

**West College Scotland**  
**LEARNING, TEACHING AND QUALITY COMMITTEE**  
**WEDNESDAY 24 February 2021 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 11 November 2020      Enclosed  
    .1 Actions 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 work of the Enterprise and Skills  
    Directorate previously reported to the HRCD Committee      SR
6. .1 Revised LTQC Remit and Membership      Paper 6.1      ShG  
    .2 Schedule of Business for the Committee      Paper 6.2      StG
7. COVID impact on Curriculum Delivery and  
    Qualifications Achievement 2020-21      Paper 7      CMac
8. Students Association Update      Paper 8      VT
9. Summary of Curriculum Planning and Review  
    2020-21      Paper 9      StG

**Items for Information**

10. ELT Update      Paper 10      StG
11. Quality Standards Committee Minutes      Paper 11      CMac  
    22 October 2020 and 11 February 2021
12. Strategic Risk Register      Paper 12      StG
13. Any Other Business
14. Date Next Meeting:  
    Wednesday 19 May 2021 – 4 till 6pm

## LEARNING, TEACHING AND QUALITY COMMITTEE

**Minutes:** Wednesday 11 November 2020

**Present:** Jacqueline Henry (in the Chair), Steven Cairney, Mark Hamilton, Vanessa Thompson, David Watson, Liz Connolly, Ruth Binks.

**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 to the Board).

**Observing:** John Laird (Inspector, HMIE).

**Apologies:** Fiona McKerrell.

### LM376 WELCOME

The Chair welcomed everyone to the meeting, introduced John Laird (the College link Inspector from HMIE who was observing proceedings) and noted apologies.

### LM377 DECLARATIONS OF INTERESTS

- Liz Connolly: Trustee of West College Scotland Foundation.
- Waiyin Hatton: Wai Beyond, People and organisational development consultancy; Harvey McMillan, People and organisational development consultancy; Action Against Stalking; Colleges Scotland (Board member).

### LM378 MINUTES

The minutes of the meeting held on Wednesday 20 May 2020 **were approved.**

### LM379 ACTIONS FROM THE MINUTES

The Committee **noted** the actions from the minutes, and on the suggestion of the Vice Principal Educational Leadership, it was agreed that action relating to the sector final report on the Scottish Government's Improvement Project be removed since it appeared that no final report was being published.

**{ACTION - ShG}**

### LM380 MATTERS ARISING FROM THE MINUTES

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

### LM381 PRESENTATION ON THE SFC REVIEW OF COHERENT PROVISION AND SUSTAINABILITY PHASE 1 REPORT

The Vice Principal Educational Leadership delivered a presentation on the review of tertiary education currently being undertaken by the Scottish Funding Council (SFC) at the request of Government Ministers. She summarised the initial Review objectives and explained that the Review's consultation 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 Vice Principal Educational Leadership reported that the Phase 1 report 'Insights to Develop Further' was published on 20 October 2020 feeding back the research and consultation responses and identifying possible areas for further review and collaborative next steps. It highlighted the significant challenges Covid-19 presented 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-19. Included in the Phase 1 report was a summary of the consultation findings, some extracts from the responses and the research documentation considered but there were no final outcomes at this stage or any timetable for changes but there were clear areas for further exploration within the next Phases.

The Vice Principal Educational Leadership led the Committee through a summary of key areas in the report, the 10 themes identified for the next phase of review, the areas where further exploration was required in the next phase and the key areas for development in Phase 2 explaining that the report highlighted what were called the two emergency years ahead, alongside considering how to build a system for the future that was adaptable and resilient to secure optimal outcomes for a wide range of interests in a shifting and complex environment.

The Committee considered the Phase 1 Report and the following points were discussed:

- Phase 2 was due to be concluded by February 2021 (it was not confirmed if this would be in the form of a report at this stage) and the Review was to be completed early summer 2021.
- 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 were of specific interest to Universities and Colleges and, in part, were in line with what the College Sector had been requesting for some time. Until further detail was issued, however, in relation to these possible changes and what a new model may look like, it was difficult to predict any likely direct impact on WCS.
- There would not be one simple answer to the challenges and there were many stakeholders who would influence how best to respond to the consequences of the pandemic and other issues within the sector. In order to get the best outcomes for change there would be collaboration between 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.
- Recognition that the reach of WCS was wide and, although the UWS was its most local education partner currently (with existing good working relationships), it would be paramount to work innovatively with other stakeholders to meet the demands of communities, other regions and industries as part of the overall economic recovery. The Committee welcomed the ambition and direction of travel in which the College was clearly positioning itself to best support the sector, staff, students, communities and employer partners.
- Delivery of tertiary education going forward and the balance between digital learning, on-site learning and a blended model was debated. WCS

still had the ambition for new build campuses in Greenock and Paisley and would continue to pursue this ideal with the SFC.

**The Chair thanked the Vice Principal Educational Leadership for the insightful summary and presentation which was noted. It was agreed that further updates be provided as they became available.**

**{ACTION - StG}**

### **LM382 UPDATE FROM EDUCATIONAL LEADERSHIP TEAM (ELT)**

The ELT updated the Committee on developments in the following four key areas since the last meeting:

- **Curriculum** – The Vice Principal Educational Leadership summarised 2020/21 enrolments drawing comparisons with 2019/20 and reported that the 2020-21 Curriculum Plan was completed in the spring to plan credit delivery in line with the Business Transformation Plan. It was then adapted before the summer in anticipation of Covid-19 restrictions in delivery and, following that, SFC Credit guidance for 2020-21 was published on 6 August 2020 with significant changes for this current year which meant further changes to the Curriculum Plan which were highlighted. The late publication of the guidance had caused planning difficulties but, at this point, WCS still expected to be able to adjust and deliver its 2020-21 credit target.

The Vice Principal Educational Leadership explained that, in line with Government guidance, College curriculum delivery was currently 'restricted blended learning' with significant off campus learning and social distancing measures for any activity on campus. Curriculum areas had responded very well, significantly changing their delivery and working hard to retain as much student interaction as possible within remote and practical learning. In relation to the curriculum portfolio, new courses were being delivered and further developed. The College had been shortlisted for the CDN 2020 Awards for 'Your Employability Skills' and was using this course format for the development of further employability courses.

The Committee commended the innovation and flexibility of all staff involved in the delivery of the College curriculum. Their commitment to students was excellent to hear.

In response to a question about recruitment, the Vice Principal Educational Leadership reported that the SFC was gathering sector-wide enrolment data to look at themes / patterns nationally. Scotland-wide Vice Principals also met fortnightly to share intelligence and knowledge and enrolment was generally in line with previous years. She acknowledged that the focus now would be on the retention of students using the restricted blended learning model providing one-to-one support to them as required.

- **Student Life & Skills** – The Assistant Principal Student Life and Skills summarised the College credit audit for the academic year 2019/20, explaining that WCS had four low recommendations from this audit which he highlighted.

School / College Partnership courses planned were operating through a mixture of on-line, face to face and blended learning and School / College operational meetings continued (4 per session) and were attended by College representatives, LA Education representatives, DHTs, curriculum leads from schools and College when appropriate and other partners as required.

The Assistant Principal Student Life and Skills highlighted new developments for 2020/21 including the introduction of Digital Student cards and was delighted to report that the College had been shortlisted for the CDN Awards 2020 for “Health Promoting College”.

The Assistant Principal Student Life and Skills added that the College was currently working towards achieving the Carers Trust Going Further Student Carers Recognition Award and Driving Change Project in FE and work was currently ongoing across a special interest group of students to reflect on the Corporate Parenting Plan and redefining its aims.

Mr Laird commended some of the good practice highlighted, especially the Digital Student cards. He also alluded to the IT Helpdesk (staffed by students) made available to support student use of IT equipment and congratulated the College on bringing that opportunity to fruition. It was a fantastic initiative which would result in vital support to staff and students.

In response to a question, the Assistant Principal Student Life and Skills described the Student Wellbeing Procedure for staff (including a Fitness to Continue Study procedure) that had been launched and positively received.

The Chair applauded the strengths highlighted in Mr Forster-Smith’s report and wished the College well at the CDN Awards 2020 scheduled to be held virtually on 3 December 2020.

- **Digital** - The Assistant Principal Creativity and Skills outlined progress made by the Digital Strategy Group and highlighted the following:
  - ❖ The formation of 8 Digital Workstreams for task driven, business critical work across the College. Given the unprecedented volume and diverse range of digitally driven needs the College was experiencing, the Digital Strategy Core Group agreed and formed, these in June with leads, remits, responsibilities and completion dates.
  - ❖ The identification of eligible / self-declaring students needing a digital device for their studies and the launch of a process for distributing these alongside 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 jobs for BYOD and loaned devices.
  - ❖ The creation of a menu of CPD for staff to aid working and teaching online including a focus on Microsoft Teams (the College platform of choice) as well as a series of CPD for students and their parent / guardian on the functionality of Microsoft Teams.
  - ❖ Recognition that many students were finding learning digitally a challenging and isolating experience. There was a need to equip

students with coping mechanisms as well as a requirement in interactions with students to encompass / build in flexibility and space to ensure that, within learning, there was breathing space for socialisation and the human touch as not being on a campus had removed many individual social interactions.

In response to a question about the agreed baseline definition on digital etiquette, behaviours and protocols for staff and students around digital interactions, the Assistant Principal Creativity and Skills explained that there was a need for a consistent approach to building students' skills and capabilities in successful digital interaction and learning as well as clear protocols and expectations of Colleges. Students needed more support / training for developing positive behaviours which enhanced engagement online, including technical and softer skills such as confidence building, appropriate ways to communicate, interview online and presentation skills. She added that the College had launched the Jisc Digital Capability Tool for all students, however, this was only one part of the wider need for formal support for learners to learn digitally, successfully.

The Committee extended its thanks to all staff involved in the logistical process of distributing Chromebooks to students. It also congratulated the College for being as adaptive, agile and flexible as possible given that curriculum materials and resources were not at the stage of 100% mass conversion to truly digitally engaging curriculum content.

The Chair recognised that college approaches to digital learning had, out of necessity, been developed on an ad hoc basis at departmental level and welcomed the approach that institutions were informally moving to share what was perceived to be best digital practice. She looked forward to seeing updates on the development of digital delivery.

- **Quality** – The Assistant Principal Performance and Skills delivered a presentation on a summary of the Quality Assurance Report 2019-2020. She outlined the Quality Department activities reporting that 34 External Verification visits took place during 2019/20 before the College closed on 23 March 2020 due to the Covid-19 lockdown and drew comparison with 2018/19 and 2017/18. The Assistant Principal Performance and Skills highlighted some areas for action and led the Committee through the role of the Internal Quality Assurance (IQA) Panels explaining that External Verification activity had been replaced with IQA Panels.

In response to a question, the Assistant Principal Performance and Skills explained that the SQA and other awarding bodies were reviewing assessment requirements. There was some relaxation and flexibility around Graded Units and other closed book assessments and the College was considering how best to support remote assessment which required invigilation. She added that Graded Units were closely monitored to identify trends and the College was pleased with the 2019/20 results.

In respect of the 2019/20 External Verification (EV) Unsuccessful Visits, the Assistant Principal Performance and Skills reported that all EV reports were considered by relevant Curriculum Teams for review, impact analysis

and action planning for quality improvement. She agreed in future reports to include more detail and data about that. **{ACTION – CMacN}**

**The Chair thanked the ELT for the update which was noted.**

**LM383 STUDENTS ASSOCIATION (SA) UPDATE**

Vanessa Thompson outlined the varied workload of the Students Association over recent months particularly in liaison with students, lecturers / guidance lecturers and the College Executive and highlighted the following:

- The SA welcomed the appointment of a Student Liaison Officer who was a huge support and asset to the Team.
- The SA was soon to conduct a survey the results of which would be useful in exploring how students were feeling / coping with learning not only in a different physical environment but also via digital learning. The SA would also receive the results of the NUS survey being undertaken.
- Joint work that had been ongoing with staff and the SA to progress student funding issues, student / staff engagement and the proactive role of Class Reps.
- The SA had been pivotal in the production of the Class Rep online training course and that model had been adopted for national roll-out.

