

West College Scotland
LEARNING, TEACHING AND QUALITY COMMITTEE
WEDNESDAY 19 May 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 24 February 2021
 .1 Actions from the minutes
4. Matters arising from the Minutes
 (and not otherwise on the agenda)

Enclosed
Enclosed

Main Items for Discussion and/or Approval

- | | | |
|--|---------------------|------|
| 5. Student Digital Experience | Presentation | AP |
| 6. Student Survey results | Paper 6 | CMac |
| 7. Safeguarding and Student Wellbeing | Paper 7 | IFS |
| 8. Students Association Report | Paper 8 | VT |
| 9. Student 2020-21 Qualifications update | Paper 9 | CMac |
| 10. Draft Curriculum Strategy | Paper 10 | StG |

Items for Information

- | | | |
|---|---------------|------|
| 11. ELT Update | Paper 11 | StG |
| 12. SFC Review of Coherent Provision and Sustainability
Phase 2 Report | Paper 12 | StG |
| 13. College Leaver Destinations | Paper 13 | CMac |
| 14. Quality Standards Committee Minutes | Paper 14 | CMac |
| 15. Annual Complaints Handling Report 2019/20 | Paper 15 | CMac |
| 16. Strategic Risk Register | Paper 16 | StG |
| 17. Any Other Business | | |
| .1 Dates of LTQC meetings 2021/22 | Paper 17.1 | ShG |
| .2 LTQC Topical Suggestions for Board Briefings | Verbal Update | JH |

18. Date Next Meeting:
Wednesday 6 October 2021

LEARNING, TEACHING AND QUALITY COMMITTEE

Minutes: Wednesday 24 February 2021

Present: Jacqueline Henry (in the Chair), Gordon Hunt, Mark Newlands, Mark Hamilton, Vanessa Thompson, Liz Connolly, Ruth Binks, Fiona McKerrell.

Attending: Stephanie Graham (Vice Principal Educational Leadership), Cathy MacNab (Assistant Principal Performance and Skills), Sara Rae (Assistant Principal Enterprise and Skills), Shirley Gordon (Secretary to the Board).

Apologies: David Watson, Waiyin Hatton (Chair of the Board).

LM394 WELCOME

The Chair welcomed everyone to the newly constituted LTQC meeting and noted apologies.

LM395 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).
- Fiona McKerrell: Skills Development Scotland.

LM396 MINUTES

The minutes of the meeting held on Wednesday 11 November 2020 **were approved.**

LM397 ACTIONS FROM THE MINUTES

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

LM398 MATTERS ARISING FROM THE MINUTES

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

LM399 PRESENTATION ON THE WORK OF THE ENTERPRISE AND SKILLS DIRECTORATE PREVIOUSLY REPORTED TO THE HRCD COMMITTEE

The Assistant Principal Enterprise and Skills delivered a presentation on the work of the Enterprise and Skills Directorate previously reported to the HRCD Committee. Ms Rae led the Committee through the presentation highlighting activity in the following sectors within her area of responsibility:

- Business Development and Innovation.
- Enterprise and Employability.
- Hairdressing, Beauty and Makeup Artistry.

Ms Rae summarised the breadth of the work undertaken by the Directorate including: the strategy and approach to business development, industry engagement, work-based learning, and innovation. A significant aspect of the Enterprise and Skills remit was leading on the generation of commercial and alternative income which had, over the last number of years, been increasing steadily across a number of new streams. The strategic development and planning associated with this would now be reported in this Committee.

The Assistant Principal Enterprise and Skills went on to describe how the work of the Directorate aligned with not only the key strategic aims of the College but national strategies such as Scotland's Economic Strategy, the Digital Strategy for Scotland and the Innovation Action Plan for Scotland.

The Committee welcomed the detail in the presentation and, in particular, the updates on each of the above areas as well as seeing the ambition and direction of travel in which the College was clearly positioning itself to best support staff, students, communities and employer partners.

The Committee welcomed the efforts of the College to best place itself to help support partner organisations, stakeholders, and local communities now and in the future whilst operating within its own challenging position. The detail and ensuing discussion clearly illustrated the flexibility and adaptability to be responsive to handling the College curriculum now and going forward.

The Chair thanked the Assistant Principal Enterprise and Skills for the insightful summary and presentation which was noted.

LM400 .1 REVISED LTQC REMIT AND MEMBERSHIP

The Secretary asked the Committee to consider and approve the LTQC Remit and Membership List. She explained that, following approval of a Committee restructure at the Board meeting held on 1 February 2021, changes had 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.

The Chair advised it was the intention of the Board that its standing committees had an increased strategic focus. With this in mind, the LTQC remit had been revised to ensure such oversight but Mrs Henry suggested the Committee had a settling-in period to see how that evolved. If modifications were required at a later date to the LTQC remit, such a recommendation could be made to the Board. That approach was welcomed.

The Committee considered and approved its revised remit and membership.

.2 SCHEDULE OF BUSINESS FOR THE COMMITTEE

The Vice Principal Educational Leadership explained that the new LTQC remit provided an opportunity to theme Committee meetings through the year with a main focus for each of its four meetings. She led the Committee through a suggested schedule which linked into the normal College cycle of business. Ms Graham added that, having a main focus at each meeting did not preclude other relevant business being addressed but would ensure the Committee covered the full remit and the five Assistant Principals could schedule their attendance across the year, in line with the themes and their responsibilities. It also meant that the LTQC meetings had a more strategic focus as discussed earlier with operational matters kept to a minimum.

The Committee welcomed the well-structured suggested approach for LTQC business and the Chair alluded to the Board's intention to plan some thematic / deep dive sessions where some topics / areas may benefit from a broader Board discussion and debate rather than sitting solely with a standing committee. Some early suggestions for such topical sessions so far included Estates Strategy and Development and College Financial Management. Mrs Henry suggested that all members consider this Board programme and forward any such LTQC proposals to the Vice Principal Educational Leadership.

{ACTION – ALL MEMBERS / StG}

The Committee considered and approved the LTQC revised schedule of business and reporting.

LM401 COVID IMPACT ON CURRICULUM DELIVERY AND QUALIFICATIONS ACHIEVEMENT 2020-21

The Assistant Principal Performance and Skills reported that the ongoing nature of the pandemic during the current session 2020-21, had negatively impacted the College's ability to deliver internal assessment within the confines of assessment conditions in some SQA, and other awarding bodies qualifications frameworks. She described the context in which internal assessment decisions were made and quality assured and the College's current position on the likelihood of students successfully completing their award.

Mrs MacNab led the Committee through the main challenges for the College and explained that student progress towards completion of awards was varied. She summarised the support from Awarding Bodies that had been provided and modifications to assessments that had been introduced.

Mrs MacNab outlined the decision tree model that would apply to all SQA HNVQ qualifications from February 2021 until the end of August 2021, and would ensure that, where possible, students in this session would be able to complete their awards as planned, usually by the end of June 2021. The generic decision tree model was supported by subject specialism guidance, some of which had already been made available and some which was still in development. She went into detail about the application of the decision tree model and how this was applied to the College BRAG (Blue, Red, Amber, Green) ratings for qualifications in each department explaining that the ELT and Heads met monthly to review the status of qualifications and ensure the prioritisation of commitment to enable current students to complete successfully.

The Principal reassured the Committee that College sector joint representation, national collaboration and negotiation on assessment adjustments had taken place over the last few months. Colleges Scotland and the College Development Network (CDN) had been instrumental in liaising with the SQA and providing network opportunities for college staff to share experiences and benefit from economies of scale. A Ministerial Taskforce, chaired by the Minister for Further Education, Higher Education and Science, had also been established.

The Committee recognised the complexities of managing the delivery of internal assessment within the confines of the assessment conditions of qualifications frameworks but also within a constantly changing landscape. Members recorded their appreciation of the Performance and Skills Directorate and those staff managing the situation.

The Committee noted the report.

LM402 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:

- Think Positive (a mental health campaign to offer support to students) continued to be a priority for the SA with key information and guidance

offered to help and support students especially around stress and anxiety. This was promoted online using social media platforms. The Principal added that the College was notified that it would receive additional funding from the Scottish Government to support student mental health, wellbeing, and welfare. There would be flexibility with this funding, and it was to be used where it would have the greatest impact for students. Ms Connolly reported that the College was considering investing this resource in additional staffing to provide support.

- The Scottish Government's announcement, in December 2020, to provide new funding to help the NUS Scotland and more than 30 Student Associations to provide vital welfare support for students in colleges and universities had been welcomed. The money would help build online student communities, increase membership engagement, and develop public health and wellbeing messaging. The SA would work closely with College staff to ensure these activities complemented those already funded.

The Committee commended the Think Positive campaign. The Chair thanked the Students Association President for her drive and passion in progressing the work of the Association and the update was noted.

LM403 SUMMARY OF CURRICULUM PLANNING AND REVIEW 2020-21

The Vice Principal Educational Leadership explained that, as reported to the last Committee meeting, the annual Curriculum Planning and Review process in the autumn followed an evaluation closer aligned to the 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.

Ms Graham described the process involved and reported that actions from the CPR would feed into the operational planning process. Evaluation was undertaken against the 4 key Corporate Priorities (Personalised / Collaborative / Agile and Adaptive / Digital) and 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.

Ms Graham explained that, unlike last session where equipment and accommodation were some of the most significant concerns, for obvious reasons the 2020 CPR discussions focused more on digital equipment and skills. Accommodation pressures in the future were identified, however, in engineering and construction due to growth in these areas. That also impacted technician support and equipment. Aims to develop provision in new areas included:

- The Green Economy which required investment in equipment, including electric vehicles.
- Early Years required the development of outdoor learning spaces in order to deliver the curriculum.
- Continued investment in digital equipment and the development of staff skills would be critical across all curriculum.

During discussion, Ms Graham clarified the following points:-

- Ongoing partnership working was continuing with employers to identify specific needs for up skilling and supporting economic recovery post COVID.
- Current methods of delivering courses online and the rapid development of staff skills and positive peer support approaches were key strengths identified in the Digital corporate priority. 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 the UK and development of e-portfolios was to be celebrated.

The Committee noted the report and thanked the Vice Principal Educational Leadership for the excellent helpful summary. Members particularly welcomed the illustration of how developments linked to the 4 corporate priorities.

LM404 UPDATE FROM EDUCATIONAL LEADERSHIP TEAM (ELT)

The Vice Principal Educational Leadership's report updated the Committee on developments in the following key areas since the last meeting:

- Credits and student activity.
- Winter start courses.
- Applications 2021-22.
- Digital Strategy.
- Student Services, Schools and Community.
- Curriculum (general).

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

LM405 QUALITY STANDARDS COMMITTEE MINUTES

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

- 22 October 2020.
- 11 February 2021.

The Committee noted the 2 sets of minutes.

LM406 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 1 February 2021 and she led the Committee through that. Ms Graham added, however, that since 1 February, the SMT had made some revisions to the

register and these would be presented for consideration to the 11 March 2021 Audit Committee meeting and, thereafter the Board on 22 March 2021.

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.

LM407 ANY OTHER BUSINESS

- The Chair referred to the CDN Virtual College Awards which took place on Thursday 3 December 2020. She congratulated WCS winners for receiving three awards - Essential Skills Award; Health Promoting College Award; and Marketing and Communications Award.
- The Chair thanked everyone for contributing to excellent discussion and, looked forward to reviewing strategic issues facing the LTQC over the academic session.
- Date of next meeting - Wednesday 19 May 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)
24 Feb 2021	LM400.2	The Chair alluded to the Board's intention to plan some thematic / deep dive sessions where some topics / areas may benefit from a broader Board discussion and debate rather than sitting solely with a standing committee and suggested that all members consider this Board programme and forward any such LTQC proposals to the Vice Principal Educational Leadership.	All members / S Graham		Update will be provided at May 2021 meeting.
11 Nov 2020	LM381	Presentation on The SFC Review of Coherent Provision and Sustainability Phase 1 Report - agreed that further updates be provided as they became available.	S Graham		Included in May 2021 meeting papers.
"	LM382	Update from Educational Leadership Team (ELT) - 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. To be included within the Quality themed meeting in the Autumn.

