the Educational Leadership Team (ELT), with corrective actions documented within Intervention and Improvement Plans (IIPs) as necessary.

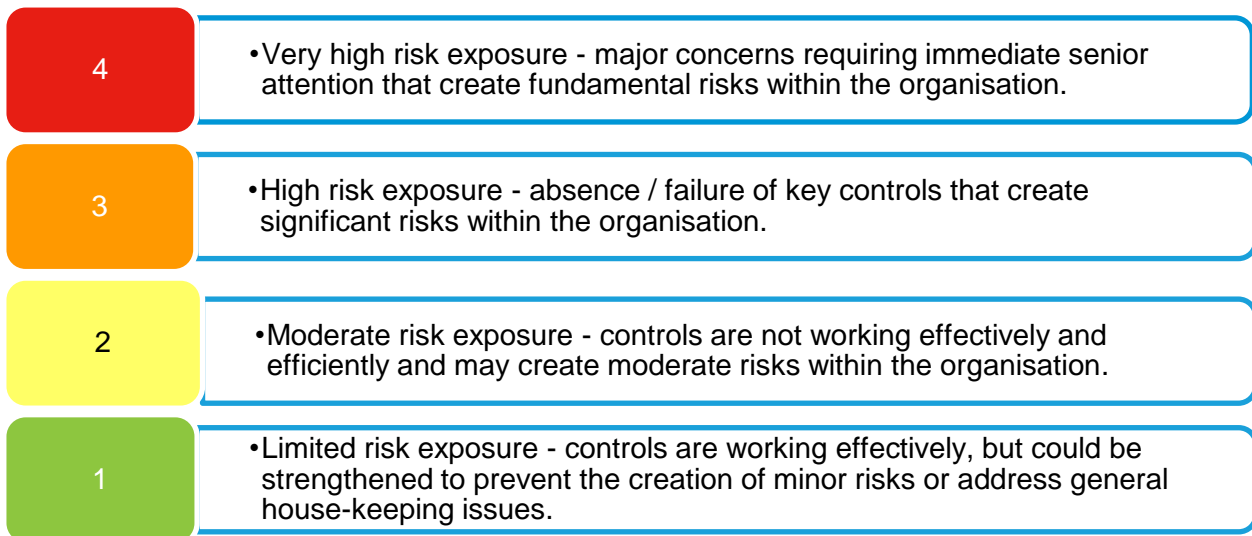
These actions are discussed fortnightly between CQLs and Heads of Sector, with progress being reported back to the Assistant Principals. The IIPs are then reviewed at the ELT team meeting, 3 months after first being issued. Through sample testing, we confirmed that issues relating to online resources had been monitored and addressed through this process as part of curriculum planning for 2019/20.

Appendix A – Definitions

Control assessments



Management action grades



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TITLE: INTERNAL AUDIT REPORT – REGIONAL OUTCOME AGREEMENT (STAGE 2)

Background: As part of the internal audit programme for 2019-20 Scott Moncrieff conducted a review of the processes in place for agreeing the College Regional Outcome Agreement (ROA) with the SFC.

Scott Moncrieff progressed the review in two separate stages with stage one assessing the College's ROA planning processes and stage two assessing the finalisation of the ROA and target setting. The Audit Committee received and approved the stage one Report at the December 2019 meeting. The attached report now concludes the stage two element of this assignment.

This report will be presented to the next Learning, Teaching and Quality Committee for review.

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

Lead: Elizabeth Young, Director

Status: Open

1. Introduction

- 1.1 Regional Outcome Agreements (ROA) are used by the Scottish Funding Council (SFC) to assess the contribution of colleges towards Scottish Government priority outcomes and measure the impact of funding allocations. The Scottish Government's expressed desire is for intensification of the outcome agreement process and the establishment of clearer links between investment and outcomes. As a result, there is a need to deliver ever more challenging targets which are achievable but also evidence the wider contribution of the College in a national and regional context.
- 1.2 In accordance with the 2019-20 Internal Audit Plan, Scott Moncrieff have reviewed the processes in place for agreeing the Regional Outcome Agreement (ROA), including linkage to strategic and operational plans, SMART objective and target setting and effective engagement with internal and external stakeholders.
- 1.3 The review was a two-stage audit. An interim report set out their findings from the first stage review assessing the College's planning processes for the development of the 2020-21 ROA. The attached report encompasses the results from both the stage one and two reviews and encapsulates the auditor's considerations of the finalisation of the ROA.

2. Conclusion

- 2.1 The review concluded that:

'West College Scotland's processes for developing its Regional Outcome Agreement (ROA) are robust and compliant with SFC guidelines.'

'We confirmed the College's ROA process was fully complied with during development of the ROA, ensuing a quality ROA was drafted and submitted to SFC on a timely basis. The Board of Management was able to review and approve the ROA during the midst of COVID-19, ensuring the College continued to meet SFC submission deadlines.'

- 2.2 The report identified several areas of good practice including that the College:

- The College has a clearly defined ROA plan that is fully aligned with SFC Guidance.
- The Board of Management are aware of their roles and responsibilities for the preparation of the ROA and the auditors confirmed that the ROA was developed and submitted to the SFC within the agreed timetable.
- The ROA is clearly linked to the strategic values and priorities of the College, as well as linked to the National objectives set by the Scottish Government.

- The College effectively followed SFC guidance during the development, review and completion of the ROA. As such, a high-quality ROA was drafted as evidenced by the small amount of feedback that was received from the SFC in terms of making amendments to targets and the ROA itself.
- Ambitious performance targets have been developed and these will enable the College to demonstrate ongoing performance against its agreed ROA targets.

2.3 The report did not identify any areas for improvement.

2.4 The internal audit report will be presented to the next Learning, Teaching and Quality Committee for review.

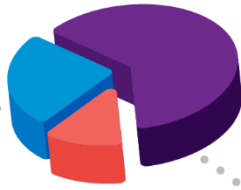
3. Recommendation

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



Scott-Moncrieff
business advisers and accountants

With **Campbell Dallas**
a Capital company



West College Scotland

Internal Audit Report

Regional Outcome
Agreement

April 2020



West College Scotland

Internal Audit Report 2019/20

Regional Outcome Agreement

Executive Summary	1
Management Action Plan	4
Appendix A – Definitions	6

<i>Audit Sponsor</i>	<i>Key Contacts</i>	<i>Audit team</i>
<i>Stephanie Graham, Vice Principal Educational Leadership</i>	<i>Stephanie Graham, Vice Principal Educational Leadership</i>	<i>Elizabeth Young, Director Claire Beattie, Manager Christopher Young, Auditor</i>

Executive Summary

Conclusion

West College Scotland's processes for developing its Regional Outcome Agreement (ROA) are robust and compliant with SFC guidelines.

We confirmed the College's ROA process was fully complied with during development of the ROA, ensuring a quality ROA was drafted and submitted to SFC on a timely basis. The Board of Management was able to review and approve the ROA during the midst of COVID-19, ensuring the College continued to meet SFC submission deadlines.

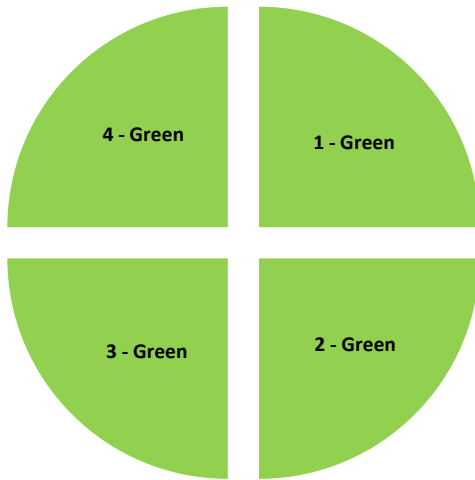
Background and scope

Regional Outcome Agreements are used by the Scottish Funding Council to assess the contribution of colleges towards Scottish Government priority outcomes and measure the impact of funding allocations. The Scottish Government has expressed a desire for intensification of the outcome agreement process and the establishment of clearer links between investment and outcomes. As a result, Colleges now face increasing pressure to deliver more challenging targets.

It is vital that colleges can negotiate and agree targets that are achievable but also evidence their wider contribution in a national and regional context.

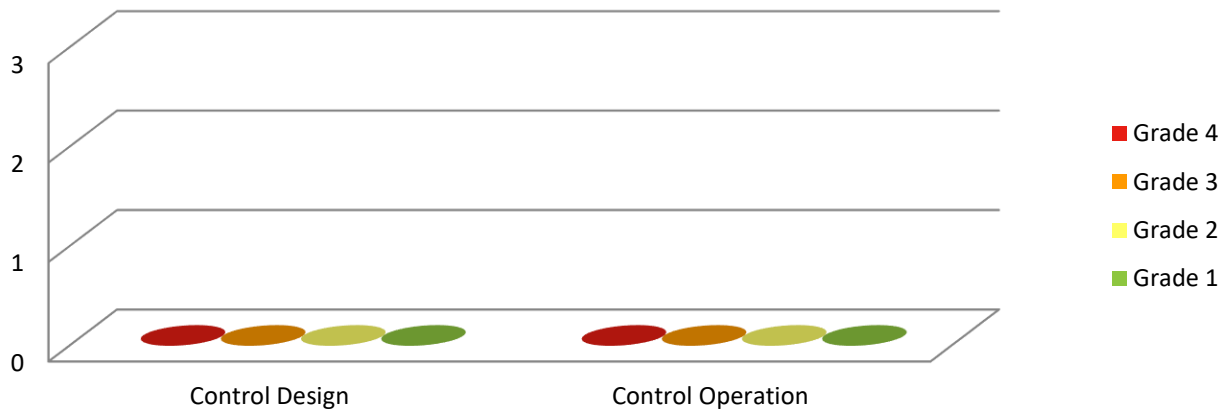
In accordance with the 2019/20 Internal Audit Plan, we reviewed the processes in place for agreeing the ROA including the linkage to strategic and operational plans, ensuring SMART objectives are set and obtained evidence of engagement with internal and external stakeholders. We carried this out in two separate stages; stage one assessed the College's ROA planning processes and stage two assessed the finalisation of the ROA and target setting.

Control assessment



- 1. A clearly defined process is in place for the negotiation of ROA with the SFC
- 2. Responsibilities and timescales for the Board of Management and executive management are clearly defined
- 3. The College has planned for effective engagement with internal and external stakeholders
- 4. The ROA identifies outcomes that are clearly linked to the College's Strategic and Operational plans

Improvement actions by type and priority



No improvement actions have been identified during the second stage of our ROA review.

Key findings

Good practice

We have gained assurance that the College's procedures reflect good practice in a number of areas:

- The College has a clearly defined ROA plan that is fully aligned with SFC Guidance. The ROA planning process is geared towards ensuring both the draft ROA and the final ROA are submitted to the SFC within the required timescales of the 13 December 2019 and 30 April 2020 respectively.
- The Board of Management are aware of their roles and responsibilities for the preparation of the ROA and we confirmed that the ROA was developed and submitted to the SFC within the agreed timetable. The document development process was discussed at the Learning, Teaching and Quality Committee (LTQC) in November 2019. The initial draft ROA was submitted to the SFC by the required submission date of 13 December and then presented to the Board of Management in February 2020, along with any initial feedback from the SFC. The ROA was then updated to reflect the feedback received and was approved by the Board of Management at the March meeting and was submitted to the SFC by the required submission date of 31 March 2020.
- The ROA is clearly linked to the strategic values and priorities of the College, as well as linked to the National objectives set by the Scottish Government.
- The College effectively followed SFC guidance during the development, review and completion of the ROA. As such, a high-quality ROA was drafted as evidenced by the small amount of feedback that was received from the SFC in terms of making amendments to targets and the ROA itself.
- Ambitious performance targets have been developed and these will enable the College to demonstrate ongoing performance against its agreed ROA targets. The ROA performance targets have been reviewed and approved by the LTQC and the Board of Management and were submitted to the SFC along with the College's ROA.

This is further discussed in the Management Action Plan below.

Impact on risk register

The College's corporate risk register (as at December 2019) included the following risks relevant to this review:

- WCS1: 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 (score 24)
- WCS4: Failure to deliver SFC Regional Outcome Agreement targets at a time of limited resource results in future credit and/or funding adjustments (score 12)

Based on our audit work, we have not identified weaknesses which would warrant any specific consideration of changes in the risk scoring within the College's risk register.

Acknowledgements

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

Management Action Plan

Control Objective 1: A clearly defined process is in place for the negotiation of ROA with the SFC

Green

No weaknesses identified

The College has developed a clearly defined ROA completion plan that is fully aligned with SFC Guidance. The ROA planning process ensures all staff and governing groups involved in the development of the College's ROA are aware of their roles and responsibilities in ensuring the draft and final ROA were submitted to the SFC within the required timescales of the 13 December 2019 and 30 April 2020 respectively.

We confirmed that the College developed and submitted both the draft and final ROA to the SFC by the required due dates.

Control Objective 2: Responsibilities and timescales for the Board of Management and executive management are clearly defined

Green

No weaknesses identified

The ROA completion plan was developed by the Vice Principal Educational Leadership and sets out the responsibilities and review due dates required by both the College executive management and Board of Management. Once developed, the ROA completion plan was shared with the senior management team, via the LTQC, and the Board of Management to ensure all parties were aware of their responsibilities. We confirmed all parties had sufficient time to review and approve the draft and final ROA prior to SFC submission.

Control Objective 3: The College has planned for effective engagement with internal and external stakeholders

Green

No weaknesses identified

The College engages with internal stakeholders during the development of the ROA, including key governance forums such as the Board of Management, Board of Management Learning, Teaching and Quality Committee (which is attended by the Student President and Vice President) and the Senior Management Team.

Following receipt of the phase 1 Internal Audit Report – ROA, the College did look to widen its community engagement through engagement with the three local Community Planning Partners (CPP). The College recognised that engagement with the CPPs will reduce the risk of the ROA not being fully inclusive when it sets

the outcomes/targets that are important to both the College and the communities it operates within. The ROA was on as an agenda item at all three local CPP meetings (Renfrewshire, West Dunbartonshire and Inverclyde) over February and March 2020. The West Dunbartonshire CPP considered the ROA and made several positive contributions towards finalising the ROA. Unfortunately, the COVID19 outbreak impacted the other two CPP meetings from fully engaging with the College. However, it is noted that the College has now the processes in place to ensure future ROA agreements are widely consulted upon.