**The Chair thanked the Students Association President for her drive and passion in progressing the work of the Association and the update was noted.**

**LM384 EDUCATION SCOTLAND UPDATE– STANDING ITEM**

The Vice Principal Educational Leadership explained that this had been covered earlier in the Quality Update under Minute Ref LM382.

**The Committee noted the earlier update.**

**LM385 STUDENT SUCCESS KPIS 2019-20**

The Assistant Principal Performance and Skills reported that the student outcome KPIS were drawn from the post audited College student records database, submitted to the SFC in October 2020. For this session only, the success outcomes were indicative of the final sector published KPIS (due in March 2021). There remained 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).

In response to a question, the Assistant Principal Performance and Skills explained that these KPIS reflected the College ROA targets previously agreed and in place already and agreed they would need revisited when the replacement of the ROA process had been announced.

**The Committee noted the report.**

**LM386 CURRICULUM PLANNING 2020-21**

The Vice Principal Educational Leadership explained that the College was now entering its annual period of Curriculum Planning and Review and had taken that opportunity to adapt the procedure to be closer aligned to the Corporate

Plan and focus more strongly on curriculum change in response to the current Covid-19 situation.

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

The College was currently operating in a very uncertain time, as well as in a significantly different way. Recent changes in delivery which may be relevant for the future had been captured, as well as the likely changes to the external environment impacting on the curriculum. Whilst the CPR planning was for 2021-22 and beyond, in light of the rapidly changing situation and ensuring the College could respond to any opportunities to contribute to economic recovery, it would also consider any curriculum factors that should change in 2020-21.

The Vice Principal Educational Leadership led the Committee through the planned outcomes from the CPR process explaining that these would be available for the Committee's next meeting scheduled for February 2021.

**{ACTION – StG}**

**The Committee noted the report and update.**

**LM387 INTERNAL AUDIT REPORT – ONLINE RESOURCES  
(AT THE REQUEST OF THE AUDIT COMMITTEE)**

The Vice Principal Educational Leadership reported that, as part of the 2019-20 Internal Audit Plan, Scott Moncrieff had 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.

*She led the Committee through the report which 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.'*

The report identified several areas of good practice and three minor areas for improvement (two at grade 2 and one at grade 1), that, if addressed, would strengthen the College's control framework. Management had accepted the recommendations and initiated the management actions noted in the report to address the issues identified. The recommendations had been added to the Audit Rolling Audit Action Plan for monitoring purposes.

**The Committee noted the report.**

**LM388 INTERNAL AUDIT REPORT – ROA  
(AT THE REQUEST OF THE AUDIT COMMITTEE)**

The Vice Principal Educational Leadership reported that, as part of the 2019-20 Internal Audit Plan, Scott Moncrieff had 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. 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 report encompassed the results from both the stage one and two reviews and encapsulated the auditor's considerations of the finalisation of the ROA.

*She led the Committee through the report which 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.'*

The report identified several areas of good practice and did not identify any areas for improvement.

**The Committee noted the report.**

#### **LM389 QUALITY STANDARDS COMMITTEE MINUTES**

Minutes from the meetings of the Quality Standards Committee were attached for the Committee's consideration including:

- 14 May 2020
- 22 October 2020

**The Committee noted the 2 sets of minutes.**

#### **LM390 GTCS – PROFESSIONAL LEARNING AND REGISTRATION UPDATE**

The Vice Principal Educational Leadership explained that this had been covered earlier in the Quality Update under Minute Ref LM382 but the Committee was asked to note the report "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".

In response to a question, the Assistant Principal Performance and Skills reported that there were now only two Higher Education Institutions (HEIs) currently approved by the Scottish Government to provide the TQFE in Scotland were offering the qualification: University of Aberdeen and University of Stirling.

**The Committee noted the earlier update.**

#### **LM391 STRATEGIC RISK REGISTER**

The Vice Principal Educational Leadership explained that the Committee considered risk in relation to the activities within its remit. Risk was considered by the Board and all the Board Committees at each of the meetings. This meant that emerging risks were 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.

She presented the College Strategic Risk Register for the consideration and provided 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 she led the Committee through that.

**The Committee reviewed and noted the current strategic risk register and did not propose any amendments and / or additions, or any re-phrasing, required to be made at this point.**

**LM392 COMMITTEE REMIT, MEMBERSHIP AND DATES OF MEETINGS**

The Committee **approved its remit, current membership list and 2020/21 meeting dates and recommended approval to the Board of Ruth Binks' reappointment as a co-opted member for a further one year (1 March 2021 to 28 February 2022).**

**LM393 ANY OTHER BUSINESS**

- The Chair thanked everyone for contributing to excellent discussion and, given that the next LTQC meeting was scheduled for Wednesday 24 February 2021, wished everyone a Merry Christmas.
- The Principal reminded Committee members that the first of 3 College remote graduation ceremonies was being held on the evening of Thursday 12 November 2020 and extended an invitation to attend.
- The Committee welcomed the Chair's suggestion of looking at strategic issues facing the LTQC over the academic session. **{ACTION - StG}**
- Date of next meeting - Wednesday 24 February 2021 – 4 till 6pm

## Learning, Teaching and Quality Committee: Actions from the Minutes

Date of Meeting	Min Ref	Matter for Action	Responsible Person	Action Taken	Timescale (where applicable)
11 Nov 2020	LM381	<b>Presentation on The SFC Review of Coherent Provision and Sustainability Phase 1 Report</b> - agreed that further updates be provided as they became available.	S Graham	Further information not currently available	Feb 2021 Agenda item if further information is available – deferred to May
“	LM382	<b>Update from Educational Leadership Team (ELT)</b> - in respect of the 2019/20 External Verification (EV) Unsuccessful Visits, the Assistant Principal Performance and Skills agreed in future reports to include more detail and data about Unsuccessful Visits.	C MacNab		Future meeting after External Verification activity has taken place.
“	LM386	<b>Curriculum Planning 2020-21</b> - the planned outcomes from the CPR process to be available for the Committee’s next meeting scheduled for February 2021.	S Graham		Feb 2021 Agenda item
“	LM393	The Committee welcomed the Chair’s suggestion of looking at strategic issues facing the LTQC over the academic session.	S Graham		Feb 2021 Agenda item
From 9 July 2020 <b>FGPC</b>	FPM339	<b>Student Digital Poverty Procurement Approval Request</b> - evaluate by the Digital Strategy Group and	D Alexander	Previously the responsibility of FGPC – but the evaluation falls under the remit of the	Future Meeting TBC when evaluation has taken place.

		feedback on its effectiveness to be provided to the Committee at a later date.		LTQC so transferred to its Action List.	
20 May 2020	LM369	<b>Digital Strategy and Associated Action Plan</b> – future updates to also include national developments.	AP		All future reports from Nov 2020 onwards to be included in ELT update as relevant and a separate item once per year.
“ ”	LM370	<b>GTCS – Professional Learning and Registration Update</b> – update report to be provided.	CMacN		Report included for information at Nov 2020 meeting and continued updates to be provided.
22 May 2019	LM316.3	<b>Update from Student Services and Communities</b> – Report on activity with CELCIS relating to support provided to care experienced students to be brought to next meeting	I Forster-Smith	Currently working on changes to the Corporate Parenting Plan. The report on CELCIS and the Plan will be brought to the May meeting	February 2020 meeting and covered in Iain’s update at November 2020 meeting - <b>full report to May 2021 meeting.</b>
22 May 2019	LM273 253	<b>Education Scotland</b> – 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.	Covered in the Quality update at November 2020 meeting - continued updates to be provided within the ELT update or within a separate item as appropriate.

**Title:** **Committee Remit and Membership**

**Background:** The Committee is asked to consider and approve the following:

- LTQC Remit
- LTQC Membership List

Following approval of a Committee restructure at the Board meeting held on 1 February 2021, the Committee is asked to approve its revised remit and membership. Changes have been made to the LTQC remit, membership, quorum and number of annual meetings (now 4 rather than 3) in accordance with the principles approved by the Board.

**Action:** The Committee is asked to:

- consider and approve its revised remit and membership.

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

The main purpose of the Learning, Teaching and Quality Committee is to:

- Have strategic oversight of all learning, teaching, training and skills development within the College, ensuring the highest quality of student experience and the development of a sustainable and innovative curriculum to meet the current and future skills needs of students, employers and the Region.
- Advise on the strategic direction for the allocation and development of College resources to best meet the needs of learning, teaching and students.
- Ensure the College meets the Scottish Government and Scottish Funding Council requirements relating to Learning, Teaching and Quality in the Regional Outcome Agreement and monitor associated targets and performance indicators.
- Advise on the strategic implementation, review and development of required strategies and policies that reflect best practice and improve the student experience

**1. Remit**

- a)** To consider and advise the Board on strategic matters relating to the student experience, including:
  - Fair access and transitions for all
  - Student participation and engagement, including reporting on Student Association activities
  - Safeguarding and student wellbeing
  - Guidance and support for the diversity of student groups
  - Access to resources to support learning, including IT and Estates.
- b)** To consider and advise the Board on strategic matters relating to the curriculum, including:
  - the planning, development and delivery of the College curriculum, alternative income and commercial provision to meet student, employer and Regional needs.
  - Student enrolments and changes in curriculum delivery impacting on the utilisation of resources, including staffing, IT and estates.
  - Initiatives, innovation and partnerships to support the delivery of the College curriculum and commercial portfolio.
- c)** To consider and advise the Board on strategic matters relating to teaching and learning including:

- the delivery and development of skills to meet student, employer and Regional current and future needs.
  - Innovations and the enhancement of the Learning and Teaching delivery and associated development of staff.
  - the use of digital technology and resources to enable and enhance learning.
- d) To consider and advise the Board on strategic matters relating to quality and performance including;
- College quality assurance, improvement and enhancement strategies.
  - Trends and achievement of Quality performance indicators (PIs), including student retention, attainment, progression and satisfaction.
  - the development of the College's Annual Evaluative Report and Enhancement Plan for Education Scotland and the Scottish Funding Council
  - Performance in External Body quality reviews and reports
- e) To consider and advise the Board on the current and future external factors and initiatives which may strategically impact upon the College curriculum, partnerships, income generation and Committee remit.
- f) To monitor and advise the Board on the progress in delivering the curriculum and the student experience elements and targets in the West Region Outcome Agreement.
- g) To monitor and advise the Board on the progress in delivering the College's Digital Strategy
- h) To receive reports from College Committees and work groups related to the Committee remit.
- i) 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.
- j) 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. Membership

### Category

The Principal and a minimum of four members of the Board of Management, one of whom will Chair.

One Staff member (teaching)

One Student member

The Committee is empowered to co-opt additional members, subject to approval by the Nominations Committee. Such members will normally be appointed for one year, will be subject to annual review, and may be re-appointed annually up to a maximum of 8 years.

### In Attendance

Vice Principal Educational Leadership

Secretary

### Directors / Senior Management Team as Required

Assistant Principal, Performance and Skills

Assistant Principal, Student Life and Skills

Assistant Principal Creativity and Skills  
Assistant Principal Technology and Skills  
Assistant Principal Enterprise and Skills

The Chair and Vice Chair of the Committee will be members of the Board of Management.

Chair, Vice Chair, and members appointments to the Committee will be between 3 to a maximum of 5 years, providing systematic opportunities for Committee members to serve on another Committee.

Members of the Audit, Corporate Development and Learning and Teaching Quality Committees can request to attend other Committees' meetings as observers, providing opportunities to gain more understanding of the respective Committees' issues.

The Committee is empowered to co-opt additional members, subject to approval by the Nominations Committee. Such members will normally be appointed for one year, will be subject to an annual review, and may be re-appointed annually for up to a maximum of 8 years.

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

The Committee is empowered to invite other members of the Executive / Senior Management Team to attend meetings of the Committee.

### **3. Frequency of Meetings**

The Committee will meet at least four times per year.

### **4. Quorum**

A quorum will be no less than 50% of Board members on the Committee.

### **5. Secretariat**

The Secretary to the Board of Management.