"	LM386	Curriculum Planning 2020-21 - 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 - Complete
"	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 - Complete
From 9 July 2020 FGPC	FPM339	Student Digital Poverty Procurement Approval Request - evaluate by the Digital Strategy Group and feedback on its effectiveness to be provided to the Committee at a later date.	D Alexander	Previously the responsibility of FGPC – but the evaluation falls under the remit of the LTQC so transferred to its Action List.	Future Meeting TBC when evaluation has taken place.
20 May 2020	LM369	Digital Strategy and Associated Action Plan – future updates to also include national developments.	AP		Complete on basis that all future reports from Nov 2020 onwards to be included in ELT update as relevant and a separate item once per year.
" "	LM370	GTCS – Professional Learning and Registration Update – update report to be provided.	CMacN		Complete on basis that report was included for information at Nov 2020 meeting and continued updates will be provided.
22 May 2019	LM316.3	Update from Student Services and Communities – Report on activity with CELCIS relating to support provided to	I Forster-Smith	Currently working on changes to the Corporate Parenting Plan. The	February 2020 meeting and covered in Iain's update at November 2020 meeting. Iain will

		care experienced students to be brought to next meeting		report on CELCIS and the Plan.	provide an update in the May meeting 2021 meeting.
22 May 2019	LM273 253	Education Scotland – Committee to receive regular updates on progress in addressing actions in Education Scotland report	C MacNab	Progress report provided to October 2018, February and May 2019 meetings.	Complete on basis that covered in the Quality update at November 2020 meeting - continued updates will be provided within the ELT update or within a separate item as appropriate.

TITLE: Student Satisfaction and Engagement Survey 2021

Background: The Scottish Funding Council requires that colleges conduct an annual mandatory, standardised Student Satisfaction and Engagement Survey (SSES) with the aim of assessing, and benchmarking, the student experience in FE colleges across Scotland.

Ref Circular - SFC/GD/01/2021. [College Student Satisfaction and Engagement Survey Guidance 2020-21 \(sfc.ac.uk\)](https://www.sfc.ac.uk/College-Student-Satisfaction-and-Engagement-Survey-Guidance-2020-21)

This paper presents the LTQ with a high-level college summary of survey results for the SSES in Session 2020-21, which was open for 6 weeks and closed on 30th April 2021. A national sector benchmark report will be published later in 2021.

Action: The Committee is invited to review and comment on the survey results.

Lead: Cathy MacNab, Assistant Principal Performance and Skills

Status: Open.

Student Satisfaction and Engagement Survey April 2021

Summary Results and Trends

	2020-21	2018-19
Overall, I am satisfied with my time at college.	85%	95%
Staff regularly discuss my progress with me.	84%	89%
Staff encourage students to take responsibility for their learning.	95%	98%
I am able to influence learning on my course	83%	92%
I receive useful feedback which informs my future learning.	88%	91%
The way I am taught helps me learn.	78%	94%
My time at college has helped me develop knowledge and skills for the workplace.	85%	85%
I believe student suggestions are taken seriously.	85%	89%
I believe all students at the college are treated equally and fairly by staff.	92%	89%
Any change in my course or teaching has been communicated well.	85%	
Online teaching materials help me learn.	78%	
I feel that I am part of the college community.	74%	
The college Students' Association helps make the college a better place. *	46%	61%
Don't Know *	50%	35%

Key generic themes that have emerged/are emerging?

- Students feeling unmotivated and unengaged with regards to their studies.
- Communication and feedback from staff on progress in some areas has been raised as an issue – this will be picked up specifically in the departmental reports
- There is an increasing trend of students reporting poor mental health and how that is impacting on their ability to engage with learning. Students have also raised their mental health and feeling unsupported by staff/college as a concern

- Some HE students have mentioned they are concerned whether this past year has impacted their ability to work in industry or progress onto university as they feel unprepared.

Other observations

Survey response rates internally have increased, noting that there was no SSES in session 2019-20 – we are not yet able to compare across the sector.

Early analysis indicates that moving to a remote learning/digital environment has resulted in more students being naturally engaged online hence completing the online survey is better aligned now to their practised learning experience. This is notable in some areas where we have traditionally used paper copies, for example, in our Learner Development department. With everyone working digitally It has been advantageous for promoting the survey.

A more collaborative approach and shared responsibility for meeting SFC targets, between the Quality department and CQLs has also contributed to increases in responses. The Student Experience team regularly reported response rates directly to CQLs on a weekly basis and this helped maintain a focused reminder on the need for students to complete.

[End]

TITLE: SAFEGUARDING AND STUDENT WELLBEING

Background: The following information has been provided to show activity and developments in the Safeguarding and Student Wellbeing support at West College Scotland over academic year 2020/21.

The report highlights:

- Improved reporting mechanisms to provide management information supporting long term College objectives and developments in this area
- An increase in demand across student support activity with nearly 900 students using services available
- Range of support given to students across the College
- Future funding opportunities to aid further developments in this area

Action: The Committee is invited to consider the College performance, activity and development in this area and note funding opportunities for further development.

Lead: Iain Forster-Smith, *Assistant Principal Student Life and Skills*

Date: 19 May 2021

Status: Open.

Executive Summary

Safeguarding our students at West College Scotland (WCS) is at the heart of everything we do. Student mental health in education has been an increasing concern. The COVID-19 pandemic situation has brought this vulnerable population into renewed focus.

Due to the long-lasting pandemic situation and onerous measures such as lockdown and stay-at-home orders, the COVID-19 pandemic brings negative impacts on education. Several studies have been undertaken and their findings highlight the urgent need to develop interventions and preventive strategies to address the mental health of college students.

Over a quarter of UK students (37%) are experiencing their state of mental wellbeing changing for the worse since starting in further and higher education.

The Safeguarding, Student Wellbeing and Counselling team have faced many challenges during the COVID-19 pandemic and have turned around the College services to continue to deliver high quality and effective support to our students.

This report highlights to the committee the continued and improved support provided during the most difficult of times. We have supported nearly 900 students and delivered over 100 workshops during academic year 2020/21. Developed our reporting systems, online offer and continued to provide quality support to our students and teaching teams.

Future developments and opportunities

During 2020/21 the College has received £122,000 to support the recruitment of additional counselling staff and £47,000 additional wellbeing support for students. Moving into 2021/22 the College will receive an additional £403,000 (confirmed in our recent grant allocation) additional mental health funding (a national initiative totalling £4.4 million). Details of how this funding can be spent is yet to be confirmed. It is hoped it is granted with a high degree of flexibility to enable the College to create some important long-term support mechanisms had can show some true legacy activity. As Chair of the CDN Safeguarding Forum, Iain Forster-Smith has been invited to attend a meeting on 13th May with SFC, Government Officials and Colleges Scotland to review the proposal for spend and how Colleges can take advantage of this welcomed additional funding.

Safeguarding

The role of the Safeguarding team is to respond appropriately to concerns raised by staff and to implement the Safeguarding procedures. Members of the Safeguarding team do not have responsibility or authority to investigate reported incidents and should not get overly involved with incidents.

Since November 2020 a new online form has been created for the staff intranet to report Safeguarding incidents which now allows a much more comprehensive breakdown of the incidents that have been raised.

In this report we have deliberately reported in two ways that demonstrate the advancement we have made by using online innovative technology to support this process.

Once a form is completed and submitted, an automatic alert will be sent to 5 members of the Safeguarding Team, Iain Forster-Smith, Scott Campbell, Alison Mitchell, Kirsty McEwan and Lynsey Weir. One member of this team will deal with the alert immediately.

During the COVID-19 pandemic the Safeguarding team has witnessed a rise in domestic abuse cases, we continue to work closely with all relevant support networks and the team have recently undergone survivor training with Rape Crisis Scotland.

Overview of incidents before the new system:

August – October 2020 = 6 cases

2 x Paisley

4 x Clydebank

Out of these 6 incidents were, potential suicide, stalking reports, difficulty with living arrangements, self-harm, domestic abuse and sexual assault by another student.

The new process is much more detailed, as you can see below.

October – now = 21 cases.

Overview of incidents post the new system:

Reporting to the Duty Safeguarding Team as a concern or incident:

● Concern	17
● Incident	4



Student's campus of study:

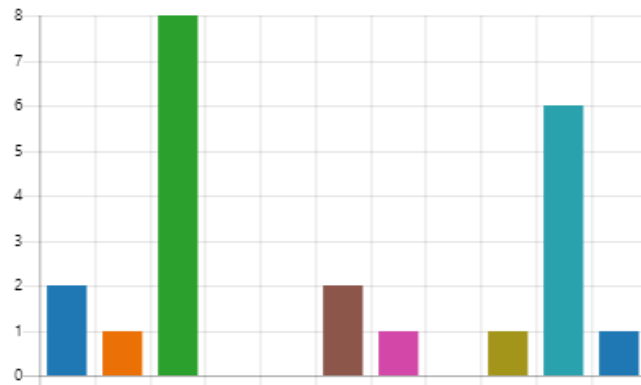
● Clydebank	12
● Greenock	5
● Paisley	4
● Other	0



Student's sector of study:

[More Details](#)

Care	2
Construction & Building Servi...	1
Creative & Digital Industries	8
Engineering & Motor Vehicle	0
Essential Skills	0
Hairdressing, Beauty & Make-...	2
Hospitality, Tourism, Languag...	1
Learning Communities	0
Learner Development	1
Maths, Science, Social Science...	6
Other	1



Is the person/people at Risk?

School pupil(s)	1
Vulnerable young person/pers...	4
Young person/persons	5
Vulnerable adult(s)	4
Adult(s)	7



Has the student said they are feeling suicidal?

Yes	6
No	15



Does the student have a suicide plan?

Yes	0
No	0
I don't know	6



Are you a:

● A member of staff	21
● A student	0
● Other	0



Student Wellbeing

The College has a developed Student Health and Wellbeing Strategy that manages our obligations to maintain the mental health and wellbeing of all students. It covers the our commitment to student health, the responsibilities of the College community and others for maintaining psychological health, health promotion initiatives, communicating and training on health issues and the range of support available for the maintenance of mental and organisational commitment to handling individual issues.

All activity delivered is in partnership with West College Scotland Students' Association to encourage greater student engagement in sport, clubs and societies to foster community building, support teamwork and further strengthen resilience. The active partnership also supports the promotion and development of new activity through the College Health Working Lives Group.

This academic year has created many barriers to providing our face to face support networks. Through the fantastic innovation and creative of Kirsty MacEwan we have been able to continue this valued support to our students in new and effective measures. The wellbeing team has been further enhanced this year with the introduction of Sandra Doherty, a Lecturer in Hair, Beauty and Make-Up. Finally, we received additional funding from Scottish Funding Council which has provided an opportunity to employ a second Student Wellbeing Advisor until July 2022, Lynsey Weir joined the College in April 2021. Below is an overview of the Student Wellbeing activity during 2021/22. Kirsty has developed and delivered the following activity.

Helping Hands Nurturing Programme

This programme runs every Wednesday and allows students to book an appointment to get advice, guidance and sign posting with regards to their wellbeing and Mental Health. We can also link the student into other departments for support i.e. Enabling Services, Student Advisory Services, SAAS. We can also refer students to outside agencies if they require more specialised support. Since Helping Hands was launched in September there have been 56 appointments made by students. This is accurate as of 5/5/21

Total – 56 appointments made.