Control Objective 4: The ROA identifies outcomes that are clearly linked to the College's Strategic and Operational plans



Green

The College's ROA clearly outlines each of the Scottish Government's National priorities and includes the College's priorities as set out within the 2019-2025 Corporate Strategy. Each objective within the Corporate Strategy is linked through to the body of the ROA, which explains how the College will deliver against these objectives. These outcomes have been split into three sections: The Learner, The System and Innovation.

Control Objective 5: Performance measures and targets have been defined and ownership clearly allocated.



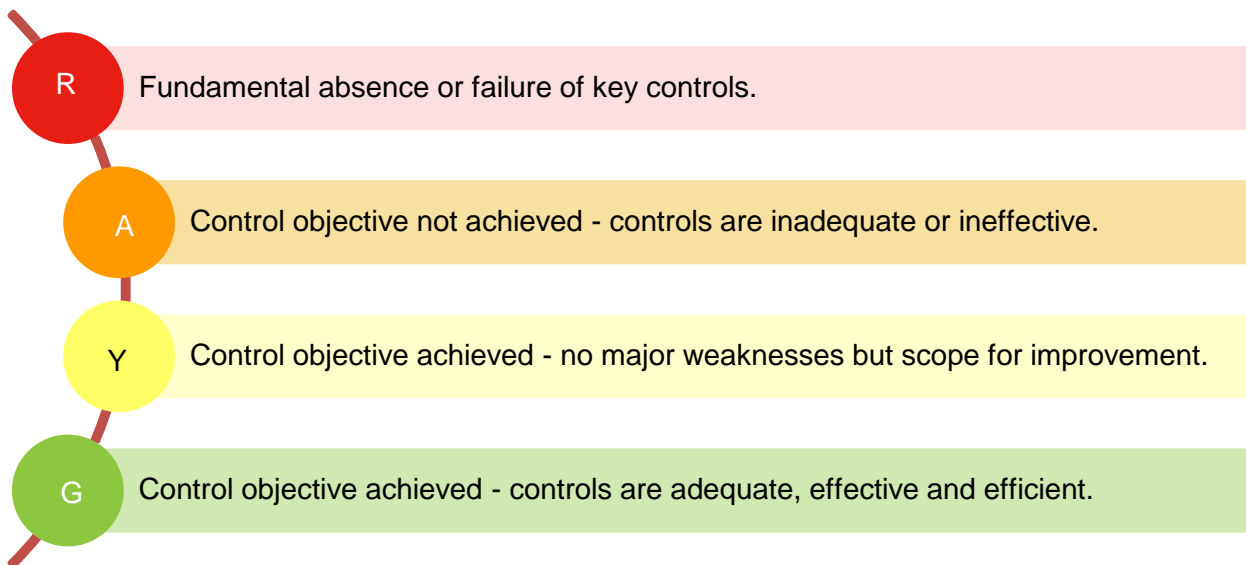
Green

The SFC ROA guidance requires 'ambitious' targets to be set by colleges. The College gathered and analysed 2018-19 final outturn data results to ensure the targets being proposed and agreed were aligned with SFC 'ambitious' expectations.

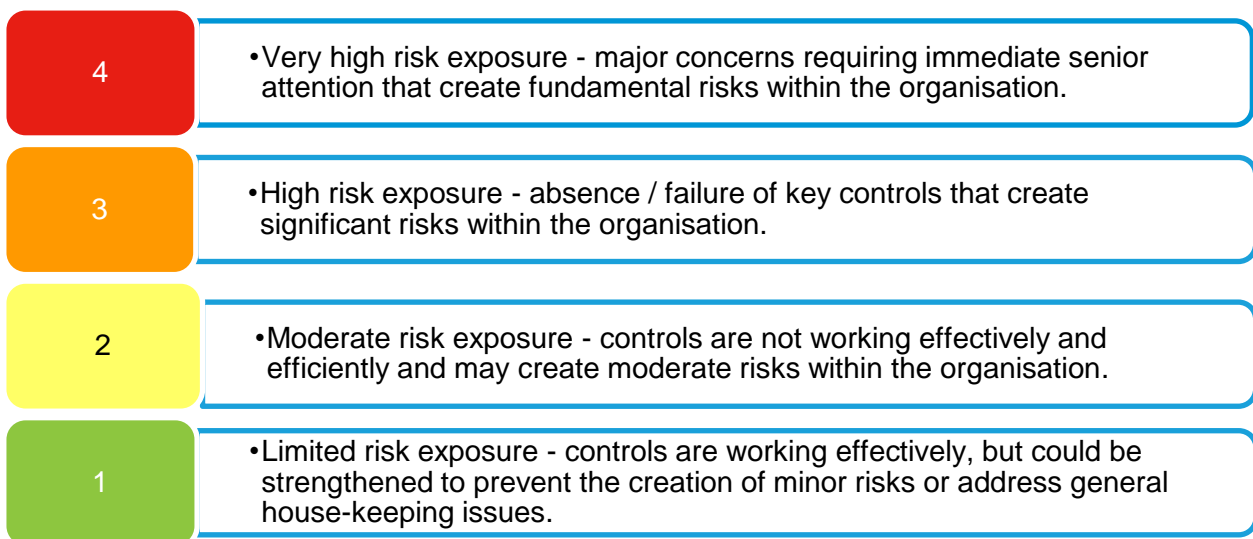
We have reviewed the College's ROA targets and believe these aligned with SFC 'ambitious' requirements. In support of our findings, the SFC have advised that they agree with the level of the targets and measures that have been included within the College's ROA.

Appendix A – Definitions

Control assessments



Management action grades



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Quality Standard Committee Meeting

Date – 14 May 2020

Time – 14:00 – 16:00

Location – Microsoft Teams (Virtual Meeting)

Chair – Cathy McNab, Assistant Principal: Performance and Skills

Present:

Head of Quality and Professional Standards - John Redman (JR)

Curriculum - Susan Carton (SC), Caroline Cullen (CC), Alison Dunne (AD), David Gemmell (DG), Isobel Lightbody (IL) Janice Maxwell (JM), Jim McAllister (JM); Fiona McKenzie (FM), Paul McLaughlin (PM), Jaqueline McLellan (JM), Johanne Porter (JP), Sue Price (SP), Margaret Scott (MS), Lorna Smith (LS), Suzanne Thompson (ST)

Support Services -Steven Cairney (SC), Robin Chandler (RC), Fiona Goggins (FG), SA President - Vanessa Thompson (VT)

Apologies – Isabel Brown, John Kelly, Morven Pringle

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

Agenda

1. Apologies	CM
2. Actions arising from last meeting [13/02/20]	CM
STANDING ITEMS	
3. Approvals – to report	JR
4. Reports from verification	FG
5. Awarding Body Updates	FG
a. SQA COVID -19 Exceptional Assessment Arrangements https://intranet.westcollegescotland.ac.uk/teams/qualityportal/SitePages/Covid19Arrangments.aspx	JR
b. Internal Quality Assurance (IQA) – audit of IQA Panel outcomes	FG
c. other Awarding Bodies arrangements	
OTHER ITEMS	

6. SCQF – Feed-back Report	JR
7. Education Scotland a. Progress Visit 2020 Final Report b. Evaluative Report and Enhancement Plan – arrangements for 2019-20 and 2020-21	CM
8. Learning and Teaching a. GTCS – Update on the work of the Registration and professional Learning sub-groups b. Staff Development Group update	CM
9. Student Association a. Updates	JR/VT
10. Student Feedback a. SSES Survey b. Virtual Focus Groups	RC
11. Student Behaviours and Disciplinary Procedure – for comment	JR/VT
12. AOB	
13. Date of next meeting: Thursday 11 th June 2020 (venue TBC)	

Actions Arising (from previous minutes)

CM welcomed and thanked Committee Members for attending QSC Meeting by highlighting this was the first of this type to be held virtually via Microsoft Teams. CM continued to touch on Agenda Items to be discussed with everyone present today.

Standing Items

Approvals (JR)

JR confirmed that Approvals have decreased in numbers and shared these figures via Microsoft Teams desktop Spreadsheet summarising this decline.

Reports from Verification (FG)

Various activities postponed due to Covid-19 lockdown measures currently set in place;

- City and Guilds - 3 visits all of which had successful outcomes;

- EEL (Engineering) - 2 visits, both with successful outcomes (one pending activity which may be held remotely);
- ECTIB - 1 visit with successful outcome;
- NCFE – 1 visit with successful outcome;
- IMI – 1 visit with successful outcome;
- NEBDN – pending due to activity currently with Auditor (possibility to carry out remotely);
- SQA - total of 17 visits, all of which had successful outcomes (with additional 21 pending visits due to current lockdown measures in place).

Awarding Body Updates (FG)

- SQA COVID -19 Exceptional Assessment Arrangements** - FG provided verbal update on Exceptional Assessment Arrangements currently set in place and signposted members to WCS intranet link detailing these arrangements; SQA Focus Group - Accreditations still to be 'rubber stamped' (currently in negotiation with Denise Monteith at SQA); SQA have no timescales at present but will feedback once information is available; forthcoming term (4-5 weeks) - decision to be made in order to assess students or potential deferrals going forward.
Estimates (Nat 5, Highers, Advanced Highers) – SQA submission deadline date confirmed as **29th May 2020**, *absolutely 'no wiggle room'* to negotiate/extend this date. DG raised a point in response to FG's advice from SQA expressing his concerns that he may have to defer an entire class. Both FG and CM reassured DG and the Committee Members that it is in all Lecturers' best holistic judgement that students will have fair and realistic outcomes which will be based on good, solid and robust evidence, and that WCS are taking the stance to support this. Both FG and CM also reassured Members that SQA have been taking a flexible approach based on current circumstances and are confident that the vast majority will make the right decision.
- Internal Quality Assurance (IQA) – audit of IQA Panel outcomes** - Both CM and JR explained the fundamental requirements of the role of IQA/Course Teams applying Due Diligence on outcome decisions. JR endorsed CM's previous comments by adding that getting the balance right is key, advising Committee Members that further guidance from SQA will be available next week with timeframe involved for planning.
- Awarding Bodies arrangements** - plans in place for approximately 300 online assessments; SQA Solar given 'green light' for remote assessments (with regular news announcement updates). 102 participants from across a range of various awarding bodies linked up with Colleges' Scotland participating with online digital assessments developments going forward.

Other Items

SCQF – Feed-back Report (JR)

JR briefly summarised on the ongoing processes of SCQF activity and signposted the Members a copy report of this for ease of reference, as well as advising members of the Sub-Committee (JR/FG/SC) who are involved in these processes.

Education Scotland (CM)

CM advised Committee Members that the progress visit carried out in January this year had a satisfactory outcome and is published on Ed Scotland website highlighting results.

CM confirmed that EREP activities are on hold until October this year with a plan to close off. CM also confirmed that arrangements for quality in the college sector for the next three year period, 2021-2023 is currently unavailable. CM explained this is a joint activity between Ed Scot and the Funding Council.

ACTION – Quality Arrangements for the College Sector – more updates to come up at next meeting. CM

Learning and Teaching (CM)

- a. **GTCS – Update on the work of the Registration and professional Learning sub-groups** – CM explained registration eligibility (GTCS/TQFE pathway opportunities available for Curriculum Staff on their lecturing journey - more flexibility required)
- b. **Staff Development Group update** – CM provided verbal update – FM queried validated centres for professional updates. CM referred FM to Joe Rafferty, Head of Organisational Development and HR, to take forward to the next staff development group meeting on how to accommodate this for staff (with support from Sector Heads). CM to feedback progress update and report back to next Staff Development Meeting.

Action CM

Student Association (JR/VT)

- a. **Updates** – JR and VT explained the election process with 3 newly appointed VP's – Christ Bett (Paisley); Paul Sefton (Greenock) and Stefana Margarint (Clydebank).
- b. VT advised that SA priorities for next session yet to be confirmed, but likely to include increasing student representation in curriculum areas and also to continue promoting wellbeing awareness.

ACTION – SA President to update at next meeting

Student Feedback (RC)

- a. **SSES Survey** - RC advised that this survey has been cancelled (response rates will not be submitted due to Covid-19). RC explained the significance of this as it was launched one week prior to college closures with lockdown measures being set in place by the government. Level of reduced response figures were: 20% - Full-Time Employment, 15% - Part-Time Employment 30% - Higher Education, 13% - Distance Learning and 18% - College. RC highlighted that the survey will be kept open for students to provide feedback on teaching.
- b. **Virtual Focus Groups** – SEA Team was trialling these. The team would seek feedback from Class Reps on their experiences on coping with a virtual learning environment.
- c. RC confirmed that students should continue with Class Rep training and advised this training is ongoing online (via Moodle) which will be available for next academic session. VT added that campus-based VPs have been trained to encourage delivery training to students.

Student Behaviours Framework and Disciplinary Procedure

- JR advised that Policy is due for review, although initial evaluation suggested the Policy is fit for purpose.
- However, there was a need to provide clarification on some of the recording and investigation processes;
- It was important to ensure the College adopted a systematic approach when dealing with student's misbehaviour, and to ensure that any actions taken were proportionate;
- Details of revisions provided for next QSC meeting.