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

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)****Meetings – 4 per annum (Remaining Meetings for 2020 / 21 – Wednesday 24 February and Wednesday 19 May)**

<b>Category</b>	<b>Name</b>
The Principal and a minimum of four members of the Board of Management, one of whom will Chair.	Liz Connolly – Principal Gordon Hunt Jackie Henry ( <b>Chair</b> ) Fiona McKerrell Mark Newlands ( <b>Vice Chair</b> )
One Staff member (teaching)	David Watson - Teaching Staff
One Student member	Vanessa Thompson - Student President
The Committee is empowered to co-opt additional members, subject to approval by the Nominations Committee. Such members will normally be appointed for one year, will be subject to annual review, and may be re-appointed annually up to a maximum of 8 years.	Ruth Binks Mark Hamilton

<b>In Attendance</b>	<b>Name</b>
Vice Principal Educational Leadership	Stephanie Graham
Secretary	Shirley Gordon

<b>Directors / Senior Management Team as Required</b>	<b>Name</b>
Assistant Principal, Performance and Skills	Cathy MacNab
Assistant Principal, Student Life and Skills	Iain Forster-Smith
Assistant Principal Creativity and Skills	Angela Pignatelli
Assistant Principal Technology and Skills	Rob Aitken
Assistant Principal Enterprise and Skills	Sara Rae

<b>Quorum</b>	<b>A quorum will be no less than 50% of Board members on the Committee.</b>
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**Title:** Committee Schedule of business and reporting in line with the new remit

**Background:** The new draft LTQ remit provides an opportunity to ‘theme’ Committee meetings through the year with a main focus for each of the four meetings. A suggested schedule is attached which links into the normal College cycle of business.

Having a main focus in each meeting does not preclude other relevant business being addressed but will ensure we cover the full remit and the five Assistant Principals can schedule their attendance across the year, in line with the themes and their responsibilities.

The LTQ meetings are to have a more strategic focus, with operational matters kept to a minimum. Therefore, it is proposed that a general ‘ELT update’ will be provided at each meeting just for information. Within this update, any relevant items will be covered from the APs not in attendance and those outside of the main meeting theme, to ensure the Committee are fully updated.

**Action:** The Committee is asked to:

- consider and approve the revised schedule of business and reporting.

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

**Status:** Open

## **LTQ Schedule of business**

### **Meeting 1 (October)**

**Main focus – Quality** (*KPIs from the previous session and action plans to feed into the draft ROA, ROA Self Evaluation/EREP*)

To consider and advise the Board on strategic matters relating to quality and performance including;

- College quality assurance, improvement and enhancement strategies.
- Trends and achievement of Quality performance indicators (PIs), including student retention, attainment, progression and satisfaction. (*previous year KPIs and trends*)
- the development of the College's Annual Evaluative Report and Enhancement Plan for Education Scotland and the Scottish Funding Council
- Performance in External Body quality reviews and reports (*report from previous year & action plan*)

### **Meeting 2 (December)**

**Main focus - Learning and Teaching & Digital Strategy**

To consider and advise the Board on strategic matters relating to teaching and learning including:

- the delivery and development of skills to meet student, employer and Regional current and future needs.
  - Innovations and the enhancement of the Learning and Teaching delivery and associated development of staff.
  - the use of digital technology and resources to enable and enhance learning.
- To monitor and advise the Board on the progress in delivering the College's Digital Strategy

### **Meeting 2 (February)**

**Main focus - Curriculum** (*with outcomes from Curriculum Planning and Review – plans for following session with implications for the Corporate Committee in terms of estates, IT and staffing*)

To consider and advise the Board on strategic matters relating to the curriculum, including:

- the planning, development and delivery of the College curriculum, alternative income and commercial provision to meet student, employer and Regional needs.
- Student enrolments and changes in curriculum delivery impacting on the utilisation of resources, including staffing, IT and estates.
- Initiatives, innovation and partnerships to support the delivery of the College curriculum and commercial portfolio.

Plus report on Sector Benchmarking published PIs

## **Meeting 4 (late May)**

**Main focus – Student Experience** (*retention, student satisfaction - high level feedback from the student survey*)

To consider and advise the Board on strategic matters relating to the student experience, including:

- Fair access and transitions for all
  - Student participation and engagement, including reporting on Student Association activities (*to be reported at each meeting with a final end of year Student Associate report at this meeting*)
  - Safeguarding and student wellbeing (*including an end of year safeguarding report*)
  - Guidance and support for the diversity of student groups
  - Access to resources to support learning, including IT and Estates.
- 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

### **Other matters addressed at all meetings**

- a) To consider and advise the Board on the current and future external factors and initiatives which may strategically impact upon the College curriculum, partnerships, income generation and Committee remit. (*throughout the year as presentations at start of meetings and in line with the meeting focus, where possible*)
- b) To monitor and advise the Board on the progress in delivering the curriculum and the student experience elements and targets in the West Region Outcome Agreement.
- c) 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. (*each meeting*)

**Title: College Qualifications – Position February 2021**

**Action:** The Committee is asked to review the content of the report and seek any clarification or further detail if required

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

**Status:** Open

## **College Qualifications – Position February 2021**

The ongoing nature of the COVID 10 pandemic during the current session 2020-21, has negatively impacted on our College ability to deliver internal assessment within the confines of assessment conditions in some SQA, and other awarding bodies, qualifications frameworks. The purpose of this paper is to update the Learning, Teaching and Quality Committee of

- the context in which internal assessment decisions are made and quality assured, and
- our current position on the likelihood of students successfully completing their award.

### **General**

The main challenges for our College, like others in the sector, has arisen from

- restricted access to campus which has prevented students from undertaking practical work which requires to be assessed. This has been particularly notable in curriculum areas which rely on access to simulated resources on campus – such as engineering equipment, construction workshops, hospitality kitchens and hair, beauty and therapy salons and dental nursing
- work placements not being available for students due to industry lockdown and restrictions – for example, in our Care sector, mandatory workplace experience is required for registration with regulatory bodies and is built into the qualification structure for attainment in the qualification, but has been unable to take place
- closed book assessment requirements which cannot be met while learning, teaching and assessment is being delivered remotely
- front loaded theory units delivered across curriculum areas in Block 1 with the valid intention to deliver practical components on campus from Block 2 commencing in November 2020. As such, the wholesale replacement of practical units with knowledge-based units is limited and continued lockdown is stagnating progress
- deferred students from last session 2019-20, who returned to College in August 2021 with a view to picking up outstanding assessment during the new term, have had their learning disrupted.

### **Support from Awarding Bodies and Modifications to Assessment**

Student progress towards completion of awards is varied. Our College works with 24 awarding bodies and we are approved to deliver a range of vocational qualifications from SCQF Level 3 to 10. SVQs and qualifications with components of SVQs, such as Foundation Apprenticeships, have been severely impacted by the lack of workplace access, and have largely been paused.

Differences in the degree of impact are also evident between colleges, for example, a college in Tier 1 had more opportunity for on-site activity than a college which, like ours, was placed in in Tier 3 or 4 for longer periods of time.

To accommodate such variations awarding bodies have issued generic guidance setting out the parameters for assessment. Some awarding bodies, pre COVID, utilised ICT for online assessment (e.g. City and Guilds and AAT) or were easily able to adapt existing assessment conditions to more open book assessment rather than examinations (e.g. Neboosh). Our limited numbers of permitted students on campus between September and December 2020 facilitated assessment for some, but not all, students.

College sector joint representation, national collaboration and negotiation on assessment adjustments has taken place over the last few months. Colleges Scotland and the College Development Network (CDN) have been instrumental in liaising with SQA and providing network opportunities for college staff to share experiences and benefit from economies of scale.

## **SQA**

A number for support and guidance documents have so far been developed by SQA, in collaboration with college sector stakeholders, since the start of session 2020-21. With little or no movement on SVQ qualifications, because of the regulatory and work based nature of these, the scope of guidance has been relevant to other SQA awards, generally referred to as **HNQs** (Higher National Certificates and Diplomas, SQA Advanced Certificates and Diplomas, Professional Development Awards, National Progression Awards, National Certificates, Skills for Work, Awards and internally assessed NQ Units).

SQA guidance was issued in the August 2020, recognising, in part, that the pandemic was still presenting as an issue for some college regions, largely depending on regional COVID related restrictions. Concessions applied to some group awards and offered flexibility on reducing the assessment burden through a combined approach to assessment. A decision was also made in Autumn 2020 that Graded Units in HN awards would be removed as a mandatory requirement for student success (with some limited exceptions where required for licenseship or regulatory purposes).

While the added flexibility was welcomed across the sector, it was generally considered that the flexibility offered did not to go far enough. By 'lockdown' in January 2021 it was clear that the situation was worsening and that more students would potentially become unable to complete qualifications as remote learning became the norm. The college sector required endorsement in the form of guidance, that further flexibility applied on existing internal assessment conditions would

comply with SQA requirements for certification of our students. Most curriculum areas were of the view that permission to shift to open book alternatives that could be delivered remotely, would suffice and that enhanced and robust internal quality assurance would maintain the integrity of the qualification. In late January 2020, SQA published generic support guidance for the sector, along with a commitment to develop award and subject specialist guidance. Application of this is mandatory on all colleges and will ensure consistency and standardisation of award certification for all students and align to the three principles of assessment stated in the August 2020 guidance, namely: ♦ Fairness to all learners. ♦ Safe and secure certification of qualifications, while following the latest public health advice. ♦ Maintaining the integrity and credibility of the qualification system, ensuring that standards are maintained over time, in the interests of learners.

A decision tree model will apply to all SQA HNVQ qualifications from February 2021 until the end of August 2021, and will ensure that where at all possible, students in this session will be able to complete their awards as planned, usually by the end of June 2021. The generic decision tree model is supported by subject specialism guidance, some of which has already been made available and some which is still in development.

### **Application of the SQA Decision tree and curriculum BRAG rating**

Curriculum Heads and CQLs have been working on mapping assessment plans and determining BRAG (Blue, Red, Amber, Green) ratings for qualifications in each department. ELT and Heads are scheduled to meet monthly January to June 2021 to review the status of qualifications and ensure we prioritise our commitment to enabling current students to complete their qualifications. The BRAG ratings will help us support students who may be unable to complete in this session and plan for any deferred activity that may fall into next session.

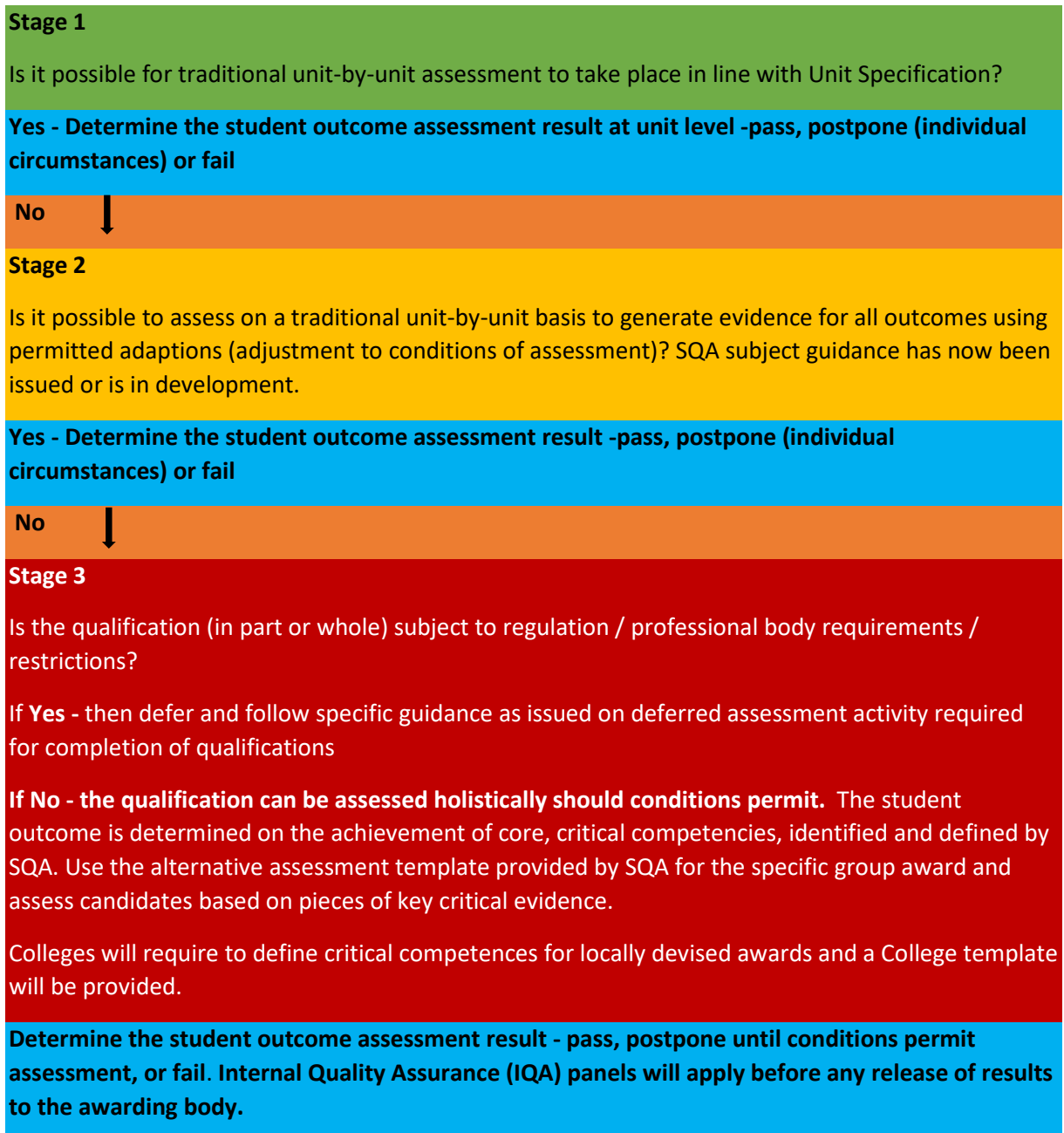
- Blue– award already completed
- Green – Stage 1 of the decision tree
- Amber – Stage 2 of the decision tree
- Red – Stage 3 highest risk awards, most likely to be postponed or deferred into next session