Student Wellbeing Advisor Referrals

Support services such as enabling services, student advisory services and lecturers refer students to the Wellbeing Advisor for support with their wellbeing and mental health. Students can also self- refer. Students can link in with the advisor for as long as they need support. Appointments are usually once a week for 45 mins.

31 students were referred from Sep to Dec.

28 students were referred from Jan to March

Total – 59 Students

Wellbeing Workshops

Lecturers can book workshops for their classes. Workshops are an hour long and allow students to find out hints and tips that can support their wellbeing and mental health. Workshop topics include Anxiety, Resilience, Stress, Time Management & Routine and Mindfulness.

October – December – 20 Workshops were delivered to classes

Jan – May – 31 Workshops were delivered to classes

Total 51 Workshops.

C.A.L.M. Curriculum

Sandra Doherty has developed a new supportive curriculum and is currently undertaking a pilot of the **C.A.L.M. Curriculum** that will enable this new initiative to be shared across the College.

C.A.L.M. is a tool to help students and staff cope with the demands of online learning/teaching or any anxiety about being in the college environment.

A "Mindfulness safety valve" to release pressure in a healthy, controlled manner is achievable using **C.A.L.M.**

Staff support includes a brochure and video of the technique with a card for Students with key prompts.

The technique can be used at the start, during or at the end of a lesson and encourages engagement with **C.A.L.M.**

CARE for yourself and others

ATTITUDE with positive focus

LISTEN without negative self-talk

MINDFULNESS practice to improve wellbeing

Mindfulness in the Moment Staff- 12 sessions delivered to date. Total number receiving some or all of the sessions are:- 161 staff members

Mindfulness in the Moment Students – 8 sessions delivered to date. Total number receiving some or all of the sessions are:- 62 students

Have a Blether one to one Staff sessions -4 9 hrs

CALM one to one Students- 28 hrs

CALM Group delivery– 367 students and 29 hours delivered

SilverCloud Online cCBT Resource

All West College Scotland students have access to SilverCloud, there are over 15 modules a student can choose from ranging from, mindfulness, positive body image, resilience, GAD, Money worries, COVID-19. Anxiety and depression.

Currently the system has over 90 active accounts, meaning students who are currently active in using this online support tool.

The online resources most used are:

- Anxiety
- Depression
- Stress
- Positive Body Image
- COVID-19

TIME 4 U Student Counselling

In November 2019, the Scottish Government pledged £20 million for the hiring of “essential” counsellors at colleges and universities in a bid to protect students’ mental health, through this new funding the College has been able to recruit an additional 2.2 FTE to support our student counselling service, during the pandemic we have successfully recruit 3 new team members.

TIME 4 U is the name of the free Counselling Service available to all current students of West College Scotland. From 10th May 2021, the counselling service has reached its full staffing complement of six (5.01 FTE) qualified counselling professionals; 1 full time, 4 part time:

Hours per week	Contract Weeks	FTE	Head Count
35	50.8	0.98	1
35	50.8	0.98	1
14	50.8	0.39	1
35	52	1	1

24.5	50.8	0.68	1
35	50.8	0.98	1
178.5		5.01	6

Counsellors offer a range of therapy approaches including person-centred and CBT and typically operate to a 60:40 ratio of contact:non-contact, equivalent to supporting 4.2 students per counsellor per working day where a therapy is scheduled for 1-hour and all factors are favourable. The ratio can reduce to 50:50 where a counsellor is dealing with particularly complex or traumatic issues. Each counsellor receives 60-90 minutes supervision from an external qualified professional each month. The duration and frequency can increase where a counsellor is dealing with particularly complex or traumatic issues.

On average, each counsellor has caseload of 16-20 students at any one time. On average a student will receive 12 hours of therapy but there is no limit at this time as the additional capacity and unique circumstances of COVID-19 has negated the need to limit. To date, 219 students have engaged in counselling therapy:

Gender	Clydebank	Greenock	Paisley
Male	36	19	29
Female	44	24	67
	80	43	96

Most student access the service through a referral from curriculum or support staff, c. 65%. The remainder is a mixture of self-referral or recommendation from an external agency (e.g. GP).

During session 2020-21, counselling has predominantly been accessed through Microsoft Teams or by telephone. Since March, a limited number of campus-based face-to-face sessions have resumed. This is driven largely by the need for students to access counselling in a safe environment. Face-to-face therapy will continue to increase as restrictions ease. However, the option to access therapy through Microsoft Teams or phone will continue to beyond albeit on a smaller scale.

In large, the issues student present with are broadly similar to previous years:

Academic concerns
Addiction
Anger
Anxiety
Anxiety (Panic attacks)
Bereavement
Care experienced / Trauma - Complex
College related stress
Communication issues
Depression

Eating Disorder
Family issues
Finances
Gender Identity
Low mood
Low self esteem
Mental Health - crisis
Mental Health - other
Relationships
Self Esteem
Self Harm
Sexual assault
Sexual harassment
Sexual identity
Stress
Suicidal ideation
Suicide
Trauma
Trauma - Complex
Trauma - Sexual

COVID-19 may have been a contributing factor but not necessarily the presenting factor or underlying issue.

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 - May 2021

The Students' Association (SA) would like 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 to their studies.

The Student Association have reached the final stage in allocating the additional funds made available to them by the Scottish Government. This funding is for college and university students' associations to provide support for students. Each students' association's needs and circumstances at this time are different, and for this reason we have asked for both students and staff to provide feedback on areas and programmes that they feel can enhance their experience with West College Scotland. We are focussed around mental health and wellbeing for the 2021/22 session.

The student elections for 2021/22 session have taken place and we are delighted to announce Abbie McGrath as Student President. Furthermore, we can confirm that Paul Sefton has been re-elected as Vice President for Greenock and also Scott McInnes has been elected as Vice President in Clydebank. The other Vice President role in Paisley did not receive any nominations and will be readvertised in the coming weeks. We are having a meeting this week to meet the new Student Association and hope to shape our plan for the forthcoming year.

The Student Association are also delighted to support and promote upcoming campaigns. Think Positive remains 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. Below are upcoming campaigns;

May: National Walking Month, World Mental Health Week

July: Talk to Us Month (Samaritans)

Ongoing issues continue to be a concern for the Student Association. Firstly, we were delighted to see an end to the recent lecturer strikes with a resolution being found. We are working with students who have lost valuable time in their studies and are looking to catch up on class time missed. Furthermore, SAAs have announced extra funding is being made available and we seek clarification on who can apply for this and what the criteria is so our students can be supported financially if their course continues past the end of term.

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: Quality Assurance of Qualifications – Progress Update

Background: The College curriculum offers a range of awards from 24 awarding bodies in session 2020-21. Some qualifications have been able to progress well remotely during the session, with on track completion of assessment and certification claims by June 2021. Assessment on other practical based vocational courses has been impacted by COVID restrictions to varying degrees. Course teams have been actively and collaboratively working, internally and nationally, to agree and implement standardised and consistent modifications to assessment, that preserve the integrity of the awards and meet regulatory compliance requirements.

Action: The Committee is invited to review and seek clarification on the contents of the report.

Lead: Cathy MacNab, Assistant Principal Performance and Skills

Status: Open

Summary of latest position:

An outline of our intended internal quality assurance approach and timeline was shared at the previous LTQ meeting in February 2021. A submission of our proposed IQA college process was made, on request, to SQA on 31st March 2021, for awarding body approval.

Our internal quality assurance processes have been strengthened to

1. enhance the role of the course team in modified assessment planning,
2. increase internal verification activity of assessment instruments, and
3. ensure that robust assessment sampling of student materials takes place.

In line with SQA HN and VQ guidance we are holding Internal Quality Assurance (IQA) panel meetings throughout May and June 2021. The purpose of the meetings is to verify that course teams have correctly applied awarding body assessment guidance and that there is integrity, sufficiency, consistency, equity and fairness in the assessment process. A standardised checklist for supporting evidence requirements, guidance notes and a meetings schedule has been issued to selected curriculum areas.

A range of vocational programmes have been varyingly impacted by assessment challenges:

- limited access to College buildings to undertake practical activity and assessment
- inability to secure work placements or work experience
- delayed guidance on nationally acceptable modifications/adjustments to assessment
- industrial action days

Table 1, below, gives a broad indication of scale of some qualifications we offer across the College and where additional internal quality assurance scrutiny is required prior to resulting and claiming certification.

Table 1		
Type of award (4 credits and more, at least 160 hours of learning)	Active numbers(all modes)	Progress update and QA arrangements
National Qualifications (Nat 5s and Highers)	805	<p>Lecturer estimates of grade to be submitted by 23rd June. Extenuating circumstances guidance issued May 2021 on deferring grades for individuals until 3rd September 2021.</p> <p>Increased internal verification activity and samples of completed student assessment to SQA for moderation.</p> <p>Internal Quality Assurance panel monitoring in May /June 2021 – will monitor internal verification processes, trends across qualifications and previous years results.</p> <p>Appeals process will be handled internally. Our current college academic appeals procedure will be supplemented with student guidance on making an appeal against an awarded grade.</p>
SVQ programmes	971	<p>Assessment is governed by regulatory principles and sector skills council requirements. We deliver SCQs accredited by SQA and other awarding bodies such as C&G and IMI. The work-based, practical elements of SVQ programmes have been significantly impacted. Priority on campus was given to students on construction, engineering, hairdressing and beauty therapy courses. Engagement and assessment is picking up and curriculum teams are now reviewing planned completion dates.</p> <p>QA arrangements are regulated via EV moderating activities.</p>
School/College activity	658	<p>Foundation Apprenticeships x 156 students – joint guidance has been issued by SQA/SDS to support completion of the awards and the FA and Schools team are working through this with curriculum areas.</p> <p>Other schools/college activity x 502 students have been impacted by COVID restrictions and is, in many cases, unlikely to complete.</p>

		QA arrangements – IV and IQA panels
SQA Awards – HN and NC Group Awards	3894	<p>HN awards - Graded Units were removed from most awards to reduce the burden of assessment. IQA panels will verify that teams have applied a consistent and fair process in determining grades. Some awards with work placement requirements have been modified and our course teams are actively involved in applying the sector issued guidance to maximise student completion and success rates. Our key priority is HND student successful completion to facilitate post college progression.</p> <p>HNC returners will have the opportunity to make up lost learning and assessment into 2021-22 through individual assessment catch up planning.</p> <p>NC awards – similar picture to HN awards but without the complexity of grading. A high proportion of FE students progress to next level study and lost learning and assessment can be facilitated through future course assessment planning.</p> <p>QA arrangements – External verification visits, moderation samples of student work to SQA, prior verification and internal verification of assessment, IQA panels.</p>
College devised courses and other FE non advanced level awards	6123	<p>Course teams required to identify the minimum core competencies that must be demonstrated through attainment of units leading to the award aims. Thereafter apply and ensure a holistic approach to assessment is sufficient to evidence this.</p> <p>QA arrangements – IQA panels and external verification activity at unit level.</p>

Overall, the indications from course teams, presents an improving picture.

Most students should be able to undertake assessment for course completion.

Further work is ongoing in confirming whole or partial course deferral in terms of credit value, as well as individual assessment planning for students who are unable to complete this session for personal reasons.

[End]

TITLE: Draft Curriculum Strategy

Background: The College curriculum development was initially guided by the College devised Curriculum Principles of Connected, Responsible, Valuable, Inclusive and Developmental. These were used as a framework against which to review the curriculum and to direct change. In the last two years we have adapted to use the Corporate Priorities of Personalised, Collaborative, Agile and Adaptive and Digital within curriculum review. Curriculum priorities are outlined within the Corporate Plan, as well as within the Regional Outcome Agreement and the College business transformation plan, Futureproofing Our College.