Action JR

AOB (ALL)

- SC suggested revising the content of College's Academic Appeals process to include the arrangements for SVQs;

Action CM

Date of Next Meeting: October 2020

Present:

Cathy MacNab (Chair)	Assistant Principal
Alison Dunne	QEL Engineering
Caroline Cullen	CEL Beauty
Chris Haldane	Student Experience Co-ordinator
Fiona Goggins	Quality Assurance & Examinations Manager
Isobel Lightbody	CQL Childhood Practice
Janise Maxwell	CEL Hairdressing & Make-up Artistry
Jim McAllister	Head Hospitality, Tourism, Languages & Business
Johanne Porter	Quality Standards Co-ordinator
John Redman	Head Quality & Professional Standards
Kirsty Kenney	Quality Standards Co-ordinator
Margaret Scott	Head Business Development & Innovation
Paul McLaughlin	Head Creative Industries
Robin Chandler	Stakeholder Experience Co-ordinator
Steven Cairney	Quality Standards Co-Ordinator
Suzanne Thompson	QEL Science

Apologies:

Fiona McKenzie	Head Learning Communities
Jackie McLellan	Head Care
Lorna Smith	TEL Social Science
Morven Pringle	CQL Acting & Technical Theatre
Sue Price	CQL Care
Susan Carton	Lecturer Business
Vanessa Thompson	Student President

Item Action Responsibility

1 Welcome and apologies
C MacNab welcomed everyone to the first meeting of session 2020 / 2021.
Apologies were noted as above.

2 Actions arising from last meeting – 14 May 2020
The minute of previous meeting was agreed without amendment.

Education Scotland

C MacNab advised that Education Scotland will play a more supportive role during COVID. New arrangements for reporting on quality should be issued in the new year. Some prompt questions will be shared with the CQLs for evaluation.

Staff Development Group

C MacNab will provide feedback after the next meeting of the group, which is on 4th November.

C MacNab

Item	Action	Responsibility
	<u>Student Association</u> Covered within agenda.	
	<u>Student Behaviours Framework and Disciplinary Procedure</u> Action complete – Framework and procedure now available on the intranet.	
	<u>Academic Appeals process to include the arrangements for SVQs</u> Process has been updated in line with COVID arrangements and will be reviewed again in response to revised assessment guidance.	J Redman
3	Approvals J Redman informed the committee that the volume of approvals has declined significantly, with only one submission recently. This was a single unit which went through without any problems. There has been a steady decrease over time, and it is felt that this could be due to the majority already being through the system.	
4	Reports from Verification Like the approvals, there has been a significant decrease in activity recently due to COVID. There are a number of visits pending for different awarding bodies. There has been one onsite visit from SQA, this was a skills test which had a ‘high confidence’ result.	
	F Goggins stated that due to the very different landscape the sector finds itself in organisations are adapting and learning as they go, with most awarding bodies moving to online systems for EQA / EV. The Quality team are hoping to share some guidance on setting up Microsoft Teams for visits.	F Goggins
5	Awarding Body Update SQA F Goggins gave a brief update on the work SQA have been undertaking and wished to highlight the ‘Subject Guidance for Internally Assessed Qualifications 2020-21’ spreadsheet that is available on SQAs website. The spreadsheet details if specific guidance is/will be available for each award and the link to where it can be found.	
	Link here: Subject Guidance for Internally Assessed Qualifications 20-21	
	Session 20/21 will see exams for Higher candidates however National 5 results will be based on estimations. There will be no external exam candidates. SQA have issued a brief timetable, which commences on 13 th May 2021. F Goggins will issue the detailed version to the relevant staff when available.	F Goggins
	Other F Goggins also gave an update on NEBOSH. They have devised an online open book exam that candidates can do remotely. The first exam is due to take place in October. Discussion ensued on whether anything could be learned from the model NEBOSH have chosen. C MacNab commented it was something that warranted a wider discussion. M Scott, F Goggins and C MacNab to meet out with the committee for an initial discussion.	C MacNab, F Goggins & M Scott

Item	Action	Responsibility
	The Quality team attended a demo of EVasys remote examination software. J McAllister raised awareness of another tool for remote assessment 'Safe Exam Browser' which will be further considered.	
6	<p>2019/20 Quality Report</p> <p>Due to the exceptional circumstances we find ourselves in, the 19/20 annual Quality Report has been delayed. C MacNab talked the committee through a short presentation and assured members that a more in-depth report will be available later in the year. A copy of the presentation to be circulated to the committee.</p>	J Easdale
7	<p>IQA Oversight Panel Report</p> <p>J Redman talked the committee through the IQA Oversight Panel Report. He also expressed his thanks to everyone who was involved in the panel meetings.</p>	
8	<p>Equality Audit and Accessibility Checklist</p> <p>C MacNab sought the committees views and suggestions for implementing the Equality Audit and Accessibility Checklist. Discussion ensued and several members identified communication as being key to driving it forward. It was felt that although some staff were already using the checklist, others were not aware of it.</p> <p>Members suggested a mass communication directly to teaching staff, particularly as staff were currently in the process of rewriting materials to move them online. If the checklist was highlighted to them now, it could be incorporated naturally.</p> <p>Referring learners to materials on other sites, for example PDFs, was also discussed. S Thompson requested a generic statement that could be used when referring students to such materials.</p> <p>M Scott informed the committee of a resource that the Innovative Learning team were developing to support teaching staff and suggested including EU accessibility within it. C MacNab and M Scott to meet out with committee to discuss further.</p> <p>Checklist to become a standing agenda item.</p>	C MacNab & M Scott J Easdale
9	<p>Policy and Procedure Revisions</p> <p>J Redman summarised the revisions to the policies below and asked that the revised policies are not shared out with the committee as they are still in draft format.</p> <ul style="list-style-type: none"> • Malpractice Updated in line with operational changes • Credit Rating Updated in line with operational changes; more robust feedback; change to paperwork. 	

Item	Action	Responsibility
	<ul style="list-style-type: none"> Complaints Handling Significant changes to the procedure and how complaints are handled. What the person is complaining about and what resolution is being sought needs to be clarified and agreed at the outset. Also, if a member of staff is identified in a complaint you now have the right to be informed of the allegation and outcome. The SPSO have also developed a useful guide for students. <p>He also advised that the latest Annual Complaints Report will be published later than anticipated as not all the information is available yet.</p>	
10	Professional Standards Leaflet C MacNab drew the committee's attention to the draft Professional Standards leaflet that was circulated, for information, prior to the meeting. Suggestions for professional discussion groups and/or topics, should be emailed directly to C MacNab.	All
11	GTCS Update C MacNab informed the committee that there is a new PDA available (Teaching Practice in Scotland's Colleges SCQF Level 9). Work is currently underway to determine how it will credit transfer to the TQFE.	
	<p>The College Lecturer Registration Subgroup concluded in August 2020. A copy of their report can be found on the college quality portal. Link here: College Lecturers Registration Sub Group Report Final</p> <p>Dundee University has pulled out of delivering TQFE to colleges, leaving Aberdeen and Stirling as the only two providers. J Redman enquired what the timescale was for those who don't have their TQFE. C MacNab stated that this was still being looked into by the five pilot colleges involved and that more guidance will be issued in due course.</p>	
12	Student Association Update R Chandler updated the committee on the work being undertaken to develop online training for the class rep's, which will be available via Moodle. C Haldane is leading on the recruitment of class rep's and has emailed the CQLs and Heads to generate more interest. C MacNab acknowledged the challenging circumstances that the Student Association are dealing with.	
	<p>A copy of V Thompsons written SA update will be circulated along with the minutes of this meeting.</p>	V Thompson & J Easdale
	<p>C MacNab and M Scott to meet out with the committee to discuss the Moodle course 'Developing Confidence to Learn Online', that is currently being developed internally by the Innovative Learning team.</p>	C MacNab & M Scott
13	AOB No other business raised.	

Item Action

Responsibility

14 Date of Next Meeting

- Thursday 11th February 2021 at 3pm

DRAFT

INSPIRING WORLD-CLASS
TEACHING PROFESSIONALISM



College Lecturer Registration Sub-Group Report 1.0

Report on findings relating to the TQFE and teaching qualifications landscape in Scotland in relation to registration of college lecturers

June 2020

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1 Background and Purpose

This report provides a summary of the progress to date of the Registration Sub Working Group which first met in January 2020 as a sub group of the College Lecturer Registration Working Group (CLRWG), the strategic group taking forward the college lecturer registration programme.

The Registration Sub Working Group was tasked with identifying key areas of work and key tasks/key questions to support decisions within the strategic CLWRG for the ongoing registration and regulation of college lecturers in Scotland. The CLRWG has been tasked to make recommendations to the Scottish Government about the changes it considers are needed to support college lecturer registration as requested in a letter from Richard Lochhead, Minister for Further Education, Higher Education and Science, to Ken Muir, CEO and Registrar at GTC Scotland, in December 2019. This request has formed part of the work GTC Scotland is undertaking to realise the registration of college lecturers nationally.

GTC Scotland was tasked specifically to review the following for the Scottish Government:

- ❖ Review TQFE criteria, sufficiency, entry requirements, pathways, equivalencies and models of delivery. The Scottish Government has requested a report on these matters by December 2020.

The areas for exploration in relation to the college lecturer registration programme of work are broad and varied. This first area of the report focuses on establishing what the current position in terms of the TQFE landscape and attempt to identify factors that will influence the delivery of the programme in order to understand the interdependencies and where further work or clarification is required. As such, the report aims to:

- ❖ Make recommendations to the CLRWG on potential new category or categories of registration for college lecturers; within the existing statutory instrument – the GTC Scotland Order 2011.

2 TQFE in Scotland

2.1 Teaching Qualification in Further Education (TQFE)

The current provision of the Teaching Qualification in Further Education (TQFE) evolved from the National Guidelines on Provision Leading to the Teaching Qualification (Further Education) and Related Professional Development (Scottish Office, 1997) which incorporated expectations on the provision of TQFE and a set of Occupational Standards based on core competences.

The standards which underpin TQFE have been reviewed a number of times since 1997: see for instance Scottish Executive (2003a, 2003b) reviewing the occupational standards, the setting of the professional standards of Scottish Executive (2006), Scottish Government (2012) and the most recent led by the College Development Network (2018) with each review of the standards taking account of current contexts such as developments in legislation, ICT, the changing roles and responsibilities of college lecturers.

Prior to the contractual changes contained in National Agreements for college lecturers (see NJNC Agreements of May 2017, November 2017 and NJNC Circular 3/18), TQFE had been a non-compulsory professional learning qualification approved by Scottish Government. GTC Scotland did, however, invite voluntary registration of college lecturers into the further education section of the register of teachers.

The Teachers (Education, Training and Recommendations for Registration) (Scotland) Regulations 1993 (the 1993 Regulations) (which has now been revoked by the 2011 Order) initially set the qualifications criteria for registration with the GTC Scotland as a teacher. The recognised qualifications included a Teaching Qualification (Further Education), defined as a qualification to teach a subject or subjects in educational establishments providing further education.

The Public Services Reform (General Teaching Council for Scotland) Order 2011 (the 2011 Order) revoked the 1993 Regulations. The 2011 Order maintained GTC Scotland as the registration and regulation body of teachers in Scotland. Article 16 of the 2011 Order sets out the conditions for entry onto the register of teachers. It states that *“the GTCS must include an individual in the register if... (a) it is satisfied... (i) that the registration criteria are met in relation to the individual”*. GTC Scotland is required, under the terms of the 2011 Order, to make rules in relation to the registration criteria for entry onto the register and it is therefore GTC Scotland who requires, through its rules, that those qualified in Scotland must hold a TQFE to gain registration on the Register of Teachers in the further education category. As such a TQFE is necessary to seek registration in the category of FE with GTC Scotland.

While GTC Scotland are provided with the power to determine what constitutes a recognised teaching qualification for individuals seeking registration as a school teacher, Article 30 (1) of the 2011 Order states that *“the Scottish Ministers determine what constitutes a recognised teaching qualification for individuals seeking registration as a further education teacher”*. It is under this power that the Scottish Ministers published Model Scheme of Provision for a programme leading to the award of a TQ(FE) (Annex D) as discussed further below and it is for the update of this determination that Scottish Ministers have requested GTC Scotland’s assistance.

Gaining a TQFE within 2 years of the commencement of employment has become a contractual requirement for all lecturers, commencing employment on or after 1 April 2019. Lecturing Staff in post prior to 1 April 2019 who have indicated a willingness to undertake TQFE but who have not started the course will be given priority to enrol in such a course over staff commencing employment from 1 April 2019. Section 13 (Professional Registration/Development) of the National Working Practices Agreement (‘NWP’) makes provision for the registration of college lecturers with the General Teaching Council for Scotland (GTCS). This section forms part of the contract of employment of lecturing staff to whom the NWP applies from 1 August 2019. There is, therefore, a requirement to consider lecturers who currently do not have TQFE in order to support them to gain registration with GTC Scotland as a lecturer. A TQFE award provides evidence of meeting the required professional standards and plays an integral role in enhancing professionalism.

The ownership and responsibility for the Professional Standards for Lecturers in Scotland’s College was transferred from the Scottish Government to GTC Scotland in December 2019.

2.2 TQFE Sufficiency - Supply and Demand

There are three Higher Education Institutions (HEIs) currently approved by the Scottish Government to provide the TQFE in Scotland:

- ❖ University of Aberdeen;
- ❖ University of Dundee;
- ❖ University of Stirling.

The TQFE is offered at different levels, with all providers offering an undergraduate level at SCQF level 9 and post-graduate certificate at SCQF level 11. Regardless of level of study or the provider, a TQFE consists of 60 SCQF equivalent Credits of study requiring a notional 600 hours of student learning. There is a requirement for TQFE candidates to undertake a minimum of 120 hours of teaching practice over the duration of the TQFE. This includes two observations of practice – the first observation conducted by staff from the TQFE provider and the other from the college co-tutor/mentor. The TQFE candidate reserves the right to opt to share, or not, the outcome of the first observation with the second observer.