An outline of the Decision Tree is shown below. Each stage is progressively applied by course teams and determines the stage of potential progression towards completion. The colour coding below represents our BRAG approach, identifying qualifications most at risk and enabling us to engage with course teams and communicate with students to keep them informed of progress. This will help us plan effectively for potential postponement of award completion dates and/or for full deferral into next session 2021-22.



The context of the BRAG rating is not solely based on return to campus activity. Some Curriculum areas can successfully complete qualifications remotely or with very limited planned on-campus requirement, where they apply the maximum flexibility afforded by the subject guidance. Others will ultimately still rely on a fuller return to campus to ensure completion of elements of practical assessment, industry placement or simulated work-based practice.

### SQA Decision Tree January 2021



## Quality Assurance of Assessment and Certification Claims

Stage 1 and Stage 2 course team decisions on assessments will be subject to enhanced internal verification activities.

Internal Quality Assurance Panels will quality assure and provide an independent oversight of course team assessment decisions that fall within Stage 3 of the Decision Tree.

Course team records, verification records, assessment instruments and candidate assessment evidence will be retained until December 2021 in line with SQA updated requirements.

**IQA panels** will be held for any qualifications deemed to be at risk, in addition to those qualifications in Stage 3 and prior to results being processed. We will also apply IQA oversight for benchmarking against previous year College and sector trends in:

- awarding Grades for HN Graded Units, across all subjects where the graded unit has been removed from the qualification
- college devised awards where critical competencies are defined by us
- assuring lecturer estimates for national qualifications (Highers and National 5 awards) are consistent with trends in student performance
- attainment of core skills across FE level programmes where holistic judgment has been applied

### Indicative BRAG position summary for FT provision

- BRAG ratings have been assessed by Heads of Sector, and where relevant, pending an anticipated March 2021 return to limited on-campus activity.
- The ratings will be reviewed, and flexed, monthly depending on flexibility on assessment indicated by issued subject award guidance *and* to reflect any loosening, or tightening, of restrictions

HE (SCQF 7+) Full Time			FE (SCQF 2-6) Full Time		
Current Enrolments	2240	%	Current Enrolments	3504	%
Blue	0	0	Blue	0	0
Green	814	36.3%	Green	1745	49.8%
Amber	442	19.7%	Amber	98	2.8%
Red	984	43.9%	Red	1661	47.4%

\*SQA HNVQ Resource links:

- [February 2021 tracker of what guidance is available](#) (15 KB)

Here are the links to the subject-specific guidance (originally published in autumn 2020) for assessing internally assessed qualifications.

- [Subject Guidance for Internally Assessed Qualifications 2020-21](#) (27 KB) The subject-specific guidance should be considered alongside the general guidance:
- [Supporting the delivery, assessment, and verification of SQA units, session 2020–21: Information and guidance for centres](#) (259 KB)

[End]

**TITLE:** STUDENTS' ASSOCIATION REPORT

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

**Lead:** Vanessa Thompson, President, Students Association

**Status:** Open



## Learning Teaching Quality Committee 2021

The Students' Association (SA) would like to wish everyone at West College Scotland a happy new year and wish them the best for the year ahead. We also wish to thank the staff for all of their support and assistance during this difficult time. We would also like to extend our gratitude to the students for their understanding and continued hard work despite the restrictions in place for many.

In December 2020, we ran our first live Christmas movie quiz, using zoom and kahoot to run it through our SA Facebook page. After having a trial run in the afternoon, the evening quiz was a great success and everyone involved had a great time. Paul, Vanessa and Stefana were all live on the stream and kept it interactive by responding to the comments section and just general chat which was great for student engagement. We are looking into making this a regular feature and building bigger and better student engagement going forward.

LGBT remains a big focus for the student association and has been driven by Stefana. This will involve promoting equality and diversity within the college and making our students feel supported, valued and engaged in LGBT values. We also plan to set up a facebook group to facilitate this for the students and run a quiz towards the end of the month. We are sure with the support of everyone at West College Scotland that it will be a major success.

Our President Vanessa has been working with NUS to ensure the best support for our students on the financial crisis. Meetings have been taking place on a weekly basis with NUS and student associations from colleges and universities from all over Scotland. This has been progressing well and recently a letter was written to the First Minister of Scotland to request further support for our students. We are delighted to announce that as a result of this action, all student associations have been awarded £33,000 in additional funding. Over the next couple of months we will be engaging with our students and staff to identify the best place that this money can be allocated.

Think Positive continues to be a priority for the student association. The campaign is a mental health agreement with the college to offer much needed support to students. Key information and guidance will be offered to help and support students especially around stress and anxiety. This has been promoted online using our social media platforms and has been supported superbly by Kirsty McEwan who is the Health and Wellbeing officer for West College Scotland.

The Student Association elections for the forthcoming academic year 2021/22 have now opened with the positions of three vice presidents and one role as president available for nominations. With the majority of the existing team in their final year we are looking forward to receiving applications from new candidates.

Furthermore, class rep recruitment is ongoing with new January starts now the focus. The online training model has been a success and vital during this difficult year. The SA and SEA continue to boost response numbers for the SSES which takes place March/April 2021.

Finally, the SA continues to work in partnership with the college in order to support students through the ongoing COVID-19 pandemic. Over the past few weeks, the country has been placed in lockdown once again which has made it extremely difficult for everyone connected with the college. The SA will continue to update students on any changes to current regulations and will offer support and guidance to anyone who requires it. We are available for all students through email, phone and social media platforms and continue to provide any support and guidance that is required.

Many thanks and we hope for better times ahead for us all.

Student Association.

**TITLE:** Summary of Curriculum Planning and Review 2020-21

**Background:** As reported at the last Committee meeting, the annual Curriculum Planning and Review process in the autumn followed an evaluation closer aligned to our Corporate Plan and a focus on curriculum change in response to the COVID pandemic.

Whilst the CPR planning was for 2021-22 and beyond, in light of the COVID situation, there was also identification of factors impacting on the current session.

**Detail:** The process involved individual virtual meetings with the Head, CQLs and Educational Leadership Team to collectively review paperwork submitted in advance and explore future plans, informed by Portfolio Reviews, KPIs, student and stakeholder feedback and labour market intelligence.

Actions from CPR will feed into the Operational Planning process. Evaluation was undertaken against the 4 key Corporate Priorities.

Key issues were identified across the Sectors, particularly around new ways of delivering courses in the future following the COVID experience. In addition, particular College and Sector related actions were identified for improvement. The key issues and actions are summarised in the following paper along with main curriculum changes.

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

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

**Status:** Open.

## Curriculum Planning & Review 2020

Evaluation and action points were identified in line with the four Corporate priorities. COVID has had a positive impact on progressing previous CPR actions in many areas, particularly in digital but some key actions have had to be halted during this session. The uncertainty around the future return to campus and the challenges in delivering courses this session really limited the longer-term visioning within the 2020 CPR process. Staff were keen to highlight the significant adaptations that had been made to delivery for this session and how this experience would impact of delivery of courses in the future in a far more blended way, maximising the use of technology.

While the longer-term vision and blended possibilities for methods of teaching courses in the future were clear, there was less focus on significant change to the course portfolio. The impact of COVID on the economy and the College part in economic recovery requires a greater focus as the situation develops. At this point, the 2021-22 course portfolio is relatively unchanged but there are plans for a far greater blended approach, allowing for cross campus delivery of some elements.

### Personalised

Key Strengths related to:

- The increase in the variety of modes of learning, entry and exit points and pathways. This was identified in particular in Learner Development and Engineering.
- The positive impact of individualised Enabling Services support for students.
- Tailored courses for particular student needs – such as Your Employability Skills, Motor Sport Academy and Greenpower.
- Adapting courses and apprenticeship programmes to meet specific employer needs. Particularly in Engineering, Construction, Care, Hairdressing and Beauty and in Business for Flexible Workforce Development Fund provision.
- Partnership with schools for FAs, including in Engineering and Creative Industries.
- The use of individual virtual student guidance sessions during COVID.

Areas for Development included:

- Realignment of part time Learner Development courses with increased blended learning and expansion of programmes such as TOP (Think only Positively) and Adults back into Education in partnership with Essential Skills.
- Improving servicing processes for Essential Skills and use of diagnostic core skills testing. Essential Skills partnership approach with Curriculum Sectors to review and address improvements of Core skills (Literacy) in FE vocational courses
- The introduction of shorter PDA awards in Advanced Manufacturing and Industrial Automation in Engineering to provide bespoke upskilling for employers and new PDAs and NPAs in Social Science and Science.
- Development of Next Generation HN courses.
- Further development of the Pre-Apprentice model in Construction
- Continuation of the initiatives in Computing to attract more females to the subject area.
- More training for staff in delivering blended and more personalised courses.
- Increase in portfolio of part time courses, particularly in Creative and Digital Industries and Care.



## **Collaborative**

Key Strengths related to:

- Close working with employers including redesigning courses such as SVQs in Plumbing and Electrical to introduce smart home technology.
- Redesigned school programmes and some community provision to improve pathways including Transition 2 College course with Renfrewshire schools and STEP link courses in Learner Development which continued to operate through lockdown. New partnership with Corseford School and very strong transitions working with West Dunbartonshire Council Social Work to support student transitions.
- Further development of the Certificate of Work Readiness course in conjunction with SDS.
- Partnership with Renfrewshire Council to deliver employability courses.
- Staff external engagement in various national committees, Industry and Awarding Bodies. Staff leading on national qualification development and innovations, including NPA Palliative end of life care, Digital Health Institute at Strathclyde University and Child Smile.
- Success in BAE tender process and continued success of working with Babcock Marine. Cemented partnership working with Diodes and Ferguson Marine.
- Partnership with Renfrewshire Council in securing funding for the Critical Engineer project.
- Expanded 'live client brief' projects in Creative Industries and employer involvement and sponsorship.
- Stronger regional ESOL partnership
- New articulation routes with Universities, particularly Glasgow University.
- Response to National Agendas – 1140 Childcare expansion and increased offering of wider access courses.

Areas for Development included:

- Ongoing partnership working with employers post-COVID to identify specific needs for up skilling and supporting economic recovery.
- Further development of Communities provision
- Redesigning curriculum to align with the Green Economy in Construction, updating Renewable Technology equipment for Refrigerant gasses and Energy Storage.
- Some developing partnerships had been put on hold during COVID but will be further developed in the future, including Skills Academy with Amazon, the Beacon Arts Centre for Learner Development and Hospitality and Corseford School
- Delivering on the aims of the AMCF project and increased engagement with SMEs through the Critical Engineer initiative to support Industry 4.0 skills.
- Development of an Employer Network Forum within Motor Vehicle Engineering.
- Improved articulation for Engineering with GCU and UWS.
- Further develop the entrepreneurial focus and skills in Creative and Digital Industries.