The College curriculum portfolio has adapted well since merger, for example, in the harmonisation of awards/qualifications across our campuses, an enhanced employability focus and some more flexibility in curriculum delivery from full-time to short full-time. In line with demand, curriculum areas have grown and contracted over the last few years and courses have been replaced with more relevant provision.

The vision for the curriculum set out in 2016 to inform the Estates Strategy, predicted limited change in the overall proportions of specialist provision but more change in the methods of delivery. Curriculum change was predicted to be incremental, responding to local demand and to improve efficiencies. Further work for the Business Transformation plan focused particularly on efficiencies and curriculum shift from 'out of region' distance learning to more in region provision in key priority curriculum areas and for harder to reach learners.

The conditions imposed upon the College through COVID have driven a step-change in the online delivery of learning, teaching and training, and the student experience and staff expertise that has been acquired now provide a real opportunity for new ways of shaping our curriculum offering across the region.

Expectations on the College to support economic recovery as Scotland emerges from COVID require us to progress changes in our curriculum at a faster pace, to build upon the experience of the last 15 months, and to respond in a strategic and more flexible way.

A draft Curriculum Strategy has been produced to make our curriculum design priorities and the actions required far more explicit in order to enable a shared understanding of the direction for our curriculum change.

This is a strategy focused on the Curriculum Portfolio – the courses and qualifications we offer, the modes of attendance and the way that we plan provision. A further linked Strategy is proposed for Learning and Teaching to focus developments in the way that we teach and assess our courses.

In order to have this strategy in place for the 2021-22 Curriculum Planning and Review process and fit in with Board and Committee meetings, this Strategy is brought to the Committee at a fairly early stage. We are keen to have the Committee input in order to have a final draft developed for the June Board meeting and to be published at the start of 2021-22.

This will be shared with staff, an action plan for 2021-22 developed and progress reported and monitored through the Learning, Teaching and Quality Committee.

Action: The Committee is invited to consider the draft Curriculum Strategy and discuss.

Lead: Stephanie Graham, Vice Principal Educational Leadership

Status: Open.

Draft West College Scotland Curriculum Strategy 2021-26

1. Executive Summary

1. Purpose

- 1.1 A high quality, well designed, engaging and efficiently delivered curriculum will enable the College to achieve its Corporate priorities, be financially sustainable and fully meet the needs of our local communities, stakeholders and employers, thereby contributing to the economic success and wellbeing of the West Region.

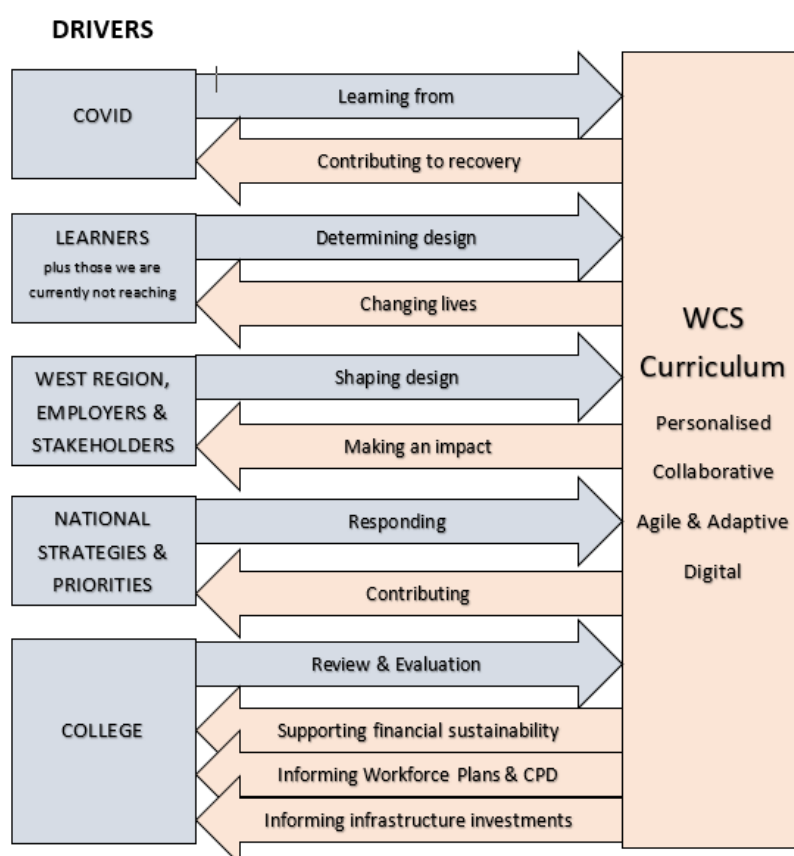
We have high aspirations for our West College Scotland curriculum and aim to provide the very best transformational learning opportunities, which provide the skills to give a competitive advantage for our students when entering or while progressing within the workplace.

- 1.2 The College curriculum is at the very centre of what we do as a College and should drive everything else. This Curriculum Strategy establishes a vision, direction and focus for the design of our College curriculum in the next five years and provides a framework against which the existing curriculum portfolio can be evaluated and further developed. The focus of this Strategy is on shaping the curriculum portfolio across the College and in developing the different types of learning opportunities we offer.

We recognise the need to continually review and adapt to ensure our curriculum responds to a constantly changing external environment. This Strategy will be reviewed on an annual basis with associated annual action plans adapted to respond to the factors which influence our curriculum design. The Strategy forms a key part of our annual Curriculum Planning and Review process and links to other Strategies, including the College [Digital Strategy](#)

2. Key Curriculum Drivers and Curriculum Response

The key drivers for developing our Curriculum Strategy at this time are:



2.1 COVID

The communities within the West Region have been disproportionately impacted by COVID. It is predicted that the economic impacts of COVID will not be equal among all groups in society and that people on low incomes, women, disabled people, people from ethnic minority groups, lone parents, young people and older people are likely to be particularly affected. Our College must play a critical role in providing opportunities for these key groups.

Post COVID, the shape of our curriculum will need to adapt to ensure that the College contributes to economic and social recovery and meets the specific skills needs of our learners and local employers. The impact of COVID on our region, economy and employment opportunities will require an adapted and more flexible curriculum offering.

Whilst COVID has been a dreadful situation, it has also enabled changes in our curriculum delivery and resulted in significant progress in the objectives of our Digital Strategy. We must capitalise on our experience and the progress made during the pandemic to maximise our future use of digital technology to enhance the curriculum design as well as delivery, ensure the inclusion of digital skills which are now vital for learning and employment and deliver a more flexible offering in the future. Our College COVID response has demonstrated our real ability to adapt as a College and the positive opportunities that a more blended offering will provide for our students.

2.2 Needs of Learners and our Communities

Serving an area of high deprivation, disproportionately impacted by COVID, the College has a vital role in providing a highly relevant curriculum which provides valuable, targeted skills development to meet the needs of individuals, wherever they are on their learner journey. In recovering from COVID and continuing to address the serious issues with deprivation, health and social inclusion within our Region, the design of our curriculum and our curriculum priorities, as outlined in this Strategy, should contribute to improving social wellbeing, closing the attainment gap, tackling gender equalities and contributing to policies such as [No One Left Behind](#) and support the action the Scottish Government is already taking to reduce inequalities through [A fairer Scotland for women: gender pay gap action plan](#) and [A fairer Scotland for disabled people: employment action plan](#).

The College Corporate Plan has a priority of 'Personalisation' and adapting our curriculum in line with this priority is a key aspect of this Curriculum Strategy. To meet the individual student needs, we require introductory programmes to build confidence, skills and aspirations, through to courses to upskill those changing or developing their careers and providing vocational pathways through to employment or progression to higher level study. To meet student needs, courses must have explicit aims and pathways identified, ideally offering flexibility in the modes of study, points of entry and timeframes for completion as well as a breadth of progression routes.

To ensure students are best prepared for the next level of study and future employment in an increasingly competitive market, our courses must include appropriate employability and Meta skills development. This must include a focus on developing literacies and digital skills in all courses.

In order to ensure work ready graduates, courses need to be relevant to current employment needs and must include work-integrated learning, either simulated or through placements.

We need to continually review and redesign our curriculum to ensure it remains relevant and fit for the future through analysis of student progression and feedback from leavers, as well as close working with employers and involving students in the design of our courses.

2.3 Economic recovery and Regional skills needs

The College curriculum must be informed by future skills needs and employment opportunities regionally and nationally. The curriculum must respond to information gained through analysis of available labour market intelligence, in particular that provided by SDS, and through close working with our local employers and within local economic development groups. We must ensure a future-facing curriculum and take advantage of emerging opportunities. To this extent, we must harness a culture where we pivot and respond to change in an agile and timely manner.

Predicted post-COVID unemployment must drive immediate changes to our curriculum offering to ensure we have appropriate short upskilling and reskilling provision available to provide opportunities to progress and develop the skills required for any available employment. This response should include the articulation to higher level education at University and graduate apprenticeships as well as a focus on enterprise and entrepreneurial skills to support new small business development.

Our curriculum must respond to support key local industries and local economic strategies. SDS Regional Skills Assessments predict that the main employment growth in the West Region will be in caring, personal service occupations and health professionals. Additional growth to 2023 is predicted in business, public services, science and technology, culture, media, sports and transport. There is a forecasted requirement for 500 people to fill job openings in Childcare activities within education within the Region by 2023. Longer term growth is in the same

employment areas, with the greatest requirement for skilled workers with higher education level qualifications (SCQF7+). Replacement job opportunities are likely to be in wholesale and retail, human health and social work. SDS highlights [in their Climate Emergency Skills Action Plan](#) that 'Green jobs' to support Scotland's aspirations on carbon reduction are an area of opportunity for the region.

COVID has highlighted the importance of digital skills and these skills will be critical for our students for both learning and employment. As highlighted in Scotland's Future Skills Action Plan, [Meta Skills](#) form a critical part of Scotland's future skills mix and require to be explicitly developed and accredited for our students.

The West Region is part of the Glasgow City Region and will contribute to the Economic recovery plan which includes a coordinated regional skills programme across the City Region and the development of a case to the Scottish Government for the creation of a Major Green Recovery Job Development Programme, including an energy efficiency retrofit programme to create meaningful local jobs and cut carbon emissions. Partners in the City Region have committed to support interventions which prioritise key sectors:

- where jobs growth is most likely: such as health and care and the digital economy;
- capitalise upon, and where possible accelerate, inward investment or planned infrastructure: such as financial and business services and advanced manufacturing;
- and re-imagine key sectors where redundancies have been most significant: such as retail, tourism and the creative industries.

Our curriculum must support local Economic strategies and priorities including the [Renfrewshire Economic Strategy-2020-2030](#) with the focus on the development of the Advanced Manufacturing Innovation District (AMIDS) and the [National Manufacturing Institute Scotland \(NMIS\)](#). In addition, the Care developments next to the Clydebank Campus with the £250 million Queens Quay waterside regeneration project, including a Health Centre and Care home and a large scale water source heat pump scheme connected to the district heating network to support green energy, plus a £27 million development of 150 new affordable houses and associated infrastructure.

2.4 National Priorities and Strategies

Our Curriculum Strategy and priorities align with and support [Scotland's Future Skills Action Plan](#) which reaffirms the importance of skills in helping individuals reach their potential.

The four themes in the plan are:

- Increasing system agility and employer responsiveness;
- Enhancing access to upskilling and retraining opportunities;
- Ensuring sustainability across the skill system; and
- Accelerating the implementation of the learner journey review.