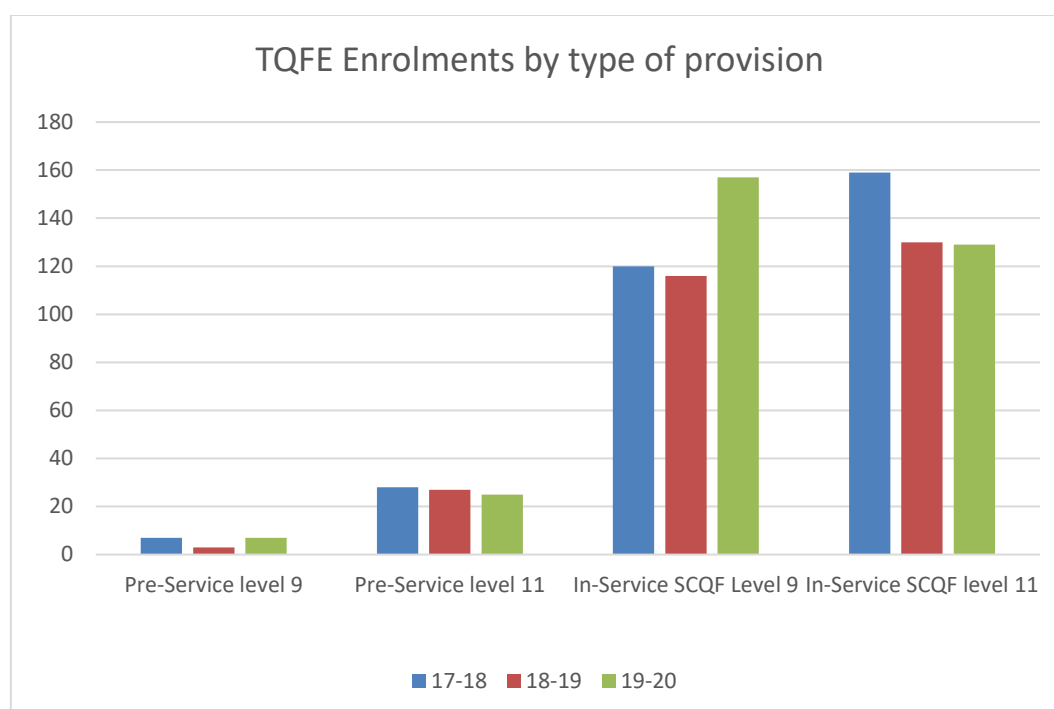
The majority of the participants undertake the TQFE as an in-service professional teaching qualification although a small number of participants study TQFE as a pre-service award through the University of Stirling (at both undergraduate and masters level provision). The number of participants of TQFE at post-graduate level outnumbered those at undergraduate level in academic years 17-18 and 18-19, with a change of balance in the 2019-2020 academic year for which 48% of the total TQFE registrations were at post-graduate level.

The choice of which level to register for the TQFE depends mostly on the graduates' previous academic qualification and also has an element of personal choice granted by colleges to their staff. Participants who are graduates with an honour's degree classification (often minimum of 2:1 classification) may decide which level of study they wish to register for the TQFE although the employing college may offer guidance to their staff on what level may be helpful for future career aspirations.

Table 1: Registration numbers for TQFE over three academic years (based on data from TQFE providers)

Academic year	17-18	18-19	19-20
Pre-Service level 9	7	3	7
Pre-Service level 11	28	27	25
In-Service SCQF Level 9	120	116	157
In-Service SCQF level 11	159	130	129
<i>Total level 9 intake</i>	<i>127</i>	<i>119</i>	<i>164</i>
%	(40.44%)	(43.11%)	(51.58%)
<i>Total level 11 intake</i>	<i>187</i>	<i>157</i>	<i>154</i>
%	(59.56%)	(56.89%)	(48.42%)
Total Intake per year	314	276	318

Figure 1: Graph comparing level of study of TQFE participant intakes over three academic years (based on data from TQFE providers)



It was determined that except for the Stirling pre-service programme, the TQFE current provision can increase numbers. Stirling University noted that its pre-service provision is currently capped at 35 due to staff capacity for that particular provision. This would not affect current lecturers working in Scotland's colleges who require to gain in-service TQFE. The Universities did note that applications would need to be received by May each year to upscale resources. A recent decision by the University of Dundee to postpone TQFE for academic year 2020-21 because of Covid-19 is likely to impact on the numbers of TQFE available places for 2020-21 intake.

Access to TQFE requires further consideration to ensure that lecturers teaching fractional/part-time contracts are not being disadvantaged in practice and are not facing barriers to accessing TQFE. The provisions of the Equalities Act 2010 and the Part-time Workers (Prevention of Less Favourable Treatment) Regulations 2000 ensure that they should have equal access to TQFE and contractual provisions which support this, such as the agreed reduction in class contact time through the NJNC Agreements.

There are no cost differences in the in-service fees for TQFE at SCQF level 9 or level 11.

Consideration 1: TQFE Supply and Demand

Universities and other providers will need clarity on expected potential numbers coming forward for TQFE to plan effectively and timeously to meet demand. Data provided by the Scottish Funding Council (SFC) in 2017-18 showed there were potentially **2210** headcount of teaching staff working across Scotland's colleges who do not hold a TQFE for the purposes of registration. SFC data in 2018-19 shows that there are potentially **2867** headcount of teaching staff who do not hold a TQFE or Scottish Government deemed equivalent qualification.

The qualifications profile of lecturers in Scotland's colleges without TQFE is imperative to inform; pathways to TQFE and registration.

Proposal for the Scottish Government (whose role it is to consider the capacity of universities to meet demand) to establish a college stakeholder group with college employers, GTC Scotland, EIS FELA, Universities and the Scottish Government.

2.3 Model Scheme of Provision for a programme leading to the award of a TQ(FE) (Annex D) Scottish Government (2006)

The essence of what constitutes a TQFE has not changed since being set out by the Scottish Executive, 2006 in Annex D of the standards (see Appendix A: Annex D). The TQFE is required to be underpinned by the relevant professional standards, that there should be a clear framework that outlines the programme aims, the programme design, learning and teaching approaches, monitoring and assessment arrangements, quality assurance and progression routes. The further guidance on this by McTavish (undated) (see Appendix A) highlights that the TQFE is to include 120 hours of teaching practice and must have at least two one-hour observations of practice.

Scottish Executive, 2006 (Professional Standards for Lecturers in Scotland's Colleges) sets out the statutory requirements for the approval of programmes leading to the award of a TQFE.

Scottish Executive, 2006 states that "the 1993 regulations" also specify that the content and nature of programmes leading to the award of a TQFE must be approved by Scottish Ministers in consultation with the GTC Scotland. This provision was revoked and replaced by article 30 of the 2011 Order. GTC Scotland on request from the Scottish Government has re-accredited the three TQFE programmes delivered by Stirling, Aberdeen and Dundee Universities across 2018-2019 in line with the accreditation and evaluative framework already in place for initial teacher education. However, both the approval of new TQFE providers and accreditation of existing programmes responsibility sits with the Scottish Government with GTC Scotland requiring to be consulted on any changes.

In summary, this means that any new providers who wish to submit a programme leading to the award of a TQFE will need approval from Scottish Ministers via the Scottish Government colleagues within the College Policy Team at Atlantic Quay.

Annex D is a dated statement of what constitutes a TQFE programme and all information is historically set in relation to the 2006 professional standards for college lecturers at that time. It is clear that Annex D requires further work to identify changes to content needed to make it future fit.

The registration sub working group identified that there are synergies and dependencies across the TQFE landscape that require careful consideration. For example, the 120 hours teaching practice

currently required to undertake a TQFE programme does not yet appear to be restrictive for part-time lecturers under the current arrangements for TQFE. However, further evidence is required to support this claim and in addition, one-year programmes may be restrictive for some lecturers due to a range of factors (yet to be explored).

There is a need to explore contemporary models of delivery/alternative routes which have the potential to offer flexibility and choice for all lecturers, regardless of their contract type. The GTC Scotland data collection exercise for registration by college will offer insight to help explore these issues nationally to better understand the barriers and challenges to access for individuals. It was mentioned in discussions within the registration sub-group that any potential attempts to reduce the 120 hours teaching practice required within TQFE could be limiting as there needs to be sufficient practical teaching experience and observation/assessment of teaching which is fundamental within a teaching qualification.

Consideration 2: TQFE Approval and Accreditation

It is necessary to review the arrangements for TQFE approval and accreditation.

Early consideration should be given by Scottish Government to allow GTC Scotland to be granted responsibility to determine what a TQFE (or Tertiary) qualification is in Scotland. Scottish Government need to clarify if this can be done through an update to Annex D based on the 1993 Regulations to say “GTC Scotland will determine TQFE for registration as a college lecturer”

Proposal to set up an Annex D content review group

It is noted that EIS FELA would welcome representation on the review group.

2.4 Entry Requirements for TQFE (Annex C) Scottish Government (2006)

The minimum entry requirements for TQFE were referenced in the review of the Occupational Standards (Scottish Executive, 2003a) citing the 2002 “Memorandum on Entry Requirements to Courses of Teacher Education in Scotland” set by the Scottish Executive Education Department. These minimum entry requirements were altered slightly when set out in the 2006 version of the professional standards (Scottish Executive, 2006). In particular, the 2006 professional standards stated that an HNC was acceptable as a minimum requirement “*where this is the highest level of qualification available in the UK in the subject area concerned*” (Scottish Executive, 2006: Annex C) (see Appendix A of this document for the full text of the 2006 Annex C document).

No direct statement has been made to entry qualifications since 2006 and therefore Annex C of the 2006 Professional Standards (Scottish Executive, 2006) is the last published version of the minimum entry requirements for TQFE. The requirements for entry to TQFE currently is minimally an HND (SCQF level 8) or equivalent, with evidence of relevant literacy, numeracy and IT skills.

Some exceptions apply where the HNC is the highest award for the subject, and exceptions apply where there is no formal English or Mathematics qualifications where it is believed that there may be evidence of the applicant being able to meet the language, number and ICT skills required to undertake a TQFE. Universities noted exceptional admission of HNC as a minimum where HNC is the highest level of qualification for that subject (for example Hairdressing, Brickwork, Plumbing).

One university noted that candidates at HNC level may be accepted for enrolment to the ‘University Diploma’ route which is an exit point for the BA TQFE. However, the expectation from that particular university was for applicants with an HNC or similar level qualification to undertake a separate additional qualification to bring their qualification up to level 8. The example provided is of a City and Guilds Professional recognition award at level 5 (Associateship) in order to match the credit and level of study associated with an HND. The combination of the HNC and the City and Guilds level 5 Associateship is seen to be equal to an HND. Previously the City and Guilds Licentiateship was accepted (Level 4) but this is no longer the case. The scale of this type of upgrading of subject qualifications to access TQFE appears low from the data provided.

One university noted that there have been no applicants that have used City and Guild Professional Recognition Award for entry to BA TQFE in the last three years. Similarly, one University noted that there had not been any applicants for TQFE that had used City and Guilds Licentiate for entry to TQFE in the last three years.

One university enables entry through BA(PD) where TQFE becomes the final study for the BA(PD), but the applicant must make an application for recognition of prior learning to make good the shortfall of credit that would equate to an HND before registering for the BA(PD).

It is recognised that employment within the college can be based on an industry relevant qualification that does not always readily have an academic equivalent. The TQFE providers noted that at times there are difficulties in determining the academic equivalency of some professional qualifications or older qualifications. Older qualifications in some areas, for instance in maritime such as “Officer of the Watch” professional qualifications, are difficult to level although may have contained a significant amount of academic study such as navigation etc. Some staff may have undertaken their qualification at a time when there was not a degree in Nautical Science, as earlier qualifications were in relation to NC, ONC and HNC levels at that time.

To summarise, it would seem that there is inconsistency as to what constitutes minimum entry for TQFE both in terms of previous academic or professional qualifications and in terms of evidencing the pre-requisite skills. Any harmonisation of this must have the flexibility to allow for the vast range and experiences of the lecturers who gain their post as a result of their prior experiences and qualifications, as recognised as being relevant for the subjects, courses and levels for which they are being employed to teach.

If the HND is to be a consistent academic minimum qualification, then a clear pathway for prior recognition of experiences and/or unlevelled qualifications, or an HNC with relevant experience, is required for all to be equally recognised as being at that standard.

Clear guidance is required for the relevant literacies (literacy, numeracy and digital skills) required for entry to TQFE. There is a perspective that as opposed to formal academic qualifications that this should be evidenced:

- ❖ through the applicant’s experiences gained;
- ❖ and/or within their existing qualifications attained;
- ❖ through a mapping process agreed nationally, with a clear rationale and underpinned by guiding principles to enable experience or qualifications gained to be mapped against current entry qualifications;
- ❖ against the relevant expected literacy, numeracy and digital skills (which should be regularly updated to ensure that these meet the current requirements).

Consideration 3: TQFE Entry Requirements

Early consideration should be given by Scottish Government to allow GTC Scotland to be granted responsibility to create an Entry Memorandum for TQFE (or Tertiary) programmes in Scotland in the same way they do for ITE programmes for schools.

Scottish Government should clarify if this can be done through an update to Annex C to say “GTC Scotland will set the Entry Memorandum for TQFE for registration as a college lecturer in Scotland ”

How would such mapping for a new Entry Memorandum (or update to Annex C) be undertaken and by whom? GTC Scotland propose that this should be in partnership with Scottish Government colleagues and other relevant stakeholders.

EIS FELA would welcome involvement as stakeholders.

2.5 Data to inform registration for lecturers with TQFE

GTC Scotland undertook an analysis of the College Staffing Return data from the Scottish Funding Council data from 17/18 academic year in a report presented to CLRWG on 29 August 2019 report 18-20CLRWG(19)26. Analysis of this data showed that it was not possible to know the detail within “other teaching qualifications” that lecturers hold. It was also not possible to establish from the “qualified” group how many of these people held TQFE or another qualification gained in or outside of Scotland. It was acknowledged that the only data available was SFC data and therefore this was a useful report for the group to base decisions to date on, in respect of what the expected numbers would be for the purposes of registration by college.

Further analysis on data shows there were **2210** teaching staff in 2017/18 (SFC categorisation) in Scotland who did not hold a TQFE or equivalent and **2867** in 2018/19. The CLRWG acknowledged that there may be some differences within this data in which not all teaching staff counted will be lecturers, as figures include assessors, work-based trainers and curriculum managers not all of whom may require registration under NJNC Circular 3/18. Also, potential red flags within this data includes what counts as a TQFE “equivalent” for statistical purposes may not currently be deemed as suitable for GTC Scotland registration by the Scottish Government.