## **Agile and Adaptive**

Key Strengths related to:

- The methods of adapting provision and supporting students in response to COVID and adapting student and staff timetables.
- Aligning Construction and Building Services to Industry requirements and supporting innovative changes in the industry such as BIM, Industry 4.0, the Green and Circular

Economies. New provision being developed in Drone Surveying, Energy Storage, In-Roof Solar Energy Systems and Refrigerant Gasses.

- Adapting the existing FA Engineering framework to provide a FA Digital Manufacturing in partnership with SDS and Renfrewshire Council.
- Increase in commercial activity and FWDF delivery in Engineering, Essential Skills and Business. New approaches to delivery of commercial provision, including Hairdressing, Beauty and Make Up virtual Masterclasses.
- Success of some FastTrack courses, online Higher English and SWAP programmes.

Areas for Development included:

- Further development of up-skilling courses and support for Kickstart.
- More development time identified to support staff CPD and new product development.
- Better data sharing to identify students requiring Enabling Services and Essential Skills support.
- Development of Employability Passport for students and greater use made of digital badges.
- More diversification of the Creative Industries international provision with less reliance on Malaysia and increase in commercial courses.
- Increased focus on entrepreneurial skills in Creative Industries, Hospitality, Tourism and Business courses.

## **Digital**

Key Strengths related to:

- Current methods of delivering courses online and the rapid development of staff skills and positive peer support approaches. While this was evident across all areas, it was particularly positive in Learner Development with very high learner engagement.
- The development of online resources and online courses including Fire Sprinkler training across UK and development of e-portfolios
- The success of online interviews and student recruitment from the March lockdown.

Areas for Development included:

- Continued development of staff skills and investment in technology to support learning.
- Continued development of online courses, materials and assessments.
- Use of student digital badges

## **Implications for estates and equipment**

Unlike last session where equipment and accommodation were significant concerns, for obvious reasons the 2020 CPR discussions focused more on digital equipment and skills. However, accommodation pressures in the future are identified in Engineering and Construction due to growth in these areas. This also impacts to technician support and equipment. Aims to develop provision in new areas, including the Green Economy requires investment in equipment, including electric vehicles. Early Years also require the development of outdoor learning spaces in order to deliver the curriculum.

Continued investment in digital equipment and the development of staff skills will be critical.

## ELT update

The following summary ELT update is provided for information.

### 1. Credits & student activity

The College has received 2,761 additional credits for Skills Boost programmes to be delivered before August 2021 through Young Persons Guarantee for 16–24-year-olds and Transition Training Fund for over 25s. The funding allocation was received just before Christmas. These are to be short courses designed for unemployed, those at risk of unemployment or young people requiring a 'boost' to enter employment, an MA or other course. The focus is to be on Digital, Employability, Meta and Vocational Skills.

Planning for Skills Boost provision is currently underway. Due to COVID, this is all likely to be online learning. Some of our already planned short courses will be converted to Skills Boost where they meet the criteria and core credits made up with other provision.

Achieving the overall credit target remains challenging and achievement may depend on how soon we can deliver on campus for the more practical areas. 85% of our target has been achieved to date. Monitoring of our credit activity and action planning to achieve the target is undertaken fortnightly in the Commercial and Credit meeting with the Heads of Sector and reported to SMT.

From 2021-22, Foundation Apprenticeships will transfer from being funded through SDS to SFC through additional credits. This will be a transitional process and the details of this and any impacts are currently being clarified.

### 2. Winter start courses

Courses have started online or have been delayed until a return to campus. Where students have requested Chromebooks for online learning, these have been delivered to them. The new 'Developing Confidence to Learn Online' unit has been added to these courses to help students learn remotely.

### 3. Applications 2021-22

Applications opened on 12<sup>th</sup> January for full time 2021-22 courses. The interview process will be undertaken online. In many areas this proved to be successful following March lockdown last session and for Winter start courses.

For progressing students or higher-level students with the entry qualifications, curriculum teams have been asked to offer places without interview to speed the process and help reassure students who are concerned about their ability to progress or secure a place due to the impact of COVID.

Follow a previous review of our SCQF Level 4 vocational courses, staff from Learner Development will join vocational staff in the interviews for Level 4 courses in order to provide advice and ensure students are capable of undertaking the course or identify where additional support may be provided by Learner Development staff. This starts a more 'partnership' approach of delivering our Level 4 provision between Learner Development and Vocational areas.

### 4. Digital Strategy

There are a further eight new digital workstreams which have been identified/created to deal with matters arising and attempt to future proof our operations. These include: Device Distribution; Digital Security/Cyber; Data Storage; Transmission; User Support; Digital Wellbeing; Digital Kit

Mapping (including 2 parts – Digital Spend and Digital Evaluation); Digital CPD Framework for Staff; Digital Etiquette (staff and Students). This takes the total number to sixteen digital workstreams. The work of the workstreams has now been transferred across to our Pentana system as part of the Digital Action Plan. This will now allow a one system for tracking, monitoring, and reporting. We also shared the recent Student Survey results in relation to Digital which provided a positive picture in relation to the levels of support given to students in adapting to blended, and then latterly, online learning. The percentages of students also indicating their preference for online learning is noteworthy and contained within the fuller departmental Student Survey Results although the survey response rate was only a third of students and some may prefer online learning just now may be because of health concerns due to COVID rather than a true reflection of the scale of demand for future off campus learning

## **5. Student Services, Schools and Community**

- We have been successful in our bid for Tackling Child Poverty, with an award of £60K partnering with Inverclyde and West Dunbartonshire Local Authorities for a project entitled ‘Learning beyond Lockdown’, we aim to deliver a range of short- term and long- term outcomes that positively impact both upon young parent participants and their children:  
The Aims of the project are to:
  - Address Learning Loss through increased Connectivity
  - Further Address Learning Loss through a better understanding of blended and online learning
  - Increase parental confidence to support their child’s learning journey and needs
  - Improve educational attainment and long-term education and work opportunities for parent and child through closing the attainment gap
  - Improving parental life skills to address cost of living
  - Virtual College School Vocational Programme evenings are about to be held for parents and young people across all campus locations
- Virtual College School Vocational Programme evenings are about to be held for parents and young people across all campus locations
- Additional Funding has been received from SFC totalling £48,000 to support student wellbeing. We are currently recruiting a new Student Wellbeing Advisor on a 12-month contract.
- Continuation funding has been confirmed to support Period Poverty for another year
- Survey completed with Care Experienced students to understand how they are currently managing themselves and coping during the difficult conditions we are all living in and how this can inform our new Corporate Parenting Activities moving forward.
- CALM Curriculum has been developed tool to help students and staff cope with the demands of online learning/teaching or any anxiety about being within the college environment. A “Mindfulness safety valve” to release pressure in a healthy, controlled manner is achievable using C.A.L.M. The technique can be used at the start, during or at the end of a lesson. Show cased at recent CDN Virtual Bridge Sessions: [Developing and Promoting Health & Wellbeing in College Learning Communities](#)

## 6. Curriculum - general

### Estates

- We took receipt of the new Centre of Performing Arts Building at Inchinnan on 11<sup>th</sup> February and the curriculum will move in once we can return to campus.
- The Renfrew Sport Centre is now being used as a vaccination centre and this is likely to be the situation all year. The Council have offered us Linwood Sport Centre as an alternative for our Paisley Sport students. The centre is fit for delivery but in a less accessible situation. Work is currently underway from both Estates and Curriculum staff to look at moving provision or delivering in part from the Sport Centre with additional H&S measures in place.

### Partnerships

- Through ongoing work with Diodes in Inverclyde, it has been confirmed that the College will now be the SDS managing agent for the new 2021 apprentice intake, in place of the alternative provider previously used by the Company. Diodes will start to engage with the College on the recruitment and promotion of the 2021 intake with the launch currently planned for Modern Apprenticeship week. This builds on an agreement that in August 2021, five Diodes Modern Apprentices started at the College, attending five days per week for NC provision at SCQF Level 6 and the SVQ Level 2 in Performing Engineering Operations. The Head of Engineering is also in discussion with a number of Inverclyde engineering companies to build on the Diodes programme, with the aim being to have multiple MA programmes running out of the Greenock Campus in addition to the Ferguson's ales Marine apprentices already attending.
- We're in talks with the CEO of The Beacon Arts Centre in Inverclyde in relation to partnership working on extended Work Placements for our Hospitality Students.

### Online delivery

- The Business Development Team in partnership with curriculum teams have undertaken skills needs analysis with over 50 businesses, designed and then delivered 172 training sessions for employers in the West Region, 95% of training has been delivered online.
- An online conference was held for the Critical Engineer project entitled: Change Through the lens of COVID and targeted to SMEs. This was also live streamed and is available on YouTube. Critical Engineer is a partnership between West College Scotland, Forth Valley College and UHI and is funded by the Scottish Funding Council, as part of the College Innovation Fund. It is also funded by the ERDF Advanced Manufacturing Challenge Fund, run in partnership with Renfrewshire Council, and UFI Voch Tech Trust. [Critical Engineer](#)
- Two of our Learner Development staff have been selected to present on SCQF level 4 online top tips and techniques by HMle John Laird as part of the ongoing CDN Virtual Webinar training sessions for staff across the sector.
- The College is involved in an online initiative on 2 March with Diodes in Greenock and Equate Scotland to address gender imbalance in Engineering. This has been covered in the press and is timed for Scottish Apprenticeship week.

### Promotion

- Photography at Paisley continue to dominate the Paisley Daily Express with coverage each week for the last month!

**Action:** The Committee is asked to seek any clarification or further detail if required

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

**Status:** Open

**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	<b>Welcome and apologies</b> C MacNab welcomed everyone to the first meeting of session 2020 / 2021. Apologies were noted as above.	
2	<b>Actions arising from last meeting – 14 May 2020</b> The minute of previous meeting was agreed without amendment.  <u>Education Scotland</u> 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.  <u>Staff Development Group</u> C MacNab will provide feedback after the next meeting of the group, which is on 4 <sup>th</sup> 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	<b>Approvals</b> 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	<b>Reports from Verification</b> 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	<b>Awarding Body Update</b> <b>SQA</b> 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: <a href="#">Subject Guidance for Internally Assessed Qualifications 20-21</a>  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 <sup>th</sup> May 2021. F Goggins will issue the detailed version to the relevant staff when available.	F Goggins
	<b>Other</b> 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. Jim McAllister raised awareness of another tool for remote assessment 'Safe Exam Browser' which will be further considered.	
6	<p><b>2019/20 Quality Report</b></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><b>IQA Oversight Panel Report</b></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><b>Equality Audit and Accessibility Checklist</b></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
9	<p><b>Policy and Procedure Revisions</b></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"> <li>• <b>Malpractice</b> Updated in line with operational changes</li> <li>• <b>Credit Rating</b> Updated in line with operational changes; more robust feedback; change to paperwork.</li> </ul>	J Easdale



Item	Action	Responsibility
	<ul style="list-style-type: none"> <li> <b>Complaints Handling</b>            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.         </li> </ul>	
	<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	<p><b>Professional Standards Leaflet</b>            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.</p>	All
11	<p><b>GTCS Update</b>            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>	
	<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: <a href="#">College Lecturers Registration Sub Group Report Final</a></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	<p><b>Student Association Update</b>            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>	
	<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	<p><b>AOB</b>            No other business raised.</p>	

Item	Action	Responsibility
14	<b>Date of Next Meeting</b> <ul data-bbox="261 206 783 237" style="list-style-type: none"><li data-bbox="261 206 783 237">• Thursday 11<sup>th</sup> February 2021 at 3pm</li></ul>	