Key current national strategies to influence our curriculum development include:

- [Enterprise and Skills Board Strategic Plan](#) including the outputs to embed a culture of lifelong learning at all stages of an individual's career, including a stronger emphasis on work-based learning, to enable Scotland to better respond to the current and future skills needs of industry and learners and ensuring that we have a demand led skills system that is flexible and highly responsive to industry and learner needs.
- [STEM Education and Training Strategy](#) which aims to build Scotland's capacity to deliver excellent STEM learning, and to close equity gaps in participation and attainment in STEM. Aiming to inspire young people and adults to study STEM, and to provide a better

connection between STEM education and training and the needs of the labour market in Scotland.

- [A Digital Strategy for Scotland](#) to ensure that everyone in Scotland has the skills required to fully participate in our digital nation.
- [Scotland's AI Strategy](#) with the aspiration that Scotland will become a leader in the development and use of trustworthy, ethical and inclusive AI (artificial intelligence), building a skilled and diverse workforce.
- The Government's soon to be published **Blue Economy Action Plan** to launch a programme of collaborative projects across the public sector, Scotland's science base, marine industries and the marine environmental sector.

With a curriculum developed in line with the objectives in [A Blueprint for Fairness - Commission on Widening Access](#) and [Developing the Young Workforce \(DYW\)](#)

2.5 Financial efficiencies and value for money

As with all public sector organisations, the College is facing significant financial pressures and our curriculum design and delivery must be responsive to the College financial position. Efficient curriculum delivery and a curriculum designed to meet the needs of students and our local and national economy will be paramount in ensuring we provide excellent value for public money and ensure a financially sustainable college. Generating additional income through our curriculum delivery also will allow the College to invest more in our overall student experience and support key strategic investment.

2.6 College resource investments and opportunities

Our curriculum and its future development must inform our Estates, IT and Workforce development plans. Providing clarity on likely changes in curriculum can be difficult in a constantly changing and uncertain employment landscape, with shifts in demand for courses and funding available. However, good recruitment and performance trend analysis, critical self-evaluation, competitor analysis and labour market data is vital to the development of short and longer term curriculum planning to inform resource priorities and workforce planning to ensure we have the resources and staff with the skills to deliver.

Potential new estates developments will also require a more developed future vision and plan for our curriculum, particularly in Inverclyde and Paisley.

Our Curriculum Strategy should inform and work alongside our Estates, Digital and People Strategies and our Work Force Plan.

3. Our Overall Curriculum Priorities and Aims

3.1 The Curriculum Strategy themes have been developed in line with College's Corporate Plan 2019-2025 which sets the College's strategic direction and priorities. As with the Corporate Plan, the Curriculum Strategy has four key themes and key curriculum aims and main priorities have been developed for each:

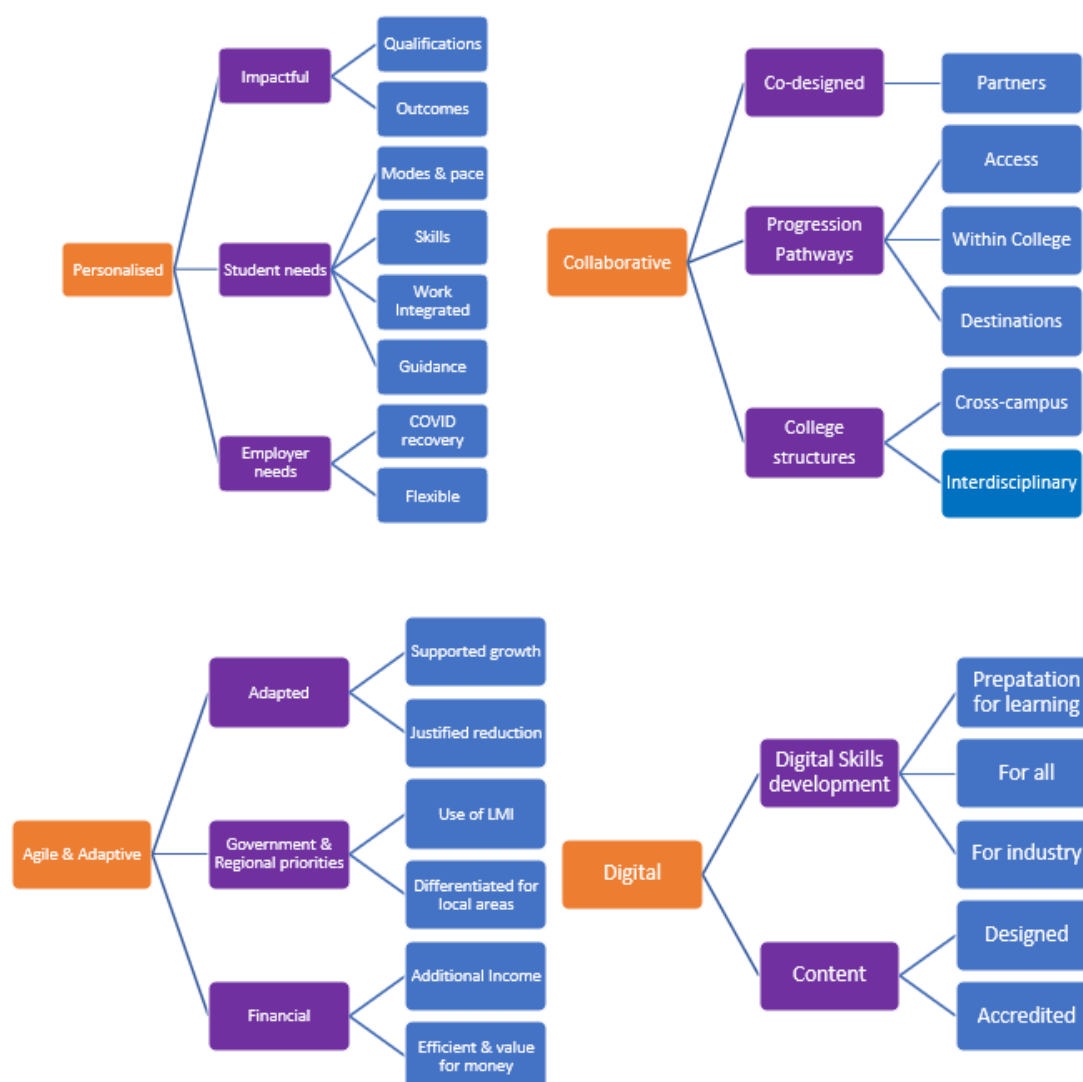
- **Personalised:** An impactful curriculum, specifically designed to meet the breadth of individual student, employer and local needs.
- **Collaborative:** A curriculum co-designed and delivered in collaboration with employers and other relevant stakeholders, with explicit progression pathways and not limited by our College curriculum structures.

- **Agile and adaptive:** A curriculum that can easily flex and is regularly adapted and reimagined to respond to Government and Regional differentiated priorities, meet employers' needs and to the College financial context.
- **Digital:** A curriculum to fully develop all student's digital skills, making the very best of digital pedagogy, through both remote and campus-based learning, teaching and assessment.

Priority College actions have been identified in response to our curriculum drivers and Corporate curriculum priorities. Our Curriculum priorities and aims will be used within our annual Curriculum Planning and Review process (CPR) and individual curriculum areas will be required to map their curriculum against the aims and develop their own actions for improvement in line with the College Curriculum Strategy direction.

Our Strategy actions will be updated on an annual basis to ensure alignment with College, local and national priorities.

4. Our key curriculum priority actions 2021-26 to achieve our aims



Personalised	Aim: An impactful curriculum, specifically designed to meet the breadth of individual student, employer and local needs.
<p>We will do this by:</p> <ul style="list-style-type: none"> • Ensuring all courses have explicit course aims, core skills profile, and meaningful, clear pathways for entry and progression. • ‘Chunking’ courses to provide more flexible and blended delivery models and developing micro-credentials that are recognised by industry and professional bodies. • Reviewing alternative industry qualifications available and broadening the selection of qualifications used for College courses. • Ensuring all courses include work-integrated learning as simulation or placements. • Ensuring accredited Employability and Meta skills are embedded in all courses through undertaking an essential skills audit and implementing improvements where required. • Building guidance into course design to ensure students can make informed choices for progression and have access to additional learning options to meet their personal and career needs. • Building our flexible portfolio of short course provision designed specifically to meet employer needs. 	
<p>Measures of success: Increase in the percentage of part time/flexible courses, new micro-credentials provision; increase in SCQF credit rated courses; increase in alternative qualifications available; outcome of Essential Skills Review; actions taken for courses in IIP, curriculum mapping against SDS information and against Local Authority plans, reduction in student withdrawals.</p>	

Collaborative	Aim: A curriculum co-designed and delivered in collaboration with employers and other relevant stakeholders, with explicit progression pathways and not limited by our College curriculum structures.
<p>We will do this by:</p> <ul style="list-style-type: none"> • Facilitating staff involvement in national curriculum groups to ensure our region is represented and key developments are at the forefront of West College Scotland. • Ensuring every curriculum area involves employers, labour market intelligence and student progression feedback in the design of the curriculum. • Standardising and combining SCQF4 provision across the College to ensure more appropriate generic skills development and a breadth of progression options. • Reviewing and revising School and Community pathways in collaboration with Local Authorities to ensure there is a strategic offering to meet local skills needs and co-creating curriculum. • Facilitating cross-Sector and interdisciplinary curriculum developments within the College to respond to emerging employment opportunities, encourage innovation and improve efficiencies. 	
<p>Success: Revised SCQF4 portfolio; clear pathways for students from learning to employment, increase positive destinations; amount of cross-campus courses and units within the course Portfolio;</p>	

Agile and Adaptive	Aim: A curriculum that can easily flex and is regularly adapted and reimagined to respond to Government and Regional differentiated priorities, meet employers' needs and to the College financial context.
<p>We will do this by:</p> <ul style="list-style-type: none"> • Being forward looking, identifying and supporting and investing in strategic growth areas of the curriculum in line with current and emerging regional and national skills needs. • Growing our work-based learning and Apprenticeship delivery. • Using trend data and ILM effectively to inform timely changes to the curriculum and remove or revise curriculum failing meet student and industry needs. • Adapting our curriculum to respond to demand and varying our delivery within the region to meet the specific needs of our individual local authority areas. • Delivering cross-campus and combined elements of the curriculum to improve student choice and options for students to study more in their local campus, whilst reducing duplication of staff effort and improve efficiencies. • Increasing additional income generating courses and ensuring value for money and maximum impact for our delivery costs. 	
<p>Success: Creation of focus groups with key external stakeholders to inform curriculum revision, evidence of course wind-down, withdrawal and replacement, increased cross-campus harmonisation and digital delivery to and evidence of efficiency gains</p>	
Digital	Aim: A curriculum to fully develop all students' digital skills and meet industry needs.
<p>We will do this by:</p> <ul style="list-style-type: none"> • Providing appropriate level learning opportunities to ensure all students have the digital skills required for online learning and entry to their courses. • Ensuring the development of generic and industry related digital skills are included and ideally accredited in every course. • Including specific curriculum to meet the digital employment and digital industry needs. • Further developing our online learning courses and online learning elements included within course design, with a sound pedagogical rationale underpinning the design of what may be on campus or online. • Designing curriculum assessment to utilise digital technology as a default position, with a rationale required for alternatives based on an inclusivity and accessibility for individuals. 	
<p>Success: student success rates and feedback, improved outcomes for key groups, evidence that increasing proportions of established provision are delivered digitally and supported by digital innovation; increased enrolment in Computing and Digital courses;</p>	

ELT update

The following summary ELT update is provided for information.