The entry qualifications set by the Scottish Government to gain full registration as a college lecturer on the GTC Scotland register of teachers is a TQFE.

The GTC Scotland data collection spreadsheet has been finalised and will provide the CLRWG with the pilot data as it becomes available, which will give an early indication of the differences between (qualified v’s unqualified) numbers for registration purposes.

The registration sub-group have identified that data capture on the qualifications held by lecturers is required in order to inform the work on pathways to TQFE (review of existing qualifications and what is needed for the future) as this will also determine a basis for a pathway to full registration. This clarity is needed to provide an evidence base to inform any potential sub-category within the existing full registration category for college lecturers (currently known in the 2011 Order as the “FE category”).

A new GTC Scotland data collection spreadsheet has been designed to collect the detailed information on the diverse lecturer qualifications profile across the sector. This new tool has recently been finalised and will be issued to five pilot colleges from June 2020. As this data is submitted to GTC Scotland it will provide the CLRWG with an early indication of the differences between (qualified v’s unqualified) numbers for registration purposes and provide much needed data on the current qualifications profile of lecturers who are currently categorised as unqualified for the purposes of GTC Scotland registration because they do not hold a TQFE, as determined by legislation.

Consideration 4: Statistical Collation

As the Scottish Funding Council staffing return is a key data collection tool for colleges and to provide sectoral overview, it is important for GTC Scotland to align its work on registration with SFC to update/align the Annual Staffing Return Data Fields/guidance to ensure college future statistical reports provide information that can inform registration.

Proposal for GTC Scotland and Colleges Scotland to liaise with the Scottish Funding Council to support future staffing returns alignment with registration. It is suggested this work is in place from August 2021 – for colleges staffing return for the 20/21 academic year).

2.6 TQFE Equivalency

It is recognised by the registration sub-group that the ability to assess teaching qualifications for potential equivalency to TQFE inside of Scotland is an important aspect of this review. Presently, GTC Scotland cannot conduct TQFE equivalency in Scotland as it currently does not have the legal powers within its 2011 Order to determine a teaching qualification for college lecturers in Scotland as this power sits with Scottish Government.

GTC Scotland would need further permissions from Scottish Government to undertake any testing of qualifications inside Scotland for TQFE equivalence and it would require some policy infrastructure within GTC Scotland to support this and to ensure effective governance around it.

Consideration 5: TQFE Equivalency Assessment

To reduce the current numbers of unqualified lecturers for registration purposes, it is necessary to undertake TQFE equivalency tests of certain qualifications.

It is proposed that GTC Scotland request permission from the Scottish Government in order to begin this work. Timescales to be determined.

2.7 Models of delivery and potential for alternative models/routes

It was too early to make a consideration in relation to immediate actions in terms of new models/routes to TQFE (offering more flexibility and choice). In order to understand the current barriers, data/evidence is required regarding the total number of staff who will require TQFE as well as those who may hold an equivalent qualification. This work dovetails with two suggested streams, the TQFE approval and accreditation group looking at Annex D and potential equivalency qualifications and the TQFE pathway and qualifications review. **It was noted that more visionary approaches could begin to be considered and it was acknowledged that without evidence currently to support the type of flexibilities and barriers to access yet, that this could begin to be considered through a more creative and idea generating type of approach.**

3 Pathways to TQFE and GTC Scotland Full Registration

3.1 Existing Category of Full Registration in FE for college lecturers in Scotland's colleges

In order to gain an understanding of the qualifications profile of lecturers across Scotland both for testing of equivalencies as well as for the pathways to TQFE, a survey was compiled by work stream members. This survey asked key questions identified by the sub-group on the approaches to teacher training (culminating in TQFE) and any barriers to access. The request for data was circulated to HR and OD professionals via the sector's development networks.

18 colleges responded to the call for data and responses were anonymised. A summary of this data will follow.

Overall findings show:

- ❖ the most commonly accepted equivalent qualifications to TQFE by colleges are the Post Graduate Diploma or Certificate in Education;
- ❖ this was closely followed by a Bachelors or Masters in Education;
- ❖ some colleges accept CELTA and/or DELTA;
- ❖ many noted that individual assessment takes place depending on qualifications held;
- ❖ a small number of responses indicated qualifications such as the Post Graduate Diploma in Adult Literacies, and post graduate qualifications in tertiary learning and teaching.

The group asked which qualifications need to be assessed for TQFE equivalency. The responses to this varied significantly, with many colleges requesting that qualifications be assessed that other colleges already consider equivalent. The most common requests for assessment were for ESOL (English for speakers of other languages) courses and non-UK teaching qualifications. Consideration around HE (Higher Education) qualifications was requested, as well as further information on lecturers registered with either non-UK teaching bodies (Ireland etc.) and GTC in England and how this might transfer. Community Learning and Development qualifications were also noted.

3.2 Existing Pathways to TQFE and progression

It was necessary first to identify what colleges used as existing pathways to TQFE currently as the original (or existing) pathway to TQFE was set out at the same time as the Scottish Executive, 2006 Professional Standards document, was dated and qualifications within it have changed since then (for example the Professional Development Awards (PDAs)).

The most up to date published pathway document “Learning Pathways to Teaching in Scotland’s Colleges” (undated) was produced by the Professional Learning and Development Forum (PLDF) a Scottish Government appointed group which were hosted by the College Development Network as secretariat. This pathway is set out below and Annex C “entry requirements” can be seen as well as the pathway to TQFE programmes. This pathway does not show the SQQF level 11 TQFE programmes which are delivered by the three TEIs.

Learning Pathways (SCQF Entry Levels to a TQFE Qualification)

SCQF Levels	Academic Qualifications		Qualifications of HEI's		TQFE	
12						
11						
10						
9			Plan and Prepare the Learning Experience DVSP36 Facilitate Learning Teaching & Assessment DVSK36 Develop Professional Practice DVSL36	Group* Award G85D 18	a relevant degree from a higher education institution in the United Kingdom (UK)	Universities of Aberdeen Dundee Stirling
			Teaching in FE: An Introduction Planning DVSK36 Delivery and Assessment DVSV36	Group* Award G85C 18		
8		a relevant Higher National Diploma (HND) at Scottish Credit and Qualifications Framework (SCQF) Level 8;			a relevant associateship or diploma from a higher education institution in the UK	
7	Teaching in Colleges Today Induction Course	a relevant Higher National Certificate (HNC) at SCQF level 7				
6	National Qualification in English/Communication at SCQF level 6 (or evidence of being able to attain this standard)*					
5	National Qualification in Information and Communications Technology (ICT) at SCQF level 5.*					
4	National Qualification in numeracy or mathematics at SCQF level 4 (or suitable evidence of being able to attain this standard)*					
3						
2						
1						

Data was sought on Teaching in Colleges Today Induction course and on the two group awards within the PDA in Scotland’s Colleges (which have since changed) – one has been discontinued and the other is being refreshed in line with the 2018 Professional Standards for College Lecturers in Scotland.

3.2.1 Teaching in Colleges Today (TiCT)

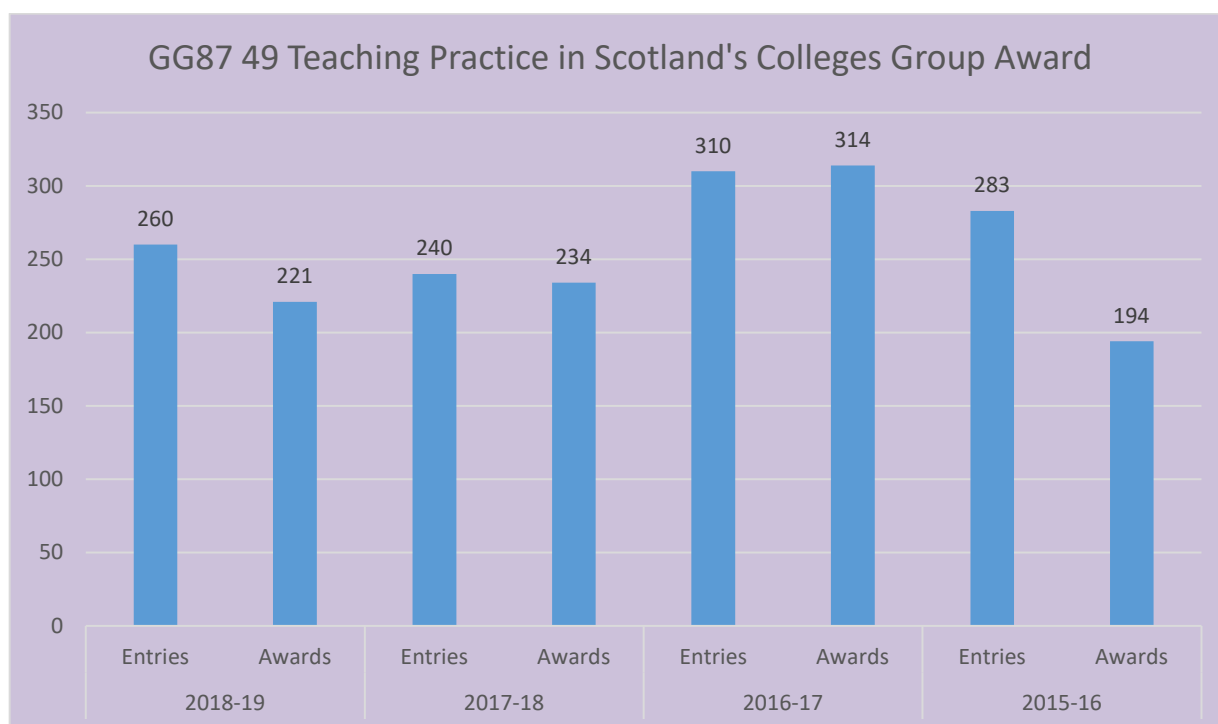
This qualification was designed as an induction course for anyone who is new to teaching in a college. The learner pathway stated it “would also be suitable for lecturers employed in part time posts as a precursor to the PDA units or TQFE”. The TiCT is 3 credits at SCQF level 7 and consists of 30 hours of study including assessment of an observed lesson. The College Development Network reported it is still in use and is still suitable for lecturers employed in part time posts as a precursor to the PDA units or TQFE. TiCT aligns to aspects of the Professional Standards for Lecturers in Scotland’s Colleges and materials are online.

CDN reported that uptake is approximately 300+ users to date (January 2020), however, not everyone using the online learning materials complete the assessment. It was thought that between 70-80 people had completed the assessed element to gain the qualification which is currently a partnership arrangement between College Development Network and New College Lanarkshire. The programme is free to access.

3.2.2 PDA Awards (SQA)

SQA data has shown that Developing Teaching Practice in Scotland’s Colleges has been in decline for some time and there were only 5 entries between 2015-16 to 2018-19. As a result, this group award has now been discontinued.

Teaching Practice in Scotland’s Colleges Group Award (two units) is still an active qualification in the sector and the chart below shows the number of entries and completed groups awards achieved by individuals within Scotland’s Colleges from 2015-16 to 2018-19.



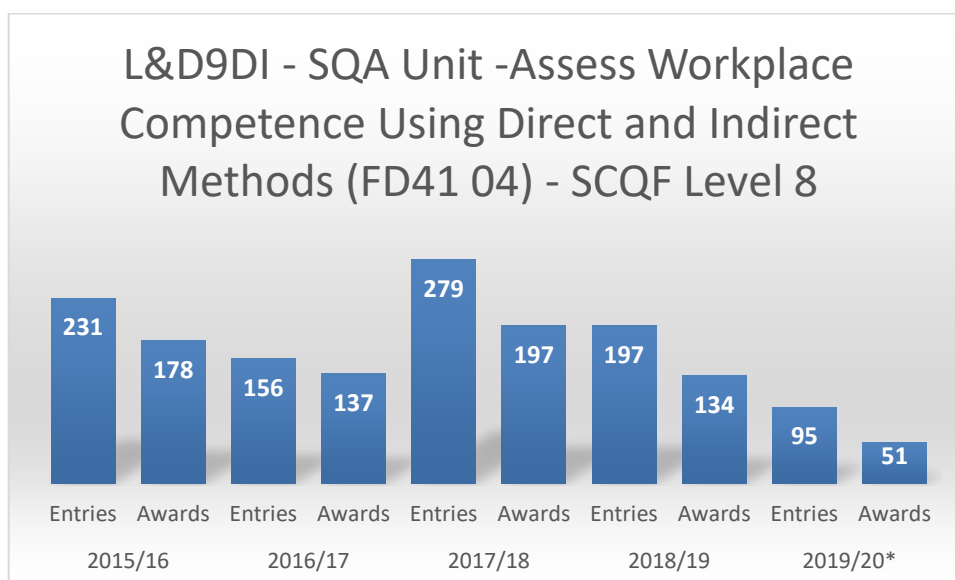
The College Development Network (CDN) provide the training materials to support the PDA Teaching Practice in Scotland’s Colleges and some lecturers have reported using it as a refresher to their practice as the materials are available to anyone who wishes to access them through CDN online learning platform.

3.2.3 SQA and City and Guilds Assessors Qualifications

The pathway document “Learning Pathways to Teaching in Scotland’s Colleges” does not show assessors qualifications that are part of the current requirements that some lecturers undertake

(sometimes prior to TQFE) in order to assess students (a mandatory requirement for some qualifications) in order to be able to conduct student assessment. Within SQA's portfolio these are known as L&D9, L&D11 and L&D12. The registration sub-group suggested that it was likely that common qualifications would probably be L&D9 (Assess Workplace Competence Using Direct Methods – SCQF Level 7) and L&D9DI (Assess Workplace Competence Using Direct and Indirect Methods (SCQF Level 8).

GTC Scotland requested data from SQA on the numbers across Scotland's Colleges of completions from 2015-16 to date. The data presented had no entries for L&D9, however, L&D9DI is set out in the chart below:



Assessors qualifications are included within the GTC Scotland data collection drop down list (below) for colleges to identify within the GTC Scotland data collection tool which also includes the City and Guilds Level 3 assessment awards which may also feature across the sector. This data is seen as important to gather for both the shaping of potential new pathways to full registration and informing GTC Scotland on the qualifications profile of lecturers for registration purposes and includes PDA units (old and new) and City & Guilds Licentiatehip as well as other PGCert learning and teaching qualifications from Scottish Universities.