**Present:**

Cathy MacNab CM (Chair)	Assistant Principal
Caroline Cullen CC	CEL Beauty Therapy
Chris Haldane CH	Student Experience Co-ordinator
Fiona Goggins FG	Quality Assurance & Examinations Manager
Isobel Lightbody IL	CQL Childhood Practice
Janise Maxwell JM	CEL Hairdressing & Make-up Artistry
Jim McAllister JMCA	Head Hospitality, Tourism, Languages & Business
Johanne Porter JH	Quality Standards Co-ordinator
John Redman JR	Head Quality & Professional Standards
Kirsty Kenney KK	Quality Standards Co-ordinator
Paul McLaughlin PMcL	Head Creative Industries
Robin Chandler RC	Stakeholder Experience Co-ordinator
Steven Cairney SC	Quality Standards Co-Ordinator
Suzanne Thompson ST	QEL Science
Fiona McKenzie FMcK	Head of Schools and Communities
Vanessa Thompson	President WCS Students' Association

**Apologies:**

Jackie McLellan	Head Care
Margaret Scott	Head Business Development & Innovation
Alison Dunne	QEL Engineering
Lorna Smith	TEL and Lecturer Social Science
Sue Price	CQL Care
Susan Carton	Lecturer Business

Retiring members – John Kelly,  
 EIS rep Morven Pringle, CQL

<b>Item</b>	<b>Action</b>	<b>Responsibility</b>
<b>1</b>	<b>Welcome and apologies</b> C MacNab welcomed everyone. Apologies were noted as above.	
<b>2</b>	<b>Actions arising from last meeting – 22 October 2020</b> The minute of previous meeting was approved without amendment. <u>Staff Development Group</u> C MacNab shared the meeting notes from the staff development group which met on 4 <sup>th</sup> November 2020. <u>Academic Appeals</u> J Redman requested further clarification for the Committee on the action relating to an amendment of the Academic Appeals procedure to take account of COVID impact on SVQs. It was not clear from the minute what action was required as all SVQ qualifications are subject to regulatory oversight by SQA. Pending further	

Item	Action	Responsibility
	<p>information from the Committee members, the Academic Appeals Procedure remains unchanged and fit for purpose.</p> <p>A Teams site has been set up for the QSC and the Student Association and Quality Assurance reports have been added to the site.</p>	
3	<p><b>Approvals</b></p> <p>JR presented the current list of qualifications approvals and updated the Committee members on the status of each application for approval and invited comment from the members. The Committee endorsed the Approval Panel suggested outcomes.</p>	
4	<p><b>Reports from Verification</b></p> <p>SC presented the reports from external verification- the College has had EV remote activity from a range of awarding bodies. One ongoing action in relation to EAL is to be resolved. A schedule of current notification of impending EV activity for the remainder of session 2020-21 was shared with the Committee and it is noted that this may be subject to change during COVID lockdown period.</p>	
5	<p><b>Awarding Body Update</b></p> <p><b>SQA</b></p> <p>SC gave a brief update on awarding bodies – notably referring to recent updated guidance from the HNVQ development group at SQA. Subject Guidance for Internally Assessed Qualifications in the form of a spreadsheet is available on SQA website. The spreadsheet details specific assessment guidance for each award and the link to where it can be found. Further guidance is expected during February 2021 on the requirements of Colleges to strengthen their internal quality assurance mechanisms to take account of the application of a Decision Tree which determines the reasonable adjustments that can be made to assessment. The College will set up Internal Quality Assurance (IQA) panels to monitor and assure that assessment decisions reached by Course Teams are in line with the process required in the guidance. FMcK asked for clarification on the approach to be taken for stand alone units offered to community learners. While all criteria for assessment should be met, all attempts should be made to reduce the assessment burden for students undertaking more than one unit, by applying a mapped holistic approach to all unit assessments.</p> <p>There will be no external examinations in session 2020-21 for national qualification candidates. Robust internal quality assurance via IQA panels will ensure that grades applied to Nat 5 and Higher candidates are applied in line with the SQA guidance, taking account of both national and college trends.</p>	
	<p><b>Other</b></p> <p>Following on from the last meeting, the Committee discussed the potential for procuring proctoring software. ST expressed the curriculum view that there was significant challenge in using the SQA platform SOLAR and that a proctoring solution would be welcome in facilitating closed book assessments. It was agreed that CM will set up a Project Action Group convened to into potential</p>	CM

Item	Action	Responsibility
	benefits, scope and costs associated with this and report back at the next QSC meeting in May 2021.	
6	<p>SQA QA arrangements for 20-21 – Decision Tree, IQA Panels, support available</p> <p>JR gave an update on the current SQA position in relation to progressing qualifications during lockdown. New guidance issued requires application of a Decision Tree model which is different to the decision tree used last session 19-20. The main requirement is the application of the Decision Tree stepped approach to considering whether assessment can be completed for candidates of HNC/D, PDAs, NPA and other college awards (but not Foundation Apprenticeships at this stage).</p> <p>Step 1 - first consideration is in recognition of awards that can be completed remotely with little or no impact on existing assessment arrangements. The College has several awards that have been able to progress remotely with little or no impact to assessment.</p> <p>Step 2 - second consideration is of awards where course teams have reduced the assessment burden by combining assessments – subject guidance has been provided by SQA to ensure consistency across the sector in the application of the guidance. It is recognised that different colleges may be at different stages in the application of the guidance due to the COVID impact on geographical Tiers and the varied ability of students to have had campus presence and experience.</p> <p>Step 3 – application of a holistic approach, similar to last session 2019-20, whereby course teams consider alternate assessment approaches during periods of remote learning.</p> <p>Course teams will strengthen their internal quality assurance and verification processes to assure decisions around changes to assessments are robust and evidenced. The College will apply a higher level of quality assurance in the form of IQA panels to ensure consistency and standardisation across the College and wider sector.</p> <p>All team and college level QA activity may be subject to SQA external scrutiny. A further update on progress will be made in the May 2021 meeting.</p>	JR
7.	<p>RC informed the Committee of recent surveys undertaken by the Student Experience Team, working in partnership with the Student Association. A survey of care experienced students had been completed in January 2021 and the findings will be used to inform the strategic development of services that support care experienced students in their learning.</p> <p>A whole college survey was issued in November 2020 and the findings were shared with the Committee. The Committee noted the narrative responses and the low uptake of the survey (31%). A discussion on how to improve student response rates across curriculum areas ensued. IL said that despite the best efforts of the curriculum staff in promoting the survey, students were not keen to complete it. RC stated that previous attempts to encourage students with the offer of entry to a prize draw for ICT equipment, were not effective – VT informed the members that prizes were left unclaimed. Curriculum representatives suggested that (their) students were just not interested in completing college surveys.</p> <p>RC said that it is important to gain a better understanding of this before the SFC SSES mandatory survey opens on 8 March – 30 April. The SA, CH and RC agreed</p>	

Item	Action	Responsibility
	<p>to work on a plan to raise awareness of the survey amongst students and with curriculum teams. It was noted that the use of the MyDay app for hosting student surveys had been considered and was an expensive option at a time when MyDay generally appeared to be receiving fewer 'hits' - this was a potential source of concern re student engagement. RC agree to provide an update at the next meeting in May 2021.</p>	RC
	<p>8. CM referred to the staff development notes from 4<sup>th</sup> November 2020. It was noted that all ten TQFE candidates were progressing well with Aberdeen University. The College Co-Tutors (JR and CM) had carried out all first teaching observations and post lesson professional discussion with candidates as required. Second observations will take place in March 2021.</p> <p>A total of 25 college staff will be offered the opportunity to enrol on the TQFE for next session 21-22. Planning is underway to ensure adequate resources are available to support this welcome development.</p> <p>CM informed the Committee that the five Teaching Enhancement Lecturers are taking part in a bespoke Coaching for the Future programme with CDN along with CC from this Committee, who will act as Lead Coach. The main objective of the programme is to tailor a peer coaching model for the College which will meet the requirements for impending GTCS registration and professional learning requirements for CPD, and, support internal professional development and review processes. An update will be provided at the next QSC meeting in May 2021.</p>	CM
	<p>9. JR updated the group on SPSO regulatory changes to the public sector Complaints Handling procedures which will come into force in August 2021. The main changes are</p> <ol style="list-style-type: none"> <li>1. The right of staff named in a complaint to be informed</li> <li>2. The need to ensure a clear understanding between the College and the complainant as to the nature of the complaint and expectations for remedial action</li> <li>3. An enhanced requirement for staff training on handling complaints</li> </ol> <p>The College CHP has not expired but will be updated to reflect the technical changes required by the SPSO.</p>	
	<p>JR referred to the current EV procedure which is due for update. In its current format it remains fit for purpose and no changes are required. A note to this effect will be circulated to all Committee members with a request to approve an extension to the expiry date with no other changes.</p>	JR
	<p>10. Course evaluation processes commonly referred to as Preparing for Portfolio Review will be reviewed to take account of the current period of uncertainty on the impact of COVID restrictions on the College. The Committee agreed a proposed approach as follows:</p> <p>Session 2020-21 – a refined streamlined and leaner course evaluation process will be undertaken, based on a priority thematic basis. Several curriculum staff have already agreed to form a Project Action Group (PAG) to develop this and the Committee curriculum members are also asked to volunteer their expertise for this important review. Expressions of interest to be sent directly to CM.</p>	

Item	Action	Responsibility
	<p>Session 2021-22 and on - a broader review of the course evaluation process will be undertaken to ensure that a robust review of outcomes and impact on the student experience supports evidence-based action planning. The current college priority is on ensuring current students are given the best possible opportunities to complete their qualifications, hence the start date for this work will be agreed once the evolving COVID situation is more settled.</p>	
11.	<p>SA Update</p> <ul style="list-style-type: none"> <li>• VT provided the update on the SA activities which have been focussed on supporting student mental health.</li> <li>• VT informed committee about additional funding received from SFC to SA to support students.</li> <li>• Student Association elections for 2021-22 will be held in April/May 2021.</li> <li>• A written update had been circulated since the last meeting and going forward, VT agreed to share a paper in advance of each QSC for committee perusal.</li> </ul>	
12.	<p>AOB – no items raised</p>	
13.	<p>Date and time of next meeting: 6 May 2021 from 3:00 to 4:30pm via MS Teams</p>	

VT

**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 1 February 2021 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: RISK MANAGEMENT STRATEGY AND STRATEGIC RISK REGISTER**

**Background:** The Corporate Governance Code requires the College Board of Management to ensure a framework of risk management and control is in place. This paper presents the current College Strategic Risk Register for the consideration of the Board of Management.

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

- the risks identified within the register;
- the risk rating both pre and post mitigation;
- whether any 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 College Risk Management Strategy is an integral part of the College's internal control and corporate governance arrangements. The current version of the Risk Management Strategy was approved by the Board of Management in December 2020, and reflects work undertaken over the past year to develop the College's approach to risk appetite.

## **2. Development of the College Risk Management Framework**

- 2.1 In addition to the Risk Management Strategy, the College approach to risk management also continues to develop and evolve with the implementation of the Pentana system. This electronic platform now enables College Senior Management Team members to monitor and update all risks, controls and mitigations for which they have ownership on a real time, ongoing basis. The overall responsibility for oversight and management of the risk register will continue to reside with the College Executive Team. It is intended to present the Audit Committee with a risk register report produced directly from the Pentana system during the next meeting cycle for consideration.
- 2.2 The College is currently reviewing and updating how it intends to develop the operational planning process for the 2021-22 cycle. As part of this review process the further integration of risk management into the operational planning cycle will aid the development of the overall College approach to risk management.

## **3. College Strategic Risk Register Update and Considerations**

- 3.1 The College Strategic Risk Register was previously approved at the December 2020 Board of Management meeting. The Senior Management Team (SMT) reviewed the Risk Register during January 2021 and a copy of the current updated version is attached at *Appendix B*. The following considerations/adjustments have been made since 20 December 2020:
- Based on knowledge of the current operating environment, the SMT do not consider that there is a requirement to amend the top five risks nor the associated risk pre and post mitigation scoring.
  - There have been no changes to the strategic risk scores.
  - The mitigating controls across all risks take account of the outcomes of internal/external audit reports and any relevant Scottish Government/Scottish Funding Council announcements as required.

- The SMT review of the risk register gave particular consideration to *Risk 10, Staff Relations*, given:
  - the ongoing impacts arising from Covid-19 operating restrictions;
  - the current national dispute lodged with Colleges Scotland Employers Association by the EIS in relation to lecturers and instructor/assessor posts at Forth Valley College, and
  - the ongoing pay negotiations with support staff for 2020-21.