1. Credits & student activity

We are currently predicting that we will achieve the 2020-21 credit target including the in-year additional allocation of 2,761 credits for Skills Boost programmes, although there is still a small gap to fill overall and to ensure Skills Boost enrolments are in line with the funding criteria. Credit delivery has been challenging due to the lockdown and restricted numbers allowed on campus since January and we have had to rely on online learning to make up the credits.

Our indicative funding for 2021-22 has been received. Our core and ESF credit target is 158,583 which is just a 110 reduction on this session. We have an additional 2,888 for FAs (with the move from SDS funding to SFC) and a one off 2,932 credits for deferral activity from 2020-21. Work is still ongoing to calculate the full deferral requirements and recruit to FAs.

With less than a week to complete, we were asked to submit proposals for YPG and NTT for next session. Whereas this year we were allocated set credits to deliver Skills Boost programmes, this time we submitted proposals and delivery costs. Our submission focused on Skills Boost mainly for Care & Early Years, STEM, Digital, Employability Skills and Leadership and Management. Our bid totalled £970k for 1,500 places on short programmes. No timeline was provided as to when we may have any confirmation.

2. Applications 2021-22

Applications opened on 12th January for full time 2021-22 courses with interviews online. Our overall applications are 44% above the same time last year with HE 51% above and FE 40%. The increase is across all subject areas and campuses, although more marked increase in applications for HE Care and in Construction and Engineering. There have been challenges progressing the increased volume of applications into offers of places, in part due to the industrial action. Progress is now being made on the backlog and once student results are confirmed, conditional offers will be converted to unconditional.

3. Preparation for College

The College has developed an online unit Developing the Confidence to Learn Online as this has been seen as critical for all students to complete in advance of their studies next session. While we would be hopeful that most activities can be back on campus, all courses will still have an element of online learning. A Preparation for College programme including this unit, is being provided for all students sent an offer of a place for a 2021-22 full time, and some part time, courses. Some of this provision qualifies as Skills Boost credits in that it prepares learners for their next steps.

4. COVID and Industrial Action

Student learning has been significantly impacted by COVID restrictions of numbers allowed on campus and more recently the five days of industrial action by EIS. Plans are being implemented in curriculum areas to catch up specific learning missed and enable as many students to complete as possible this session. This will include staff working paid voluntary additional hours in the evenings, weekends and summer.

5. Student Services, Schools and Community

Special Interest Groups

During this academic staff training has been undertaken to enable support for other Special Interest Groups to be in place with a 'Named Contact' within the Student Advisory Services team. This role is to support applicants and students who identify themselves as from as: Veterans, or having unpaid caring responsibilities, or have become estranged from their family network. This support is in its infancy and is utilising existing resource. The college has committed to a number of initiatives to support students and improve the life chances of students from these special interest groups. Later this year, the college aims to achieve the Carers Federation Carers and the Trust Going Further Award and is actively exploring requirements of the Armed Forces Covenant.

College School Partnership

Recruitment for the 2020/21 programme reduced by 21% from the previous year. In part this was due to provision being cancelled by the schools or pupils opting not to attend college. Withdrawal rates have nearly doubled to that of previous years to 25%, related to poor attendance, not wishing to study a course online, parents or school wishing individuals to concentrate on "school" work, travel issues and pupils making alternative subject choices

Gender balance for 2020/21: Female (664 – 54%)/Male (562 – 46%)

6 new courses offered on the school college programme

- Practical Science Including Forensics (CB)
- NPA Creative Beauty Skills (CB)
- HNC Business Infill (P)
- NPA Music (P)
- FA in Accountancy
- FA in Digital Manufacturing

Foundation Apprenticeships saw an 11% increase in enrolments in 2020/21

Courses for 2021/22

- Senior phase curriculum has been agreed for Aug 2021
- Options and choices process has been completed
- Final planning meetings with LAs/schools taking place
- 1334 applications received, 10% lower than 2020/21

Community provision general

Community learning courses have been severely affected by the COVID-19 pandemic with an overall reduction of 50%. With many community centres being closed and the digital poverty gap, barriers to learning have never been greater. The College has worked hard with our partner organisations to ensure where possible support and delivery was achieved, we have seen the following highlights during 2020/21:

- 421 students enrolled on outreach programmes
- 46 classes delivered with the majority delivered remotely

As with all different formats of delivery there has been positive and negative feedback, the teams will take forward all aspects of feedback in the delivery of the courses moving forward.

Learning beyond Lockdown' (LBL) project

The content has been developed to suit the needs for each parent with extension and support material made available through the college VLE. The classes are informal. The main aims of this part of the project are to:

- Increase parental confidence to support their child's learning journey.
- Further address learning loss through a better understanding of blended and online learning.
- Improve educational attainment and long-term education and work opportunities for parent and child.

LBL started week beginning 3/5/21 (late start due to strike action). 16 people have enrolled on the course so far currently all from West Dunbartonshire, awaiting update from Inverclyde.

Engineering

In addition to the success with the new MA work for Diodes reported at the last meeting, the College has been selected as the sole provider of training for Babcock Marine for all of their Engineering MA delivery including workplace assessment. Babcock are looking for us to pick up the contract from 1st August, and there will be in excess of 40 MAs requiring to be assessed.

The College has been involved in recent activities to promote apprenticeships, including with Equate Scotland to promote opportunities for females in Engineering.

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

Lead: Stephanie Graham, Vice Principal Educational Leadership

Status: Open

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

Background: As reported at the November meeting, a review of tertiary education is currently being undertaken by the Scottish Funding Council (SFC) at the request of Government Ministers.

The initial Review objectives were:

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

Following the Phase 1 report '**Insights to develop further**' published in October, a Progress Update Phase 2 report was published in March. The final report is scheduled for summer 2021.

Summary The Update Report states that engagement with partners and stakeholders has been significantly affected by the external environment and responding to the current crisis.

The report covers:

The Emergency Years – detailing the additional funding and arrangements made to support Colleges and Universities.

Ongoing Policy Development – stressing that the focus should be on collaboration to enable the best response to economic recovery.

In addition

- **FAs - progressing the move from SDS to SFC**
- **Employer Engagement** – an engagement framework will be being developed
- **Digital** – undertaking a stakeholder consultation with JISC
- **Fair access & transitions**
- **Student Voice** – a Student Engagement Advisory Group has been set up

The Development of future Frameworks

- with a focus on increased collaboration between Universities and College and also considering the Senior Phase activity funded by SFC
- seeking to achieve a simpler and more transparent funding model across colleges and universities while ensuring institutional sustainability. States that their position will evolve as the Review progresses and they take forward detailed

engagement with colleges and universities. SFC have identified initial policy drivers that we hope will help stimulate that engagement:

- The need to recognise the distinctive roles of colleges and universities and the differentiation needed in the system, while (i) incentivising closer collaboration that will benefit learners; and(ii) securing equitable approaches to funding.
- Learning the lessons from the COVID-19 experience – of blended and digital advances, and the need many people will have to engage in reskilling to find future opportunities.
- Ensuring provision can adjust to student demand, and local, regional and national economic needs
- Development of an Outcome and Impact Framework

Conclusions and Next Steps are set out at the end of the attached report

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

Lead: Stephanie Graham, Vice Principal Educational Leadership

Status: Open.



Scottish Funding Council
Comhairle Maoineachaidh na h-Alba

Review of Coherent Provision and Sustainability

Progress Update - March 2021

SFC Publication

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Introduction

1. In June 2020, Scottish Ministers commissioned the Scottish Funding Council (SFC) to review how best we can fulfil our mission of securing coherent provision by post-16 education bodies, and the undertaking of research and innovation, in these changing times.
2. Our Phase 1 Review Report, published in October 2020, distilled over 100 responses to an initial call for evidence, and was informed by round-table discussions, advisory groups and relevant sector-specific and economic recovery reports. We reflected back a clear expression of immense pride in our world-leading education and research, an appetite for debate about the future, an ambition for change, and the need to take a whole-system view of change, working across the education and skills system. That said, we remain clear that:
 - We are working at **two speeds**: responding to the pandemic and the consequences of restrictions, alongside considering future change.
 - Colleges and universities continue to make **rapid adjustments** to deal with this emergency. More profound changes that may affect students, curriculum delivery, financial and business models, or physical estates in different states of adaptability will need **longer term transition and adaptation**.
 - We will get the best outcomes if we **collaborate for change** iteratively, to shape the conversation and bring forward and explore options for the future.
3. This update captures the work undertaken in the last four months to respond to the consequences of the pandemic in these emergency years, and, to keep policy development momentum in play. It outlines our internal and consultative work against each priority theme so we can develop our engagement into Phase 3.

Priorities for Phase 2

4. In our Phase 1 report we identified the following priorities for Phase 2:
 - A continued focused response to the COVID-19 pandemic, particularly in the areas of health and safety; supporting students to succeed; economic and social recovery; and financial sustainability.
 - Making sure student views are threaded through our considerations.
 - Assessing the feasibility and prioritisation of options outlined under theme three in moving towards an integrated, connected tertiary and skills ecosystem for learners and employers.
 - Development, with Skills Development Scotland (SDS) and stakeholders, of skills alignment, and the funding, planning and delivery of Foundation Apprenticeships (FAs) and Graduate Apprenticeships (GAs).

- Engagement with employers and industry to ensure their views and expertise help inform and improve student outcomes.
- Engagement with multi-college regions on next steps.
- Working with UK partners to protect and enable investment in research and innovation and ensure its outcomes are aligned to future requirements such as health, societal changes and the economy.
- Exploring how we can collectively enhance and support digital and blended learning options.
- Developing further SFC's Outcome and Impact Framework, funding methodologies, quality assurance arrangements, targets and measures, and a Transformation Fund.

Dealing with an evolving situation

5. We are still aiming to provide a final report and recommendations in summer 2021. Phase 2, and our engagement with partners and stakeholders, has been significantly affected by the external environment and the need to respond to the current crisis:
 - By the end of 2020 and as we entered 2021, Scotland was once again in lockdown, with renewed restrictions impacting us all.
 - We, along with the Scottish Government, partners, stakeholders and institutions, focused on responding to the immediate priorities of supporting students, researchers and staff; ensuring learners could complete qualifications; securing employer-led, work-based skills requirements; and bringing stability at a time of great uncertainty.
 - The Scottish Government has announced its 2021-22 budget and additional funding for tertiary education and research. SFC has, therefore, had a welcome, if unusually complex, budget settlement and new funding streams to administer within compressed deadlines. We were also asked by Scottish Government Ministers to reprioritise our analytical work to assess the support needed for students with practical and placement requirements so that they could complete their qualifications or progress to further study or employment.
 - Many stakeholders told us they had limited capacity to engage in helping to shape longer term strategic options for change, but were equally concerned about missing an opportunity to work with us.
6. We recognise the tension between the appetite to shape options for change and reduced capacity to engage.
7. As our work has progressed we have grouped priorities under three broad headings:
 - **Emergency Years:** Areas of our work where our priority has been on the urgent requirements linked to surviving and thriving during this pandemic.

- **Ongoing Policy Development:** Those areas of policy development and improvement identified in Phase 1 and already in train. For example: skills alignment work through the Enterprise and Skills Strategic Board (ESSB); working with Regional Strategic Bodies (RSBs) and multi-college regions; and improving our approach to assessing financial sustainability.
- **Developing Future Frameworks:** These are the significant high impact reforms that we think will bring long-term change to the sectors, including long-term sustainability for teaching, research and innovation. For example: a connected tertiary education and skills system supported by a more coherent funding model; the development of research and innovation; and a new and comprehensive SFC accountability framework.