If no TQFE or Primary/Secondary other Highest Teaching/L&D Qualification
• SCQF CCU700 19 TiCT Teaching in Colleges Today (CDN) [SCQF Level 7]
• SQA GG87 49 (Group Award) PDA Developing Teaching Practice in Scotland's Colleges [SCQF Level 9]
• SQA GG87 49 (Group Award) PDA Teaching Practice in Scotland's Colleges [SCQF Level 9]
• SQA H416 36 (Unit only) PDA Plan and Prepare the Learner Experience [SCQF Level 9]
• SQA H417 36 (Unit only) PDA Learning and Teaching [SCQF Level 9]
• SQA H418 36 (Unit only) PDA Plan and prepare the learner experience guidance and support [SCQF Level 9]
• SQA H419 36 (Unit only) PDA Learning and Teaching – assessment and quality standards [SCQF Level 9]
• SQA H41A 36 (Unit only) PDA Professional Development [SCQF Level 9]
• SQA L&D11 – FD 43 04 Internally Monitor and Maintain the Quality of Workplace Assessment [SCQF Level 8]
• SQA L&D12 – FD44 04 Externally Monitor and Maintain the Quality of Workplace Assessment [SCQF Level 9]
• SQA L&D9D - FD 40 04 Assess Workplace Competence Using Direct Methods [SCQF Level 7]
• SQA L&D9DI - FD 41 04 Assess Workplace Competence Using Direct and Indirect Methods [SCQF Level 8]
• City & Guilds Level 3 Award in Assessing Vocationally Related Achievement [SCQF Level 7]
• City & Guilds Level 3 Award in Competence in the Work Environment [SCQF Level 7]
• City & Guilds Level 3 Award in Understanding the Principles and Practices of Assessment [SCQF Level 7]
• City & Guilds Level 3 Certificate in Assessing Vocational Achievement [SCQF Level 7]
• City & Guilds Licentiatehip LCGI (Professional Recognition Award) Level 4 [SCQF Level 8]

• University of Edinburgh: Digital Education (Online Learning) PgCert (ICL) [SCQF Level 11]
• University of Edinburgh: Education MSc [SCQF Level 11]
• University of Glasgow: PGCert in Academic Practice (PGCAP) [SCQF Level 11]
• University, Queen Margaret: e-PgCert Professional and Higher Education [SCQF Level 11]
• University, Strathclyde: PgCert Learning & Teaching in Higher Education [SCQF Level 11]
• University of the West of Scotland: Postgraduate Certificate (PgCert) in Academic Practice [SCQF Level 11]
• UHI: Alpine Route 1 (20 credit module from PG Cert in Tertiary and Higher Education) [SCQF Level 11]
• UHI: Alpine Route 2 (PgCert Higher and Tertiary Education) [SCQF Level 11]
• UHI: Alpine Route 3 (portfolio of professional practice route) [SCQF 0]
• Other TQ (please specify)

3.2.4 Teacher Training Pathway (existing) collated from the survey of 19 colleges

In most cases the teacher training pathway was similar, with similar caveats and reasoning behind who completes what: Teaching in Colleges Today (TiCT – CDN)	Considered induction for most - in use for those with little or no teaching experience, often not mandatory. In some colleges, additional in-house training is provided or an in-house induction course only.
PDA Teaching in Scotland's Colleges (SQA)	Generally in use in the two-unit form; in general this is the pre-requisite to TQFE and most lecturers will undertake this. Usually an exception would be where the individual already holds a teaching qualification and therefore the college may consider they may not also require TQFE. One college specifically noted they do not use this PDA and instead use their own internal, contextualised course.
TQFE (Aberdeen, Stirling or Dundee Universities)	Widely used across the sector, across the three providers.
Other content	L&D awards are noted as part of the teacher training pathway in some colleges, and many have in-house quality and / or induction courses. City and Guilds (C&G) Award in Education and Training is in use in one College, and C&G's Licentiatehip in another. One college notes use of the ILM Teaching Practice Award.

Consideration 6: TQFE Pathways and Progression

It is proposed to establish two forms of registration status for lecturers within GTC Scotland FE registration category. Standard access to registration is achieved through successful completion of a TQFE. An alternative route to registration requires to be established for those lecturers without a TQFE or equivalent. The alternative route requires the development of a pathway to support standard registration.

It is proposed GTC Scotland set up a stakeholder group to develop the future TQFE pathways to provide an evidence based rationale to support a proposed alternative route to full registration as a college lecturer.

EIS FELA would request participation in this group.

3.3 Pathways to TQFE required to support registration

The PDA is at SCQF level 9, so is the same level as the undergraduate TQFE. As such, the PDA is not suitable for recognition in the level 11 TQFE routes. Some colleges do not offer PDA or have in-house provision for example by encouraging the staff to undertake the City and Guild Professional Recognition licentiate awards (which also serve as an equivalent to HND). The PDA is not a requirement for entry to TQFE but may be given recognition of credit within the TQFE to off-set some of the TQFE requirements.

- ❖ One University: currently has no recognition given to PDA but this may be reviewed when the new PDA is finalised.
- ❖ One University: offers exemption from teaching observation if the PDA completed within the last 6 years and account of the PDA is embedded into the undergraduate route reflective blog activity to build on the PDA and will allow for a reduction of the co-tutor observation where an observation has been part of the PDA.
- ❖ One University: acknowledge the PDA in one of the three TQFE modules to some extent as a reflection of the learner journey. The PDA can lead to credit-exemption in relation to the third and final module of the course where the participants undertake a 'top-up' module so that BA TQFE students have to undertake the 'Accreditation of prior PDA' module (at level 9) to 'top-up' the credit-points required (from the 16 points offered on the PDA to the 40 points required for the TQFE module). The post-graduate PGCert TQFE students have to undertake the 'accreditation of prior PDA' module (at level 11) to 'top-up' the level (from the level 9 for the PDA to the level 11 for the TQFE module).

Any recognition of prior learning of the SQA PDAs by another awarding body (such as a university provider) will require a clear alignment between the level, credit and outcomes of the PDA with the equivalent course level, credit and outcomes to evidence having already met the required course outcomes.

The TQFE providers recognise that in one college there is a move towards licentiate awards than undertaking the SQA PDA Teaching in Scotland's Colleges. From the three TQFE providers, a question is raised regarding the suitability of the current PDA as preparation for the TQFE. The group heard from College Development Network that there is currently a review of the PDA and it has been mapped to the 2018 Professional Standards for College Lecturers which will be shared with the registration sub- group. However, a concern was raised by the Universities delivering TQFE that the expected academic literacies between the SQA PDAs and the TQFE are incongruent. GTC Scotland have asked SQA to have the new PDA Group Award Submission shared with them as this shows the mapping to the 2018 Professional Standards for Lecturers in Scotland's Colleges and will support the work of the TQFE Pathways work.

Consideration 7: TQFE Pathways and Qualifications Review

Clarification to be sought around where the refreshed PDA Teaching in Scotland's Colleges would sit in a new pathway and its purpose against:

- (i) alignment with the 2018 professional standards; and
- (ii) entry requirements for TQFE and/or for recognition of prior learning.

It is proposed that there is a need for mapping between the PDAs and the TQFE programmes to verify any possible recognition of prior learning. A group should be set up with CDN, GTC Scotland and University partners to ensure joined up approaches. EIS FELA would request participation in this group.

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GTC Scotland
Comhairle Choitcheann Teagaisg na h-Alba

The General Teaching Council for Scotland is the independent professional body which maintains and enhances teaching standards and promotes and regulates the teaching profession in Scotland. We strive to be a world leader in professional education issues.

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TITLE: RISK MANAGEMENT STRATEGY AND STRATEGIC RISK REGISTER

Background: The Committee considers risk in relation to the activities within its remit. Risk is considered by the Board and all the Board Committees at each of the meetings. This means that emerging risks are quickly identified and mitigating actions agreed. In relation to the risks pertinent to its remit, the Committee must be confident that these have been identified and mitigating actions agreed.

This paper presents the College Strategic Risk Register for the consideration of the Committee and provides an update on the actions taken by the College to embed risk management across the organisation. The latest update of the Strategic Risk Register was considered by the Board at its meeting held on Monday 5 October 2020 and a copy of this is attached.

Action: The Committee is asked to note and review the current Strategic Risk Register attached and propose any amendments and / or additions, or any re-phrasing, required to be made.

Lead: Stephanie Graham, Vice Principal Educational Leadership

TITLE: STRATEGIC RISK REGISTER

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;
- outlines 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 development of the College Risk Management Framework;
- consider and approve the revised reporting format for the College Strategic Risk Register;
- approve the next steps in the development of the College Risk Management Strategy; and
- review and approve the Strategic Risk Register and in doing so consider:
 - The risks included in the register;
 - The risk ratings both pre and post mitigations;
 - 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.

2. Development of the College Risk Management Framework

- 2.1 The June 2020 Board of Management approved revisions to the College Risk Management Strategy which recognised the agreed College risk appetite categories, the College risk appetite statement and associated amendments to the ten risk categories. These revisions were the result of a significant piece of work with the Board of Management to review the overall risk categories and the risk appetite that the College was willing to tolerate. It was also agreed that a revised layout for the format of the College Strategic Risk Register report would be developed in order to capture and present the content in a more user-friendly way.
- 2.2 The September 2020 Audit Committee considered a proposal to revise the format of the Strategic Risk Register and endorsed the updated format provided, with the inclusion of Proximity in the summary of the top 5 risks along with the trend movement. Appendix A provides the College Strategic Risk Register report in the revised format. The primary changes to the Strategic Risk Register from the previous format include the following:
- Definition pages are now at the front of the Register to allow readers to fully understand the contents. These definitions include:
 - Proximity – as to when the risk might occur
 - Impact – the estimated effect of the risk on the College strategic priority
 - Probability – the estimated chance of the risk occurring
 - Risk Score – a RAG analysis of overall risk scoring
 - Trend – indication of how the risk has moved since last reviewed
 - Risk Appetite – pictorial representation of the Board approved risk appetite per category of risk
 - College Strategy 2019-25 – a summary of the College priorities and objectives
 - Summary of top 5 risks
 - The format of the register has changed to present each risk with the associated information on a separate page.
 - Apart from proximity - which is an addition to the risk information - the above information was included within the previous risk register reporting format.

- 2.3 The revised format has also been considered by the Finance and General Purposes, Asset and Infrastructure and HR and Corporate Development Committees during the September meeting cycle. All Committees commented that the revised format was a positive development and welcomed the proposed change.
- 2.4 The Board of Management is therefore requested to approve the proposed revision to the format of the Strategic Risk Register. If approval is provided, the College Risk Management Strategy will be amended to reflect the revised reporting approach and presented to the next meeting of the Audit Committee and Board of Management for approval.
- 2.5 The revised Risk Register will be uploaded onto the College's Pentana Risk system which will then allow College users to input and update the risk controls and mitigating actions in real time.
- 2.6 The College is currently reviewing and updating how it intends to develop the 2021-22 operational planning regime. As part of this review process the further integration of risk management into the operational planning cycle will further aid the development of the overall College approach to risk management. The Audit Committee will be kept updated on this work during 2020-21.

3. College Strategic Risk Register Update and Considerations

- 3.1 The College Strategic Risk Register is provided at Appendix A for consideration.
- 3.2 The Board of Management approved the risk register ratings at its meeting in June 2020. Since then meetings of the Audit Committee, Finance and General Purposes Committee, Infrastructure Committee and HR and Corporate Development Committee have considered the Strategic Risk Register and have concluded that no revisions are required to the risks at this time. However, the Nominations Committee meeting of 23 June 2020 considered risk in relation to the activities within its remit. The Committee agreed to raise the following points at the October 2020 Board meeting in relation to consideration of the Strategic Risk Register:
- The risk register includes risks associated with staff and students throughout. The Committee wishes consideration to be given to whether a risk/risks relating to the Board of Management / Board members / Committee / governance associated risks should be included, with reference to business continuity succession planning in support of Board activity; and
 - Whether there is a need to recognise a risk associated with contingency plans for the Board Secretary role.
- 3.3 The Senior Management Team has continued to undertake a review the College Strategic Risk Register. The mitigating controls have been updated to reflect:
- Updating of risk controls, including recognition of recent SFC and other funders confirmation of 2020-21 funding;

- Work undertaken to address the challenges faced by the College as a result of Covid-19. An update on the work undertaken by the College regarding Covid-19 is noted from section 3.4, below;
- Impact of additional funding to address student Digital Poverty;
- Inclusion of various Strategy Update reports received by Board of Management Committees including HR Annual Report, Financial Strategy and 2020-21 Budget and IT Strategy;
- Outcomes from recent internal audit reports;
- The revised Board Committee structure relating to the Asset and Infrastructure Committee; and
- The position in relation to future estate development activities.

3.4 The most significant risk faced by the College continues to be the business continuity challenges caused by the Covid-19 outbreak. The College successfully closed all on-site campus operations during March 2020 and transferred most teaching and learning to online - with some final deferral teaching and learning taking place on campus for 2019-20 students from July. The College is now in the process of implementing a staged reopening of all campuses in advance of the start of term on 21 September 2020. This will present several operational and teaching challenges due to the changing guidance from the Scottish Government. It should also be noted that the ongoing impact of Covid-19 means the financial position of the College is likely to remain challenging, and this remains as a significant risk on the Strategic Risk Register.