### 3.2 The view of the SMT was that:

- the current impacts arising from Covid-19 on staff relations continued to be proactively managed and are kept under continuous review through the College Mobilisation Group, - which meets weekly and involves staff, trade unions and student representatives - and also through monthly meetings with trade unions. The current third covid-19 lockdown restrictions will require to be further navigated in order to fully understand the challenges and opportunities that may emerge for working models going forward, and with this what the impact upon staff relations are likely to be beyond this period. The SMT did not therefore consider that the risk rating required to be amended at this time, however this will remain a particular area of focus.
- Colleges Scotland Employers Association continues to meet with the EIS in order to resolve the dispute that has been lodged by the trade union in relation to lecturer and instructor/assessor posts as arising at Forth Valley College, and it is hoped that a resolution will be reached on this matter; and
- 2020-21 pay negotiations remain ongoing, with the College Scotland Employers Association currently awaiting confirmation from support staff trade unions regarding their views on next steps.

## 4 Conclusion

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

- the risks identified within the register;
- the risk rating both pre and post mitigation;
- whether any 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
<b>Probability</b>		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**

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

<b>Classification</b>	<b>Description</b>
<b>AVERSE</b>	Avoidance of risk and uncertainty is a key organisational objective.
<b>MINIMALIST</b>	Preference for ultra-safe business delivery options that have a low degree of inherent risk and only have a potential for limited reward.
<b>CAUTIOUS</b>	Preference for safe delivery options that have a low degree of residual risk and may only have limited potential for reward.
<b>OPEN</b>	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.).
<b>HUNGRY</b>	Eager to be innovative and to choose options offering potentially higher business rewards, despite greater inherent risk.

## West College Scotland 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	<b><u>Business Continuity / Cyber Resilience Planning</u></b> Inadequate business continuity / cyber resilience planning leading to material interruptions to service delivery primarily resulting from Coronavirus epidemic.	Medium-term	24	24	24	↔
2	<b><u>SFC Funding and Funding Methodology</u></b> 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.	Immediate	24	24	24	↔
3	<b><u>Estate Strategy</u></b> 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.	Long-term	24	20	20	↔
4	<b><u>Estates maintenance / capital funding</u></b> Failure to secure adequate estates maintenance / capital funding for future investment or refurbishment of IT and physical infrastructure.	Medium-term	20	16	16	↔
5	<b><u>Brexit</u></b> 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.	Medium-term	15	15	15	↔

<b>Risk number</b>	<b>1</b>	<b>WCS 7</b>
<b>Risk description</b>	<b><u>Business Continuity / Cyber Resilience Planning</u></b> Inadequate business continuity / cyber resilience planning leading to material interruptions to service delivery primarily resulting from Coronavirus epidemic.	
<b>Link to the Strategic Priority</b> <i>Refers to the relevant Strategic Priority.</i>	1.2 - Raising Aspirations and Enabling Students to achieve outcomes 3.4 - Managing for Resilience	
<b>Risk category / appetite</b>	Reputational/External	Open
<b>Proximity</b>	Medium-term	
<b>Probability/Impact</b>	<b>6 x 4</b>	
<b>Gross Risk Score</b>	<b>24</b>	
<b>Controls</b> <i>A control is a framework in place to mitigate the risk.</i>	1) Business Continuity Plan available on the College intranet to staff along with departmental plans to assist during any incident.	Director of Finance
	2) Business Continuity scenario planning sessions undertaken on a quarterly basis with involvement from both teaching and support staff. Externally facilitated sessions and lessons learned shared with staff.	Director of Finance
	3) College Mobilisation Group continues to operate to oversee operational issues related to Covid-19. Group is chaired by the Director of Infrastructure and has representatives from staff, unions and Student Association. The Group meets weekly and reports to an Executive Group led by the Principal who oversees the overall College Covid-19 response.	Director of Infrastructure
	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.	Director of OD & HR
	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.	Principal

	<p>6) The College has complied with the Scottish Government third lockdown guidance as required from 26 December 2020. Actions taken in response to the lockdown include:</p> <ul style="list-style-type: none"> <li>- continued development of online materials across all areas of learning and teaching;</li> <li>- continued dispersal of IT equipment to support students where there is an identified need;</li> <li>- engagement with SFC and awarding bodies to assess the impact of the deferral of teaching activity on student achievement of qualifications; and</li> <li>- on-going monitoring of supply chains based upon risk analysis supplied by APUC.</li> </ul>	Principal
	<p>7) The delivery of the work streams associated with the College Digital Strategy will ensure that the needs of both students and staff are addressed in relation to learning and teaching and delivery of support services.</p>	<p>Assistant Principal: Creativity and Skills</p> <p>Assistant Principal: Enterprise and Skills</p>
<b>Probability/Impact</b>	<b>6 x 4</b>	
<b>Net Risk Score</b>	<b>24</b>	
<b>Trend</b>	<b>↔</b>	
<b>Overall Risk Owner</b>	VP Operations	

Risk number / Reference	2	WCS1
Risk description	<b>SFC Funding and Funding Methodology</b> 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>	1. Detail of 2020-21 SFC core funding for teaching, estate and student funding confirmed. Ongoing engagement with SFC on funding for estate investment and support for voluntary severance programme.	Vice Principal Operations
	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. 2020-21 forecast is monitored by SMT and quarterly by the Board of Management through provision of management accounts.	Vice Principal Operations
	3. Transformation Plan agreed with SFC to take effect from 2020-21 onwards and funding / credit level confirmed by SFC to support this. Requirement for College to deliver 2020-21 curriculum activity in accordance with the agreed Business Transformation Plan.	Principal
	4. College Estate Strategy 2016-2026 includes objective to improve / rationalise the estate utilising SFC estate maintenance funding. Annual Strategy update provided to Asset and Infrastructure Committee (A&I) including progress towards achievement of objectives. The Estate Strategy is currently being refreshed following the Board of Management development session during late October 2020 and staff and student sessions will be	Vice Principal Operations

	undertaken to inform this further when possible to facilitate these due to the impacts of covid-19 restrictions.	
	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.	Assistant Principal: Enterprise and Skills
	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.	Assistant Principal: Enterprise and Skills
<b>Probability/Impact</b>	<b>6 x 4</b>	
<b>Net Risk Score</b>	<b>24</b>	
<b>Trend</b>	↔	
<b>Overall Risk Owner</b>	VP Operations / VP Educational Leadership	

<b>Risk number</b>	<b>3</b>	<b>WCS 3</b>
<b>Risk description</b>	<b><u>Estate Strategy</u></b> 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.	
<b>Link to the Strategic Priority</b> <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	
<b>Risk category / appetite</b>	Infrastructure	Open
<b>Proximity</b>	Long-term	
<b>Probability/Impact</b>	<b>6 x 4</b>	
<b>Gross Risk Score</b>	<b>24</b>	
<b>Controls</b> <i>A control is a framework in place to mitigate the risk.</i>	1. Asset and Infrastructure Committee (A&I) receive VP Update Report at each meeting on College engagement with stakeholders including SFC, local authorities and wider key stakeholders.	Vice Principal Operations
	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. The Estate Strategy is currently being refreshed following the Board of Management development session during late October 2020 and staff and student sessions will be undertaken to inform this further when possible to facilitate these due to the impacts of covid-19 restrictions.	Vice Principal Operations
	3. Outline Business Cases for Paisley and Greenock estate submitted to the SFC. Update on progress provided at each A&I Committee. The College is continuing to engage with partners in order to progress these projects, and discussions are ongoing with the SFC regarding (i) an update of the Greenock OBC given the current Inverclyde Council commitment to enable educational use on the East India Dock site (ii) an SFC funded curriculum review of Paisley, to be undertaken in conjunction with	Vice Principal Operations

	Renfrewshire Council and the University of the West of Scotland.	
	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 Estate Condition.	Director of Infrastructure
Probability/Impact	<b>5 x 4</b>	
Net Risk Score	<b>20</b>	
Trend	↔	
Overall Risk Owner	VP Operations	

<b>Risk number</b>	<b>4</b>	<b>WCS 2</b>
<b>Risk description</b>	<b><u>Estates maintenance / capital funding</u></b> Failure to secure adequate estates maintenance / capital funding for future investment or refurbishment of IT and physical infrastructure.	
<b>Link to the Strategic Priority</b> <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	
<b>Risk category / appetite</b>	Infrastructure	Open
<b>Proximity</b>	Medium-term	
<b>Probability/Impact</b>	<b>5 x 4</b>	
<b>Gross Risk Score</b>	<b>20</b>	
<b>Controls</b> <i>A control is a framework in place to mitigate the risk.</i>	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 formally updated at least twice a year on estate challenges faced by the College.	Vice Principal Operations
	2. A&I Committee receive report on the level of SFC estate maintenance funding. 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.	Director of Infrastructure
	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.	Principal
	4. Outline Business Cases for Paisley and Greenock submitted to the SFC following Board of Management approval. The College has agreed with the SFC to proceed with (i) a wider curriculum horizon scanning exercise to allow the College to work with provide holistic approach to curriculum delivery across the regions it serves.	Vice Principal Operations  Vice Principal Educational Leadership



	<p>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 March 2020 A&amp;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 was undertaken on 28 October 2020 with the outcomes being reported to the December 2020 A&amp;I Committee along with the next steps.</p>	<p>Vice Principal Operations</p>
<b>Probability/Impact</b>	<b>4 x 4</b>	
<b>Net Risk Score</b>	<b>16</b>	
<b>Trend</b>	↔	
<b>Overall Risk Owner</b>	VP Operations	

<b>Risk number</b>	<b>5</b>	<b>WCS 16</b>
<b>Risk description</b>	<b>Brexit</b> 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.	
<b>Link to the Strategic Priority</b> <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	
<b>Risk category / appetite</b>	Governance	Cautious
<b>Proximity</b>	Medium-term	
<b>Probability/Impact</b>	<b>5 x 3</b>	
<b>Gross Risk Score</b>	<b>15</b>	
<b>Controls</b> <i>A control is a framework in place to mitigate the risk.</i>	1) During 2020 the College undertook a review of the possible impacts of Brexit on College operations. This review was discussed at senior management level and with relevant Board Committees. The initial review is now subject to a refresh in order to fully understand the likely impacts of Brexit on future College operations.	Assistant Principal: Enterprise and Skills
	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 and review developments especially in relation to students / staff and access to exchange programme funding.	Assistant Principal: Enterprise and Skills
	3) On-going liaison with SFC on future funding arrangements post 31 July 2023 when current ESF funding is due to end.	Director of Finance
<b>Probability/Impact</b>	<b>5 x 3</b>	
<b>Net Risk Score</b>	<b>15</b>	
<b>Trend</b>	↔	
<b>Overall Risk Owner</b>	Principal	

<b>Risk number</b>	<b>6</b>	<b>WCS 4</b>
<b>Risk description</b>	<b><u>SFC Regional Outcome Agreement</u></b> Failure to deliver SFC Regional Outcome Agreement targets at a time of limited resource, competition and challenging economic environment due to Covid-19, results in future credit and/or funding adjustments.	
<b>Link to the Strategic Priority</b> <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	
<b>Risk category / appetite</b>	Learning and Teaching	Open
<b>Proximity</b>	Long-term	
<b>Probability/Impact</b>	<b>5 x 4</b>	
<b>Gross Risk Score</b>	<b>20</b>	
<b>Controls</b> <i>A control is a framework in place to mitigate the risk.</i>	1) 2020-21 ROA finalised following receipt of revised SFC guidance on monitoring of 2020-21 outcomes given impact of Covid-19. Board of Management to receive interim 2020-21 ROA at February 2021 meeting. Changes to ROA to be reported to Board of Management and individual Committees made aware of ROA objectives relevant to their remit.	Vice Principal Educational Leadership
	2) Effective ROA monitoring and reporting procedures in place, including operational planning process, and monitoring through the Board of Management and all Committees.	Vice Principal Educational Leadership
	3) Regular contact and review meetings with local authorities and schools to access attainment funding in support of College activities.	Assistant Principal Student Life and Skills
	4) Detailed curriculum development planning and review process which was subject to positive review by internal audit.	Vice Principal Educational Leadership
	5) Blended approach to delivery of teaching and learning including online learning allowing College to address changes in recruitment and delivery.	Vice Principal Educational Leadership
	6) Curriculum offering is reviewed to ensure employer and student needs are met and appropriate courses delivered.	Vice Principal Educational Leadership
	7) College Marketing Plan ensures that the College is seen as the place to come to be educated. Internal communication plans subject to internal audit review	Principal

	with limited number of recommendations for improvement. External communications plan will be subject to an internal audit review as part of 2020-21 audit plan.	
<b>Probability/Impact</b>	<b>4 x 3</b>	
<b>Net Risk Score</b>	<b>12</b>	
<b>Trend</b>	<b>↔</b>	
<b>Overall Risk Owner</b>	Principal	