EMERGENCY YEARS - A continued response to the COVID-19 pandemic

Supporting students and sustaining research in 2020-21

8. We received an additional non-recurring £60 million of Scottish Government funding for the Financial Year (FY) 2020-21. Our priority is to distribute this funding to support students, sustain research, protect jobs, and mitigate the effects of the pandemic on institutional sustainability. This extra funding works alongside an additional £30 million package of support specifically to address student hardship and to compensate institutions for income lost in providing rent rebates. We have also provided additional funding for Students' Associations to amplify students' voices and representation.
9. Below is a more detailed breakdown of additional funding for academic year (AY) 2020-21 since we published our Phase 1 Review Report in October and includes the additional £60 million referred to above:
 - £0.7 million for college and university students' associations and unions.
 - £17 million of additional student support discretionary funding, allocated by Student Awards Agency Scotland (SAAS), for HE students at universities and colleges.
 - £3 million of additional student support discretionary funding allocated by SFC for FE students alongside meeting college requests for additional funding in AY 2020-21 (£1.6 million) as part of our annual student support redistribution exercise, and repurposing £5 million unspent funds to enable additional discretionary funding to be available to colleges for COVID-19 related student support (with a focus on supporting digital poverty).
 - £20 million capital funding for universities to support research and knowledge exchange; and to support early career researchers.
 - £35 million for universities to maintain research activity, protect jobs and help students, recognising the impact the pandemic has had on reduced income, additional costs and a general strain on sustainability.
 - £15 million for colleges to support students to complete qualifications or progress to further study or employment, to support sustainability and protect jobs, and to maximise skills alignment and provision.
 - £10 million to support institutions manage income losses as a result of student accommodation refunds and rebates.

Sustainability and stability for students, researchers and institutions in 2021-22

10. The Scottish Government has published a budget for FY 2021-22 and has committed further COVID-19 consequentialities to support colleges and universities. In total, this represents an increase of £69.1 million (10.8%) for colleges and an increase of £52 million (7.0%) for universities. There is also a £4.5 million (1.3%) increase in

university capital funding, of which £4.4 million is for research. While it should be noted that a significant proportion of this funding constitutes one-off programme funding, this budget settlement recognises the importance of education and skills to our economic and social recovery and it should provide a more stable environment in which to consider future change and reform.

11. We are aiming to provide indicative budget allocations by 25 March, to enable institutions to plan efficiently for the coming AY. The policy objectives we hope to achieve through these funding allocations include:
 - To provide additional funded places for Scottish students to support productive learning opportunities at a time of significant economic and social turmoil, and to sustain a pipeline of skilled people for our recovery, while contributing to the upskilling of the existing workforce. While there is an inevitably uneven distribution of additional places, we will ensure all universities have at least a 4% increase in funded places.
 - To enable students to complete qualifications and minimise deferrals, particularly college students with practical and placement requirements. We will support college students through a combination of one-off funds, bringing forward allocations, increased credit targets and flexibility in credit guidance.
 - To recognise the sustainability challenges facing institutions through a general uplift in core teaching funding (2.5% for colleges and 2% for universities).
 - To protect and promote FAs and GAs and, for the first time, deliver these programmes through SFC funding lines, working closely with SDS.
 - To secure wider socio-economic impacts through (i) specific widening access funding and objectives; (ii) our support for small specialist institutions; and (iii) our programmes for minority cohorts of students with particular needs.
 - To protect the university research base through specific funding and, indirectly, through the increase in teaching grants, given the level of cross-subsidisation within the higher education system.
12. The opportunity for longer-term reforms to our funding distribution methodology was raised in our Phase 1 Review Report. As a first step within these reforms, we intend to remove the complex validation process included in our funding model when distributing funds for AY 2021-22. This has been discussed with the sectors over a number of years and it will help move towards a simpler, more transparent and fairer approach to funding distribution. You can read more about the validation process in our Phase 1 Review Report.

Supporting economic recovery

13. The role of colleges and universities in supporting Scotland's economic recovery was recognised by the Advisory Group on Economic Recovery, which noted: "the central importance of the role of education in the reconstruction of the economy is unarguable".

14. During Phase 2, we worked closely with Scottish Government and the sectors to ensure colleges and universities were recognised as key delivery agents for supporting economic recovery, through initiatives such as the Young Person's Guarantee (YPG) and the National Transition Training Fund (NTTF). We also engaged with SAAS to ensure student support systems could support students taking up YPG and NTTF opportunities.
15. Together with SAAS, we are distributing almost £10 million of YPG funding to enable colleges to offer new, innovative courses to around 5,000 students in engineering, computing, digital, education and care. These courses will be linked to employers and developed with industry partners to ensure they deliver the skills that each sector requires.
16. Through the NTTF, we are distributing £6.4 million to provide around 5,000 upskilling and reskilling places to individuals who have lost their jobs or are at risk of redundancy in the sectors key to economic recovery. This funding is being distributed through colleges and universities but we also worked with partners such as Innovation Centres, the Energy Skills Partnership (ESP) and the National Manufacturing Institute for Scotland (NMIS) to develop industry based proposals that will meet future skills needs.

ONGOING POLICY DEVELOPMENT - Delivering for Scotland: students, skills and employers

17. In Phase 1, we recognised that collaborative planning across institutions, employers, skills agencies and regional bodies is key, not only to developing the learner journey, but to economic recovery in Scotland. Central to this is the need for education and skills stakeholders to work together and align their resources to overcome challenges presented by the pandemic and to develop strategic interventions to secure a coherent tertiary education and skills system for learners and employers.
18. In Phase 2, SFC focused on policy development in a range of areas including: funding, planning and delivery of FAs and GAs, the digital learning experience, regional development, and access and inequalities. In Phase 3 and beyond, we will develop and continually evolve policy in these areas while also expanding our engagement with stakeholders more widely to shape our thinking and plans for further activity.

Skills alignment

19. Ensuring the provision offered by colleges and universities meets the range of learner needs, and continues to be responsive, is crucial to ensuring that Scotland's people, businesses and employers are equipped with the right skills to prosper. The significance of our work in this area has been brought into sharp focus in light of the ongoing response to COVID-19. While many of the economic impacts are still to be realised, a feature of the unprecedented economic shock has been the differential impact of the pandemic on different sectors. As a consequence, we can anticipate emerging regional skills disparities and demands. Understanding local and regional economic needs - and ensuring these are being analysed and factored into responses within and across colleges and universities - has therefore never been more important.
20. We know that increased collaboration will enable colleges and universities to respond with maximum flexibility, to provide high quality learning and skills opportunities, and to further stimulate the investment in skills by both individuals and employers.
21. Between September and November 2020, SDS and SFC jointly led a series of regional workshops across Scotland to support regional economic recovery. The workshops provided a valuable opportunity for partners, including universities and colleges, to combine their expertise, institutional and regional knowledge and labour market intelligence to address the requirements for regional economic recovery.
22. We acknowledge that a great deal of collaboration exists in most regions, however, more collaborative planning will maximise the impact for learners, communities and employers. Central to the development of our accountability framework will be an enhanced approach to supporting institutional collaborations, encouraging the development of long-term relationships with industry, and a focus on learning with impact - ensuring students are equipped to flourish in employment.

Foundation and Graduate Apprenticeships

23. In line with our commitment to work-based learning as part of the wider curriculum offer, we have worked closely with SDS to embed both FAs and GAs within the core further and higher education curriculum offer from AY 2021-22, representing a change from the commissioning model operated by SDS. The commitment by SFC to embed FAs and GAs in core funding will safeguard the qualifications following the cessation of European Structural Funds and will bring greater cohesion to regional curriculum delivery, protect student choice and address regional economic and employer needs.
24. Significant work has taken place since Phase 1. Engagement with stakeholders, delivery partners and institutions has been fundamental to understanding the implications of embedding FAs and GAs within institutions' core curriculum, as well as to achieving the right outcome for students, employers and institutions. In addition to meeting with sector bodies and strategic partners, such as the Scottish Apprenticeship Advisory Board (SAAB), Universities Scotland and Colleges Scotland, we met with all colleges and RSBs, universities, local authorities and Independent Learning Providers.
25. As we move into Phase 3, we will provide further advice on the delivery model and develop performance and accountability processes. We will also continue to work with SDS and other partners to further develop and promote the relevance and value of Scotland's apprenticeship offer.

Employer engagement

26. During Phase 2, we carried out informal testing of the findings from Phase 1, through existing relationships with the main SAAB, its Employer Engagement Group, the Chairs of the Developing the Young Workforce (DYW) Groups, and the Scottish Chambers of Commerce. More broadly, we undertook a mapping exercise to better understand our employer relationships and to identify gaps. We will use the findings to develop an engagement framework that will enable us to strengthen and formalise our relationships with employers and facilitate better engagement between them and our colleges and universities at a more strategic level. We will also bring the student voice into these discussions given student interest in work based learning.

Engagement with multi-college regions

27. SFC, working closely with Scottish Government, has made tailored recommendations to RSBs of multi-college regions in an attempt to address existing concerns around issues such as governance and accountability structures, contested costs and funding authority, and unclear outcomes for students. These recommendations emphasise that RSBs should continue to keep the needs of students, employer partners and the regional economy at the forefront of thinking around reform.
28. In Phase 3, we will work closely with RSBs to support them to make the necessary reforms. We recognise that the scale of change required to deliver greater value, regional effectiveness and satisfaction for all stakeholders will require a long-term approach, and in some cases, legislative change.

Investing in digital

29. SFC recognises the importance of online and blended learning and teaching delivery as a core part of institutional strategies, and we are committed to continuing to support this digital revolution through our funding. We have reviewed our investments to date, which have been directed towards alleviating digital poverty, and looking ahead, we are considering the role of digital technologies as a means of enhancing the learning, teaching and student experience. Online learning presents an opportunity to be innovative, agile and environmentally friendly.
30. We have started to shape a stakeholder consultation to be co-led with JISC and informed by the following themes:
- **Resource:** exploring the support necessary to ensure a high quality learning experience for learners that is co-designed specifically for digital delivery.
 - **Infrastructure and estates:** the digital technology ecosystem and physical requirements of the sectors.
 - **Skills and training:** being ambitious about and supporting digital literacy and skills for students and staff.
 - **Efficiencies:** digital as a driver for change to the time and cost of delivering post-16 education.
 - **Assurance:** to ensure quality and consistency of the online learning experience.
31. Supporting a digital revolution requires a collaborative and holistic approach - we are keen to listen to and learn from students, institutions and stakeholders, and from recent work conducted in the sector. The consultation approach through JISC will also allow us to explore how to fully exploit the potential of digital technologies to enhance the student experience and work as drivers of change in the climate agenda and as contributors to Scotland's journey to net zero.

Fair access and transitions

32. The pandemic has highlighted and further entrenched existing inequalities. We considered our approach to access and inclusion through the emergency and recovery years, and the importance of delivering a system for students that is open, fair and accessible. As part of the emergency years' Outcome Agreement Framework for institutions, we required colleges and universities to set measurable, evidence-based equality outcomes. Our priorities continue to be:
- A whole system approach that widens access, impacts positively on student mental health and wellbeing, and is underpinned by equality considerations.
 - A focus on current and potential students who are impacted by poverty and financial hardship.

- A focus on current and future Senior Phase pupils impacted by COVID-19 to ensure fair access to pathways for progressing their educational ambitions.
33. In addition, SFC and the Equality and Human Rights Commission (EHRC) have established a working group to discuss and tackle persistent inequalities in Scotland's colleges and universities. Membership of this group includes representatives from colleges, universities, the National Equality Forum, NUS and Scottish Government. The group is taking an intersectional approach and ensuring wider inclusion issues, such as socio-economic disadvantage, care experience and caring responsibilities, are considered. In addition, we have undertaken significant work on anti-racism, making practical resources available for all to use, and setting up further work strands in curriculum development.