Covid-19 Risk

- 3.5 The Covid-19 health crisis continues to be the most significant challenge the College has faced to date, and this has resulted in a level of uncertainty the organisation has not experienced before.
- 3.6 The College implemented its Business Continuity Planning arrangements and has formed a Covid-19 Incident Response Team comprising of members of the Executive, SMT and other operational staff as required. The work of the Incident Response Team has been supplemented by a Mobilisation Group being formed to address the issues relating to the commencement of on-site activities at all campuses. This Group is led by the Director of Organisational Development & HR and meets weekly. It is composed of operational staff and both student association and union representatives, and reports to the Covid-19 Incident Response Team.
- 3.7 Reopening the College campuses to both students and staff in the safest way possible, whilst delivering first-class education and training, is of paramount importance. The College has made significant progress in adapting the estate to comply with Scottish Government Covid-19 guidance allowing staff and students to return, firstly to undertake activities deferred from last year then to allow the start of the new teaching term on 21 September 2020. The return to on-campus teaching will be restricted to ensure that the College adheres to the requirement to minimise the number of people on any one campus at any one time.

3.8 Some of the more specific estate related actions taken over the past few months have included:

- The College has created a Mobilisation Group which is led by the Director of Organisational Development and HR. The Group has wide representation from across the College and includes teaching, support and estates staff along with representatives from the staff unions and the Staff Association.
- All campuses have had widespread signage installed which reinforces both Scottish Government health awareness messages and the requirement for building users to 'Keep Left, Keep Apart'.
- Clear entrances and exits have been created at each campus with corridors being divided and where possible one-way systems being put in place to maintain social distancing requirements. Social seating has been restricted to stop groups of students congregating.
- The College has maintained excellent domestic cleaning arrangements which were previously reported to the Finance and General Purposes and Estates Committees. In addition, these arrangements have been supplemented by the creation of sanitising teams who will clean those surfaces which are frequently touched, such as door handles and lift buttons.
- Supplies of disinfectant gels and wipes have been made available in all staff workrooms and toilets.
- Sanitising stations have been erected at all major entrances and exits on College campuses, allowing staff and students to disinfect their hands on entering and exiting the buildings.
- The capacity of teaching rooms has been reviewed with the users of the rooms. Where necessary room adaptations have taken place through the removal of surplus seating or taping off workstations.
- The College has introduced a clean desk policy in workrooms to allow the cleaning staff to thoroughly clean work desk along with the removal of workstations to ensure staff remain socially distant whilst in workrooms.
- Catering provision will be modified to deliver a limited 'Grab and Go' service, which is designed to ensure users move through the refectory spaces as quickly as possible.

- 3.9 Further information can be found on the College intranet at:
<https://intranet.westcollegescotland.ac.uk/cv19mob/SitePages/Home.aspx>
The intranet page also includes a video which shows the works that have been undertaken to make the College a 'Covid-19 secure location'.
- 3.10 The College has therefore made good progress in adapting the estate to date in order to comply with Scottish Government Covid-19 guidance. As Scottish Government guidance changes and adapts future consideration will be given to any further adaptations required. and some estates maintenance funding may need to be reprioritised in order to meet the cost of any necessary building adaptations.
- 3.11 Despite there being several mitigating controls in place the Senior Management Team believes that the level of uncertainty remains high around the actions that the College can take to influence the impact of the Covid-19 risk. The Board of Management has been kept update by the Principal as to the continued actions that the College has taken to address the health crisis. The risk as recognised within the Strategic Risk Register will continue to be reviewed as further information and clarity of direction become available.

4. Conclusion

- 4.1 The Board of Management is requested to:
- note the update on the development of the College Risk Management Framework;
 - consider and approve the revised format for the College Strategic Risk Register;
 - approve the next steps in the development of the College Risk Management Strategy; and
 - review and approve the Strategic Risk Register and in doing so consider:
 - The risks included in the register;
 - The risk ratings both pre and post mitigations;
 - Whether any other risks should be considered for removal; and
 - Whether any new risks should be considered for inclusion.



Strategic Risk Register

Proximity: when might the risk occur.

Description	Timing
Immediate	Now
Medium-term	Within three to six months
Longer-term	Greater than six months

Impact: this is the estimated effect of the risk on the Strategic Priorities.

Impact		Criteria
Catastrophic	4	Significant and unacceptable impact on objectives that would require a material change to approach, procedure or process.
Critical	3	Moderate impact on Priorities that may require minor changes in approach, procedure or process.
Marginal	2	Minor impact on Priorities, which requires little overall change in approach.
Negligible	1	No real impact on achieving Priorities.

Probability: this is the estimated chance of the risk occurring.

Likelihood		Criteria
Almost certain	6	Extremely likely to occur
Very likely	5	Almost certain to occur
Likely	4	Most likely to occur than not
Possible	3	May occur
Very unlikely	2	Unlikely to occur
Remote chance	1	Extremely unlikely to occur

Risk Score: Impact x Probability

Impact		Result			
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
		1	2	3	4
Probability		Negligible	Marginal	Critical	Catastrophic

Risk Score: the overall risk level.

Risk level	Score	Description
High	16 - 24	Unacceptable level of risk exposure that requires a review of controls and immediate mitigating action
Medium	6 - 15	Acceptable level of risk exposure subject to regular monitoring
Low	1 - 5	Acceptable level of risk exposure subject to periodic monitoring

Net Risk Score: the overall risk level after controls and mitigating actions are put in place

Trend: after controls and mitigating actions are considered

↑	New or increasing risk
↔	No change to risk
↓	Declining risk

Risk Appetite

	Averse	Minimalist	Cautious	Open	Hungry
Finance					
Political					
Governance					
Competitive Environment					
Staffing and HR					
Student					
Reputational / External					
Infrastructure					
Learning and Teaching					
Digital					

Classification	Description
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 etc.).
HUNGRY	Eager to be innovative and to choose options offering potentially higher business rewards, despite greater inherent risk.

College 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, in a way that suits individual students.	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 customers and stakeholders by creating learning pathways, developing new delivery partnerships and integrating learning into wider local strategies.	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

Risk Register: Summary of Top 5 Risks

Risk No.	Risk Description	Proximity	Gross	Net	Prior	Trend since last report
1	<p><u>Business Continuity / Cyber Resilience Planning</u> Inadequate business continuity / cyber resilience planning leading to material interruptions to service delivery primarily resulting from Coronavirus epidemic.</p>	Medium-term	24	24	24	↔
2	<p><u>SFC Funding and Funding Methodology</u> Inability to clearly forecast the volatility and impact of SFC funding and funding methodology changes in relation to core-grant-in-aid, credit activity model; reduction in European funding; student support funding and estates maintenance.</p>	Immediate	24	24	24	↔
3	<p><u>Estate Strategy</u> Failure to deliver Estate Strategy objectives due to business cases for development of estate being delayed, with this having a resultant negative impact on the ability of the College to recruit students, retain staff and address legislative requirements.</p>	Long-term	24	20	20	↔
4	<p><u>Estates maintenance / capital funding</u> Failure to secure adequate estates maintenance / capital funding for future investment or refurbishment of IT and physical infrastructure.</p>	Medium-term	20	16	16	↔
5	<p><u>Brexit</u> 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.</p>	Medium-term	15	15	15	↔

Risk number	1	WCS 7
Risk description	<u>Business Continuity / Cyber Resilience Planning</u> Inadequate business continuity / cyber resilience planning leading to material interruptions to service delivery primarily resulting from Coronavirus epidemic.	
Link to the Strategic Priority <i>Refers to the relevant Strategic Priority.</i>	1.2 - Raising Aspirations and Enabling Students to achieve outcomes 3.4 - Managing for Resilience	
Risk category / appetite	Reputational/External	Open
Proximity	Medium-term	
Impact/Likelihood	6 x 4	
Gross Risk Score	24	
Controls <i>A control is a framework in place to mitigate the risk.</i>	<p>1) Business Continuity Plan available on the College intranet to staff along with departmental plans to assist during any incident.</p> <p>2) Business Continuity scenario planning sessions undertaken on a quarterly basis with involvement from both teaching and support staff. Externally facilitates and lessons learned shared with staff.</p> <p>3) College Mobilisation Group established to oversee the reopening of campuses for teaching purposes. Group is chaired by the Director of OD & HR and has representatives from staff, unions and Student Association. The Group meets weekly and is assisted by a Project Manager.</p> <p>4) Good interaction with staff, trade unions and Student Associations with regular meetings taking place and information being supplied to all parties on a timely basis normally via the College intranet, with the use of the Homeworking Times publication being key.</p> <p>5) Continued engagement with Scottish Funding Council, Skills Development Scotland and other funding bodies to gain clarity on future funding and determine impacts upon College financial sustainability.</p> <p>6) Planning at an advanced stage for limited return to campuses for the 2020-21 session from 21 September 2020, including: - development of online materials across all areas of learning and teaching; - purchase of IT equipment to support students where there is an identified need; - estate adaptations including specified access / egress points to all campuses; improved signage; increased cleaning regime; and development of policy manuals – circulation; cleaning and catering; - on-going monitoring of supply chains based upon risk analysis supplied by APUC.</p>	

Probability/Impact	6 x 4
Net Risk Score	24
Trend	↔
Risk Owner	VP Operations

Risk number / Reference	2	WCS1
Risk description	<u>SFC Funding and Funding Methodology</u> 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.	
Link to the Strategic Priority <i>Refers to the relevant Strategic Priority</i>	1.1 - Developing Bespoke solutions, Fast 1.3 - Recruiting and Retaining Talented People 3.1 - Developing new income opportunities 3.4 - Managing for Resilience	
Risk category / appetite	Finance	Minimalist
Proximity	Immediate	
Probability/Impact	6 x 4	
Gross Risk Score	24	
Controls <i>A control is a framework in place to mitigate the risk.</i>	<ol style="list-style-type: none"> 1. Detail of 2020-21 SFC core funding for teaching, estate and student funding confirmed. Ongoing engagement with SFC on funding for period poverty and counselling support – expected to be confirmed shortly. 2. Break-even adjusted operating position (excluding the costs of voluntary severance) budget approved for 2020-21 by the Board of Management on 20 July 2020 along with 3-year financial scenario plan. Budget will be monitored continuously by SMT and quarterly by the Board of Management through provision of budget to forecast variance analysis. 3. Transformation Plan agreed with SFC to take effect from 2020-21 onwards and funding confirmed by SFC to support this. Requirement for College to deliver 2020-21 curriculum activity in accordance with the agreed Business Transformation Plan. 4. Estates Strategy 2016-2026 includes objective to improve / rationalise the College estate utilising estate maintenance funding. Annual Strategy update provided to Asset and Infrastructure Committee including progress towards achievement of objectives. 5. College Commercial Development and Credit Group report to HR and Corporate Development Committee at each meeting on level of SFC credit activity and on actions taken to maintain ESF income and to grow other non-SFC income. 6. Commercial Development and Credit Group monitor current and future curriculum delivery plans including credit delivery and staffing requirements. Report provided to each SMT meeting on credit activity. 7. Input to SMT and other College groups through representation and involvement in external review groups, CDN Finance network and student funding. 	

Probability/Impact	6 x 4
Net Risk Score	24
Trend	↔
Risk Owner	VP Operations / VP Educational Leadership

Risk number	3	WCS 3
Risk description	<u>Estate Strategy</u> Failure to deliver Estate Strategy 2016-2026 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.	
Link to the Strategic Priority <i>Refers to the relevant Strategic Priority.</i>	1.2 - Raising Aspirations and Enabling Students to achieve outcomes 3.1 - Developing new income opportunities 3.3 - Utilising Specialist Capabilities 3.4 - Managing for Resilience	
Risk category / appetite	Infrastructure	Open
Proximity	Long-term	
Impact/Likelihood	6 x 4	
Gross Risk Score	24	
Controls <i>A control is a framework in place to mitigate the risk.</i>	<ol style="list-style-type: none"> 1. Asset and Infrastructure Committee (A&I) receive VP Update Report at each meeting on College engagement with stakeholders including SFC, SFT, local councils and other key stakeholders. 2. Board approved Estate Strategy 2016-2026 with A&I Committee receiving annual implementation update which highlight required estate investment for consideration by SFC and Scottish Government. 3. Outline Business Cases for Paisley and Greenock estate submitted to the SFC. Update on progress made in relation to OBCs made to each A&I Committee including engagement with SFC and local councils. 4. Update report provided to each meeting of the A&I Committee which indicates how the College has prioritised the use of SFC estate maintenance funding to address the College 2019 Estate Condition Survey results. 	
Probability/Impact	5 x 4	
Net Risk Score	20	
Trend	↔	
Risk Owner	VP Operations	

Risk number	4	WCS 2
Risk description	<u>Estates maintenance / capital funding</u> Failure to secure adequate estates maintenance / capital funding for future investment or refurbishment of IT and physical infrastructure.	
Link to the Strategic Priority <i>Refers to the relevant Strategic Priority.</i>	1.1 - Developing Bespoke solutions, Fast 1.2 - Raising Aspirations and Enabling Students to achieve outcomes 2.3 - Delivering Inclusive Growth 4.1 - Using Data	
Risk category / appetite	Infrastructure	Open
Proximity	Medium-term	
Impact/Likelihood	5 x 4	
Gross Risk Score	20	
Controls <i>A control is a framework in place to mitigate the risk.</i>	<ol style="list-style-type: none"> 1. College Estate Strategy 2016-2026 submitted to SFC highlighted significant need of investment in College. Annual update report on implementation and progress to Asset and Infrastructure Committee. SFC updated at least twice a year on estate challenges faced by the College. 2. A&I Committee receive report on the level of SFC estate maintenance funding which is for 2020-21 only. A&I Committee receive report on planned level of expenditure compared to need and how the College is prioritising the use of the amount allocated to it. Update reports provided to each Committee on use of SFC estate maintenance funds. 3. The College regularly engages both formally and informally with both Renfrewshire and Inverclyde Councils to discuss opportunities for development of College facilities. Update report on progress provided to A&I Committee at each meeting. 4. Outline Business Cases for Paisley and Greenock submitted to the SFC following Board of Management approval. College pursuing with SFC wider curriculum horizon scanning exercise to allow the College to provide wholistic approach to curriculum delivery across the regions it serves. 5. The College has undertaken an estate condition survey in 2019 to provide up to date information of the investment required to bring the estate to Condition B status and to maintain it at this level. A presentation on the 2019 results was made to A&I Committee and the detail of this provided to the Board of Management. SFC have received a copy of the presentation for their information as well as being updated by the Vice Principal Operations. A Board of Management development session to consider estates challenges and opportunities will now take place during 2020-21. 	