<b>Risk number</b>	<b>7</b>	<b>WCS 5</b>
<b>Risk description</b>	<b><u>National Pay Bargaining</u></b> 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.	
<b>Link to the Strategic Priority</b> <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	
<b>Risk category / appetite</b>	Staffing and HR	Open
<b>Proximity</b>	Medium-term	
<b>Probability/Impact</b>	<b>6 x 3</b>	
<b>Gross Risk Score</b>	<b>18</b>	
<b>Controls</b> <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.	Vice Principal Operations – support staff  Director of Finance – teaching staff
	2) Financial impact assessment / planning scenarios on the impacts of National Bargaining included within the planning of 2020-21 budget and three-year forecast.	Director of Finance
	3) Business Continuity Planning considered impact of industrial action, with specific plans in place.	Director of Finance
	4) Local trade union consultation and negotiating committees for support and teaching staff continuing to meet on a regular basis to maintain positive College industrial relations.	Director of Organisational Development & HR
	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.	Principal
	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.	Director of Organisational Development & HR
<b>Probability/Impact</b>	<b>4 x 3</b>	
<b>Net Risk Score</b>	<b>12</b>	

Trend	↔
Overall Risk Owner	Principal

<b>Risk number</b>	<b>8</b>	<b>WCS 6</b>
<b>Risk description</b>	<b><u>IT Systems and Infrastructure</u></b> Failure to maintain or acquire and use IT systems and infrastructure to support the digital ambitions of the College.	
<b>Link to the Strategic Priority</b> <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	
<b>Risk category / appetite</b>	Digital	Hungry
<b>Proximity</b>	Medium-term	
<b>Probability/Impact</b>	<b>4 x 4</b>	
<b>Gross Risk Score</b>	<b>16</b>	
<b>Controls</b> <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.	Director of Infrastructure
	2) College involvement in national college sector digital group has concluded. One off SFC funding of £221k in late 2020 utilised to fund purchase of IT devices for students.	Assistant Principal: Creativity and Skills  Assistant Principal: Enterprise and Skills
	3) Staff and student feedback and evaluation procedures in place. Action planning in place to address issues raised through feedback mechanisms.	Assistant Principal: Performance and Skills
	4) IT Contingency Plan in place with regular review and update undertaken.	Director of Infrastructure
	5) College has renewed Cyber Essentials Plus accreditation as required. Work commencing on updating the Scottish Government Cyber Resilience Framework.	Director of Infrastructure
	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.	Assistant Principal: Creativity and Skills Assistant Principal: Enterprise and Skills
	7) Data from major IT systems reviewed on ongoing basis to ensure that	Principal

	information upon which strategic decisions are based is robust and up to date.	
<b>Probability/Impact</b>	<b>4 x 3</b>	
<b>Net Risk Score</b>	<b>12</b>	
<b>Trend</b>	<b>↔</b>	
<b>Overall Risk Owner</b>	VP Operations	



<b>Risk number</b>	<b>9</b>	<b>WCS 15</b>
<b>Risk description</b>	<b>College Transformation Plan</b> Failure to deliver the financial and/or non-financial objectives outlined in the College Transformation Plan "Future Proofing Our College".	
<b>Link to the Strategic Priority</b> <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	
<b>Risk category / appetite</b>	Governance	Cautious
<b>Proximity</b>	Long-term	
<b>Probability/Impact</b>	<b>4 x 4</b>	
<b>Gross Risk Score</b>	<b>16</b>	
<b>Controls</b> <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.	Principal
	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.	Principal
<b>Probability/Impact</b>	<b>3 x 4</b>	
<b>Net Risk Score</b>	<b>12</b>	
<b>Trend</b>	↔	
<b>Overall Risk Owner</b>	Principal	

<b>Risk number</b>	<b>10</b>	<b>WCS 9</b>
<b>Risk description</b>	<b>Staff Relations</b> Inability to maintain positive staff relations.	
<b>Link to the Strategic Priority</b> <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	
<b>Risk category / appetite</b>	Staffing and HR	Open
<b>Proximity</b>	Long-term	
<b>Probability/Impact</b>	<b>4 x 3</b>	
<b>Gross Risk Score</b>	<b>12</b>	
<b>Controls</b> <i>A control is a framework in place to mitigate the risk.</i>	1) Approved Workforce Plan in place and implementation approved and reviewed by the HR and Corporate Development Committee.	Director of Organisational Development & HR
	2) Clear procedures for communication and engagement with Trade Unions and College staff verified by 2018-19 internal audit on internal communications	Director of Organisational Development & HR
	3) Staff engagement sessions and staff surveys undertaken on regular basis allowing matters to be raised and issues to be addressed early.	Principal
	4) Local trade union consultation and negotiation committees in place for teaching and support staff with meetings taking place monthly. Minutes of the monthly meetings are provided to staff via the College intranet.	Director of Organisational Development & HR
	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.	Director of Organisational Development & HR
	6) College Mobilisation Group continues to operate to oversee operational issues related to Covid-19. Group is chaired by the Director of Infrastructure and has representatives from staff, unions and Student Association. The Group meets weekly and reports to an Executive Group led by the Principal who oversees the overall College Covid-19 response.	Director of Infrastructure
	7) Colleges Scotland Employers Association continues to meet with the EIS in order to resolve the dispute that has been lodged by the trade union in relation to lecturer and instructor/assessor posts as	Director of Organisational Development & HR

	arising at Forth Valley College. This matter and potential implications for the College is kept under review.	
	8) The College continues to monitor the ongoing 2020-21 pay negotiations, with the College Scotland Employers Association currently awaiting notification from support staff trade unions on the next steps.	Vice Principal Operations
<b>Probability/Impact</b>	<b>3 x 3</b>	
<b>Net Risk Score</b>	<b>9</b>	
<b>Trend</b>	↔	
<b>Overall Risk Owner</b>	Principal	

<b>Risk number</b>	<b>11</b>	<b>WCS 11</b>
<b>Risk description</b>	<b><u>Alternative Income Growth</u></b> Ability to generate consistent levels of alternative income or to grow alternative income streams.	
<b>Link to the Strategic Priority</b> <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	
<b>Risk category / appetite</b>	Competitive Environment	Open
<b>Proximity</b>	Long-term	
<b>Probability/Impact</b>	<b>4 x 3</b>	
<b>Gross Risk Score</b>	<b>12</b>	
<b>Controls</b> <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 is subject to review by HR and Corporate Development Committee.	Assistant Principal: Enterprise and Skills
	2) 2020-21 alternative income budget and forecast agreed and monitored by the HR and Corporate Development Committee.	Assistant Principal: Enterprise and Skills
	3) Update report provided to HR and Corporate Development Committee on partnership working with local employers and stakeholders.	Assistant Principal: Enterprise and Skills
	4) Operation planning combined with Curriculum Development Planning procedure used to identify potential opportunities for income growth.	Vice Principal Educational Leadership
	5) Adaption of course portfolio to meet student / employer needs.	Vice Principal Educational Leadership
	6) Financial Strategy and planning in place to address variations.	Director of Finance
	7) Commercial Development and Credit Group meet twice a month to review budget / create forecast and address challenges of delivering alternative income.	Assistant Principal: Enterprise and Skills
<b>Probability/Impact</b>	<b>3 x 3</b>	
<b>Net Risk Score</b>	<b>9</b>	

Trend	↔
Overall Risk Owner	VP Educational Leadership



<b>Risk number</b>	<b>12</b>	<b>WCS 10</b>
<b>Risk description</b>	<b>Workforce Planning</b> Failure to embed Workforce Plan resulting in lack of appropriate resources and skills being developed to achieve College strategic objectives and outcomes	
<b>Link to the Strategic Priority</b> <i>Refers to the relevant Strategic Priority.</i>	1.3 - Recruiting and Retaining Talented People 2.3 - Delivering Inclusive Growth	
<b>Risk category / appetite</b>	Staffing and HR	Open
<b>Proximity</b>	Long-term	
<b>Probability/Impact</b>	<b>4 x 3</b>	
<b>Gross Risk Score</b>	<b>12</b>	
<b>Controls</b> <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.	Director of Organisational Development & HR
	2) Detailed teaching resource planning through use of curriculum mapping tool (CMAP).	Vice Principal Educational Leadership
	3) Resourcing of support staff structures reviewed on an ongoing basis by Executive Management Team to ensure alignment with operational and strategic priorities.	Principal
	4) ITrent HR and payroll software developed to provide staff data and reports including a College establishment report.	Director of Organisational Development & HR
	5) Professional Development Policies are aligned to strategic priorities.	Director of Organisational Development & HR
	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.	Director of Organisational Development & HR
	7) Results from staff skills survey being used to allow the College to identify and address future skills gaps.	Director of Organisational Development & HR
<b>Probability/Impact</b>	<b>3 x 2</b>	
<b>Net Risk Score</b>	<b>6</b>	
<b>Trend</b>	↔	
<b>Overall Risk Owner</b>	Principal	

<b>Risk number</b>	<b>13</b>	<b>WCS 13</b>
<b>Risk description</b>	<b>General Data Protection Regulations</b> Inability to ensure a holistic response to data and information governance, including compliance with the General Data Protection Regulations (GDPR).	
<b>Link to the Strategic Priority</b> <i>Refers to the relevant Strategic Priority.</i>	3.4 - Managing for Resilience 4.1 - Using Data	
<b>Risk category / appetite</b>	Governance	Cautious
<b>Proximity</b>	Long-term	
<b>Probability/Impact</b>	<b>3 x 3</b>	
<b>Gross Risk Score</b>	<b>9</b>	
<b>Controls</b> <i>A control is a framework in place to mitigate the risk.</i>	1) The College has in place a Data Protection Officer (DPO) in compliance with legislative requirement.	Director of Organisational Development & HR
	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.	Director of Organisational Development & HR
	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.	Director of Organisational Development & HR
	4) Data Protection concepts and principles embedded within the operations of the College.	Director of Organisational Development & HR
<b>Probability/Impact</b>	<b>3 x 2</b>	
<b>Net Risk Score</b>	<b>6</b>	
<b>Trend</b>	↔	
<b>Overall Risk Owner</b>	Principal	

<b>Risk number</b>	<b>14</b>	<b>WCS 14</b>
<b>Risk description</b>	<b><u>Estate Investment Works</u></b> Normal business activities are unduly affected due to the complexity of sequencing estates investment works.	
<b>Link to the Strategic Priority</b> <i>Refers to the relevant Strategic Priority.</i>	1.2 - Raising Aspirations and Enabling Students to achieve outcomes 3.4 - Managing for Resilience	
<b>Risk category / appetite</b>	Learning and Teaching	Open
<b>Proximity</b>	Long-term	
<b>Probability/Impact</b>	<b>4 x 2</b>	
<b>Gross Risk Score</b>	<b>8</b>	
<b>Controls</b> <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.	Director of Infrastructure
	2) Staff resource increased though recruitment of additional Project Manager to address the significant increase in level of expenditure and complexity of projects being undertaken.	Director of Infrastructure
	3) Well embedded Project / Estate Team with knowledge base that allows issues to be identified and addressed.	Director of Infrastructure
	4) Use of external professional advisors to provide oversight and critical review of proposed activities / plans.	Director of Infrastructure
<b>Probability/Impact</b>	<b>3 x 2</b>	
<b>Net Risk Score</b>	<b>6</b>	
<b>Trend</b>	↔	
<b>Overall Risk Owner</b>	VP Operations	