Probability/Impact	4 x 4
Net Risk Score	16
Trend	↔
Risk Owner	VP Operations

Risk number	5	WCS 16
Risk description	Brexit 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.	
Link to the Strategic Priority <i>Refers to the relevant Strategic Priority.</i>	1.3 - Recruiting and Retaining Talented People 2.2 - Immersive Partnerships 3.1 - Developing new income opportunities 3.4 - Managing for Resilience	
Risk category / appetite	Governance	Cautious
Proximity	Medium-term	
Impact/Likelihood	5 x 3	
Gross Risk Score	15	
Controls <i>A control is a framework in place to mitigate the risk.</i>	1) College has undertaken a review of possible impacts of Brexit on operations and continues to keep this under review. This has been discussed at senior management level and with Board Committees.	
	2) The College is a member of a sector working group on Brexit allowing access to latest intelligence specific to the College sector. The College continues to consider to review developments as they arise on a continuous basis.	
	3) Liaison with SFC on future funding arrangements post 31 July 2021 when current ESF funding is due to end.	
Probability/Impact	5 x 3	
Net Risk Score	15	
Trend	↔	
Risk Owner	Principal	

Risk number	6	WCS 4
Risk description	SFC Regional Outcome Agreement Failure to deliver SFC Regional Outcome Agreement targets at a time of limited resource results in future credit and/or funding adjustments.	
Link to the Strategic Priority <i>Refers to the relevant Strategic Priority.</i>	1.2 - Raising Aspirations and Enabling Students to achieve outcomes 2.1 - Creating Learning Pathways 3.2 - Developing the Market 3.4 - Managing for Resilience	
Risk category / appetite	Learning and Teaching	Open
Proximity	Long-term	
Impact/Likelihood	5 x 4	
Gross Risk Score	20	
Controls <i>A control is a framework in place to mitigate the risk.</i>	1) 2020-21 ROA finalised however revised SFC guidance awaited on monitoring of 2020-21 outcomes given impact of Covid-19 upon targets. Board of Management to be kept updated of revised SFC ROA requirements for 2020-21 once known. 2020-21 ROA reported to Board of Management and individual Committees made aware of ROA objectives relevant to their remit.	
	2) Effective ROA monitoring and reporting procedures in place, including operational planning process, and monitoring through the Board of Management and all Committees.	
	3) Regular contact and review meetings with local authorities and schools in order to access attainment funding in support of College activities.	
	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.	
Probability/Impact	4 x 3	
Net Risk Score	12	
Trend	↔	
Risk Owner	Principal	

Risk number	7	WCS 5
Risk description	<u>National Pay Bargaining</u> Impact and outcome of National Pay Bargaining for both teaching and support staff has an adverse effect on either efficiency of delivery or 2020-21 budget.	
Link to the Strategic Priority <i>Refers to the relevant Strategic Priority.</i>	1.1 - Developing Bespoke solutions, Fast 1.2 - Raising Aspirations and Enabling Students to achieve outcomes 1.3 - Recruiting and Retaining Talented People 3.4 - Managing for Resilience	
Risk category / appetite	Staffing and HR	Open
Proximity	Medium-term	
Impact/Likelihood	6 x 3	
Gross Risk Score	18	
Controls <i>A control is a framework in place to mitigate the risk.</i>	1) College representation and involvement at senior level in national Employers Association and national joint negotiating committee (NJNC). Update reports provided to both SMT and Board of Management Committees.	
	2) Financial impact assessment / planning scenarios on the impacts of National Bargaining included within the planning of 2020-21 budget and three-year forecast.	
	3) Business Continuity Planning considered 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 a regular basis in order to maintain positive College industrial relations.	
	5) Robust sector and College communication plan including liaison with Student Association on potential impact on students and staff of outcome from National Bargaining negotiations as required.	
	6) Workforce planning being carried out at departmental level based on national agreements. Results of latest round of planning incorporated into Human Resources Annual Report 2019.	
Probability/Impact	4 x 3	
Net Risk Score	12	
Trend	↔	
Risk Owner	Principal	

Risk number	8	WCS 6
Risk description	<u>IT Systems and Infrastructure</u> Failure to maintain or acquire and use IT systems and infrastructure to support the digital ambitions of the College.	
Link to the Strategic Priority <i>Refers to the relevant Strategic Priority.</i>	1.1 - Developing Bespoke solutions, Fast 2.1 - Creating Learning Pathways 3.3 - Utilising Specialist Capabilities 4.2 - Inspirational Learning	
Risk category / appetite	Digital	Hungry
Proximity	Medium-term	
Impact/Likelihood	4 x 4	
Gross Risk Score	16	
Controls <i>A control is a framework in place to mitigate the risk.</i>	1) IT Strategy, Policies / Procedures and system access processes in place. The Asset and Infrastructure Committee review progress achieved in delivering the IT Strategy on an annual basis. 2) College involvement in national college sector digital group remains ongoing, with outcomes required which will support and enable required levels of SFC funding for investment in ICT. 3) Staff and student feedback and evaluation procedures in place. Action planning in place to address issues raised through feedback mechanisms. 4) IT Contingency Plan in place with regular review and update undertaken. 5) College has renewed Cyber Essentials Plus accreditation as required. Work commencing on updating the Scottish Government Cyber Resilience Framework. 6) College Digital Strategy sets out digital ambitions for the College, presented and approved by the Board of Management. Annual Strategy update report provided to Learning, Teaching and Quality Committee with regular updates provided to SMT. This will provide a basis for College digital developments and a basis for seeking required levels of Scottish Government and SFC funding to support this.	
Probability/Impact	4 x 3	
Net Risk Score	12	
Trend	↔	
Risk Owner	VP Operations	

Risk number	9	WCS 15
Risk description	College Transformation Plan Failure to deliver the financial and/or non-financial objectives outlined in the College Transformation Plan "Future Proofing Our College".	
Link to the Strategic Priority <i>Refers to the relevant Strategic Priority.</i>	1.1 - Developing Bespoke solutions, Fast 2.1 - Creating Learning Pathways 3.4 - Managing for Resilience 4.3 - Developing the skills base	
Risk category / appetite	Governance	Cautious
Proximity	Long-term	
Impact/Likelihood	4 x 4	
Gross Risk Score	16	
Controls <i>A control is a framework in place to mitigate the risk.</i>	1) Transformation Plan has been developed by the College and discussed in detail with the SFC. Plan formally agreed and funding provided by SFC from 2020-21 to support this. Requirement for College to deliver the Transformation Plan from 2020-21 and reduce the level of third-party distance learning.	
	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.	
Probability/Impact	3 x 4	
Net Risk Score	12	
Trend	↔	
Risk Owner	Principal	

Risk number	10	WCS 9
Risk description	Staff Relations Inability to maintain positive staff relations.	
Link to the Strategic Priority <i>Refers to the relevant Strategic Priority.</i>	1.2 - Raising Aspirations and Enabling Students to achieve outcomes 1.3 - Recruiting and Retaining Talented People 3.4 - Managing for Resilience	
Risk category / appetite	Staffing and HR	Open
Proximity	Long-term	
Impact/Likelihood	4 x 3	
Gross Risk Score	12	
Controls <i>A control is a framework in place to mitigate the risk.</i>	1) Approved Workforce Plan in place and implementation reviewed by the HR and Corporate Development Committee.	
	2) Clear procedures for communication and engagement with Trade Unions and College staff verified by 2018-19 internal audit on internal communications	
	3) Staff engagement sessions and staff surveys undertaken on regular basis allowing matters to be raised and issues to be addressed early.	
	4) Local trade union consultation and negotiation committees in place for teaching and support staff. Minutes of the meetings are provided to staff via the College intranet.	
	5) College is supportive of staff involvement in national negotiations and has open dialogue with trade unions at local and national levels as to how staff can be supported.	
Probability/Impact	3 x 3	
Net Risk Score	9	
Trend	↔	
Risk Owner	Principal	

Risk number	11	WCS 11
Risk description	<u>Alternative Income Growth</u> Ability to generate consistent levels of alternative income or to grow alternative income streams.	
Link to the Strategic Priority <i>Refers to the relevant Strategic Priority.</i>	1.1 - Developing Bespoke solutions, Fast 2.3 - Delivering Inclusive Growth 3.1 - Developing new income opportunities 3.2 - Developing the Market	
Risk category / appetite	Competitive Environment	Open
Proximity	Long-term	
Impact/Likelihood	4 x 3	
Gross Risk Score	12	
Controls <i>A control is a framework in place to mitigate the risk.</i>	1) Alternative Income plans, targets and activities developed annually as part of the Operational Planning Process and shared across the College. Income plans and ambitions are in response to requirements of College Transformation Plan objectives. Reporting and monitoring on activity and progress will be subject to review by HR and Corporate Development Committee.	
	2) 2020-21 Alternative income budget and forecast agreed and monitored by the HR and Corporate Development Committee.	
	3) Update report provided to HR and Corporate Development committee on partnership working with local employers and stakeholders.	
	4) Operation planning combined with Curriculum Development Planning procedure 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 variations.	
	7) Commercial Development and Credit Group meet twice a month to review budget / create forecast and address challenges of delivering alternative income.	
Probability/Impact	3 x 3	
Net Risk Score	9	
Trend	↔	
Risk Owner	VP Educational Leadership	

Risk number	12	WCS 10
Risk description	Workforce Planning Failure to embed Workforce Plan resulting in lack of appropriate resources and skills being developed to achieve College strategic objectives and outcomes	
Link to the Strategic Priority <i>Refers to the relevant Strategic Priority.</i>	1.3 - Recruiting and Retaining Talented People 2.3 - Delivering Inclusive Growth	
Risk category / appetite	Staffing and HR	Open
Proximity	Long-term	
Impact/Likelihood	4 x 3	
Gross Risk Score	12	
Controls <i>A control is a framework in place to mitigate the risk.</i>	1) Board of Management approved College Workforce Plan in place and annual update report provided to HR and Corporate Development Committee. 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 a College 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) Results from staff skills survey being used to allow the College to identify and address future skills gaps.	
Probability/Impact	3 x 2	
Net Risk Score	6	
Trend	↔	
Risk Owner	Principal	

Risk number	13	WCS 13
Risk description	<u>General Data Protection Regulations</u> Inability to ensure a holistic response to data and information governance, including compliance with the General Data Protection Regulations (GDPR).	
Link to the Strategic Priority <i>Refers to the relevant Strategic Priority.</i>	3.4 - Managing for Resilience 4.1 - Using Data	
Risk category / appetite	Governance	Cautious
Proximity	Long-term	
Impact/Likelihood	3 x 3	
Gross Risk Score	9	
Controls <i>A control is a framework in place to mitigate the risk.</i>	1) The College has appointed a Data Protection Officer (DPO) in compliance with legislative requirement.	
	2) Ongoing review by DPO of departmental compliance with data legislation and addressing issues as required. Report provided to SMT on progress and issues identified / rectified.	
	3) College GDPR and Data Management Working Group which involves SMT and wider staff involvement as required. The Group has oversight of the information risk assessment process and provides reports to SMT as required.	
	4) Data Protection concepts and principles embedded within the operations of the College.	
Probability/Impact	3 x 2	
Net Risk Score	6	
Trend	↔	
Risk Owner	Principal	

Risk number	14	WCS 14
Risk description	<u>Estate Investment Works</u> Normal business activities are unduly affected due to the complexity of sequencing estates investment works.	
Link to the Strategic Priority <i>Refers to the relevant Strategic Priority.</i>	1.2 - Raising Aspirations and Enabling Students to achieve outcomes 3.4 - Managing for Resilience	
Risk category / appetite	Learning and Teaching	Open
Proximity	Long-term	
Impact/Likelihood	4 x 2	
Gross Risk Score	8	
Controls <i>A control is a framework in place to mitigate the risk.</i>	1) Detailed resource planning involving all relevant parties at early stages to address any issues in advance of project start date.	
	2) Staff resource increased through recruitment of additional Project Manager 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.	
Probability/Impact	3 x 2	
Net Risk Score	6	
Trend	↔	
Risk Owner	VP Operations	

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

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

- LTQC Remit
- Current Membership List
- 2020/21 meeting dates
- Note that the tenure of co-opted member, Ruth Binks, expires on 28 February 2021. As such, the Chair of the Committee will request that Ruth be reappointed for a further one year (1 March 2021 to 28 February 2022) and the Chair will ask the Chair of the Board to present this for approval to the Board meeting scheduled for Monday 14 December 2020.

FOR INFORMATION - The next meeting of the LTQC is 24 February 2021 (Board meeting is 1 February 2021) so, due to timescales and Ruth's term ending on 28 February 2021, the Committee is required to deal with this just now.

Action: The Committee is asked to:

- consider and approve the three attachments
- recommend the extension of Ruth's co-opt term of office for approval at the December 2020 Board meeting.

Lead: Shirley Gordon, Secretary to the Committee

Status: Open

West College Scotland

Board of Management

Learning, Teaching and Quality Committee

Statement of Purpose

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

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

1. Remit

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

- h) To consider risk relating to the matters that fall within the Committee's remit and to agree what mitigating factors/actions are in place and what further action, if any, needs to be taken to address such matters of risk.

2. **Composition**

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

Attending;

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

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

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

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

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

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

3. **Frequency of Meetings**

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

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

4. **Quorum**

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

5. **Secretariat**

The Secretary to the Board of Management.

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

6. **Review**

The Remit will be subject to review annually.

LTQ Composition (Para 2 of the Remit)

Category	Name
The Principal, Student's Association President (or nominee), Teaching Staff Representative and two Members of the Board of Management (other than those noted), one of whom, will Chair. The non-teaching staff member may also become a member of this committee.	Liz Connolly – Principal Vanessa Thompson - Student President David Watson - Teaching Staff Jackie Henry – Chair Fiona McKerrell Steven Cairney - Support Staff
The Committee is empowered to co-opt additional members, subject to approval by the Nominations Committee	Ruth Binks Mark Hamilton

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

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

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