Student voice

34. We are committed to making sure student views are threaded through our considerations.
35. We set up a Student Engagement Advisory Group (SEAG) which began meeting in November. It has covered discussion topics that have informed other areas of our Phase 2 considerations, especially around digital learning. SEAG also facilitated further engagement with the National Education Officers Network and NUS Scotland Student Presidents and Vice Presidents, and with the CEOs of Student Associations. Working with sparqs (Student Partnerships in Quality Scotland), two publications were issued to help facilitate student engagement: a briefing note to students on the Review, with information about how to get involved through their institution, and a guide for institutions on how they could support student engagement in the review.
36. As we move into Phase 3, we will continue to ensure that students feed into future engagement activities as equal partners.

DEVELOPING FUTURE FRAMEWORKS

A coherent, connected tertiary and skills ecosystem

37. The Scottish further and higher education sector is diverse and heterogeneous. This reflects not only the development of the sector over many decades, but also its significance at local, national and global levels. Its diversity continues to provide an important context for considerations of differentiation and integration within the sector, and how best to recognise the specific contributions of colleges and universities, and individual missions within this ecosystem.
38. Many stakeholders want colleges and universities to work even more collaboratively than at present, for example, on access, learner pathways, efficiencies, regional skills and education planning, coherent provision and economic recovery.
39. The progress and success of regionalisation and place-based, collaborative developments were viewed as critical building blocks in the development of a future tertiary system. In Phase 2 we focused on understanding the drivers, hallmarks and shared ambition at the heart of successful regional collaborations.
40. In addition to improvements that could be made in the way that colleges and universities work collaboratively, we have also been considering the Senior Phase activity that is supported by SFC.
41. We understand that the Organisation for Economic Co-operation and Development (OECD) Independent Review of the Curriculum for Excellence will be published in summer 2021 and this will be important for SFC given the scale of Senior Phase provision we support.
42. Our work is developing under five broad themes that should support future engagement on the improvements we can make together to achieve a more coherent, connected tertiary education and skills system:
 - **Support, advice and guidance:** ensuring all pathways and articulation routes are communicated and understood through careers advice, information and guidance.
 - **Reducing duplication:** supporting recognition of prior learning to remove barriers and improve participation.
 - **Data and performance:** improving data sharing to increase understanding of performance and support learners' progress and better understand student and employer demand for pathways.
 - **Quality:** exploring how our ambitions for quality assurance and enhancement can support both improvements to the student experience and the development of a more coherent tertiary system.
 - **Funding:** how future funding arrangements can enable increased access, improved learner pathways and achieve greater efficiencies.

43. As part of our considerations around a more coherent system, initial scoping work also began on how we might develop a new funding model. We value differentiation and variety in the sector. Our key question remains how we achieve coherent provision within this differentiated model, and how to ensure the system works to best effect for learners, businesses, and Scottish interests. We are seeking to achieve a simpler and more transparent model across colleges and universities while ensuring institutional sustainability.
44. Our position will evolve as the Review progresses and we take forward detailed engagement with colleges and universities. We have identified initial policy drivers that we hope will help stimulate that engagement:
- The need to recognise the distinctive roles of colleges and universities and the differentiation needed in the system, while (i) incentivising closer collaboration that will benefit learners; and(ii) securing equitable approaches to funding.
 - Learning the lessons from the COVID-19 experience – of blended and digital advances, and the need many people will have to engage in reskilling to find future opportunities.
 - Ensuring provision can adjust to student demand, and local, regional and national economic needs.

Research and Innovation

45. Throughout Phase 2, we engaged widely on research and innovation, including with UKRI, and we continued to explore our longer-term strategic direction, particularly in relation to research funding, excellence and sustainability. Our activities have laid the foundations for further stakeholder engagement as part of Phase 3. In addition, as we move into Phase 3, we anticipate remaining close to research policy developments around ‘places’ and ‘missions’ based approaches, as well as exploring ways of enhancing Scotland’s research culture and supporting the researchers within the system.
46. Innovation secures wide-reaching economic, social and cultural value for Scotland. As part of our Phase 2 activities, we continued to review our knowledge exchange support, delivered via the University Innovation Fund (UIF), and we considered how to evolve our Innovation Centre programme. We are also exploring how to drive closer integration between academic innovation and commercialisation, as well as capitalising on the contribution of our college sector more effectively.
47. We recognise the role entrepreneurship will play in our future economy, especially where a shift towards a net-zero carbon society drives new jobs, business opportunities and export potential. Learning from the Logan report, and other inputs, our Phase 3 work will review the potential for SFC to engage further in entrepreneurial support for colleges and universities, aligned with our overall innovation mission.

48. We remain close to innovation policy developments in liaison with UKRI, Innovate UK and the Department for Business, Energy and Industrial Strategy (BEIS) at the UK level, and with Scottish Enterprise, Highlands and Islands Enterprise and South of Scotland Enterprise in Scotland.

Developing further SFC's accountability framework

49. Phase 1 highlighted a number of prompts for SFC to consider its overall operating framework including our approach to championing, challenging and supporting colleges and universities. Considering a new approach informed by Phase 1 and our role as the national strategic organisation for further and higher education we have:
- Considered a range of ways in which the accountability framework could be strengthened and improved.
 - Explored other regulatory approaches within the rest of the UK and internationally.
 - Considered the strengths of Scotland's quality framework and the features of the different UK nations' quality frameworks.
 - Initiated conversations informally with institutions through Outcome Agreement (OA) engagement.
 - Implemented interim OA arrangements flowing from Phase 1.
 - Begun to reflect on learning from AY 2019-20 Self Evaluations and the interim OA AY 2020-21 process.
50. We have considered how an Outcome and Impact Framework might develop and integrate into a wider approach to accountability that is:
- **Forward-looking:** Thinking about our role within the system over medium-long timescales, 10-15 years and beyond. An agile, anticipatory, forward-looking approach is likely to become increasingly important.
 - **Outcome focused:** Introducing an Outcome and Impact Framework that supports the delivery of National Outcomes would provide a clear focus on key outcomes and set more transparent expectations for all stakeholders and for all institutions. As our organisational focus shifts more consistently towards outcomes, so too should our corporate systems. Our operating model and the broader accountability framework must support and enable this approach.
 - **Comprehensive:** Considering holistically the investments made by SFC across our portfolio of teaching, research, innovation, capital and strategic support.
 - **Evidence and data-led:** Data and evidence are vital if we are to achieve greater impact and influence. Strong data and evidence can also increase public confidence in the sectors, including in relation to quality.

- **Strategic:** We will want to recalibrate our use of non-core funds to fund investments in the sector: collaborations; 'invest to save'; and strategic research areas.
- **Collaborative:** Working with our partner agencies, particularly around skills planning, regional collaboration, with UK counterparts and to enhance collective funding decisions, and to clarify lines of responsibility.

Conclusion and next steps

51. During Phase 2 we have developed our thinking across the themes outlined in the Phase 1 Review Report, focusing particularly on addressing the immediate challenges presented by COVID-19 and expanding on feedback from our call for evidence. Despite the challenges presented by COVID-19, there continues to be a significant appetite for debate about the future and an ambition for change. We are keen to maintain momentum and capitalise on this shared ambition for the future.
52. As we move into Phase 3 key areas for development will include:

Emergency Years

In the emergency years, we will continue to:

- Work closely with Scottish Government, universities, colleges and partners in responding to COVID-19 related challenges - working flexibly and at pace to stabilise and protect the quality of the student experience.
- Monitor the financial health of institutions and distribute the recently allocated additional funding.
- Deliver and support FAs and GAs, the NTTF and the YPG.

Ongoing Policy Development

In Phase 3 and beyond, as part of our commitment to developing and continuously evolving policy, we will continue to:

- Champion universities and colleges as regional, national and global assets, with important roles in realising economic recovery.
- Work closely with partners and stakeholders to drive greater skills alignment.
- Set out a new ambition for digital, including how it supports excellence in learning, teaching and the student experience.
- Engage in policy development around the Senior Phase.
- Work closely with RSBs and the Scottish Government on the recommendations arising from our Phase 1 report.
- Further define our role in responding to the climate crisis and consider how our investments, and our influence in the system, can be best brought to bear to achieve Scotland's net zero target for 2045.
- Enable and drive Scotland's approach to access into and through the tertiary ecosystem, monitoring the impact of our investment.

Developing Future Frameworks

By the end of phase three we will:

- Explore how we best continue to keep students at the heart of our developments, frameworks and funding models.
- Further develop our thinking around SFC's accountability framework including how we drive performance, quality and impact, and demonstrate greater alignment with national priority outcomes.
- Continue to evolve our role in supporting the financial sustainability of both sectors and in identifying opportunities for this to be delivered through increased efficiency, coherence and collaboration.
- Consider how we make the most of the sector's global connections, to drive increased internationalisation, global collaboration and inward investment for the benefit of Scotland.
- Further develop our approach to a new funding model, and explore and consult on the challenges and opportunities of a more coherent and connected tertiary system.
- Continue exploring our longer-term strategic direction for research and innovation, particularly in relation to research funding, excellence and sustainability and support for entrepreneurship.

53. We are grateful to those who have helped shape this phase of reflection and activity.
54. As we move into Phase 3, while mindful of the possibility of further disruption due to COVID-19, we are hopeful that as restrictions ease, stakeholders will have increasing capacity to engage. We remain committed to collaborating in an inclusive and iterative way that shapes the conversation collectively and translates the ambition for change into more comprehensive recommendations.
55. Phase 3 will see more detailed consideration of some of the key themes. We will explore a number of different channels and approaches to engagement, including workshops and facilitated roundtable discussions, to ensure that we hear from as wide a range of stakeholders as possible and to allow for deeper consideration of ideas and options for change. Central to all that we do will be a commitment to ensure that the views of students and employers are threaded through all our considerations.

TITLE: College Leavers (2019-20) Destinations

Background: The College Leavers Destinations collection provides information on the destinations of successful full-time college leavers in Scotland. It supports the Scottish Funding Council's work with colleges on outcome-based planning through Outcome Agreements and the Scottish Government's skills strategy, Skills for Scotland and Developing the Young Workforce – Scotland's Youth Employment strategy, by providing key measurements for progression to further study and employment for all age groups.

This data collection includes FE full-time successful leavers as well as HE full-time successful leavers. A successful leaver who qualifies for inclusion in this data collection is defined as being a fulltime student who attained the qualification aim of their programme within the academic year 2019-20.

Ref SFC Circular SFC/GD/02/2021

[College Leaver Destinations Guidance 2019-20 \(sfc.ac.uk\)](https://www.sfc.ac.uk/College-Leaver-Destinations-Guidance-2019-20)

Action: The Committee is presented with the CLD return for session 2019-20. The national benchmark data will be issued by SFC later in 2021.

Lead: Cathy MacNab, Assistant Principal Performance and Skills

Status: Open.

Apr-21										
College Leavers Destinations										
Summary Trends										
Reporting date	Apr-21			Apr-20			Apr-19			
Session	2019-20		Sector	2018-19		Sector	2017-18		Sector	
	number	%		number	%	%	number	%	%	
Number of Qualifiers HE and FE	3910			4529			4779			
Confirmed destinations	3051	78.0%	N/A	3837	84.7%	89.0%	4075	85.3%	89.6%	
Positive destinations of those confirmed	2912	95.4%	N/A	3661	95.4%	95.1%	3885	95.3%	95.4%	
Other known destinations	139	4.6%		176	4.6%		190	4.7%		
Unconfirmed destinations	789	20.2%		692	15.3%		704	14.7%		
Number of qualifiers continues to fall (less FT completers/any increase in short FT programmes not included in CLD)										
Deferrals re COVID impacted on 2019-20 numbers of completers										
Low response rate re calls/tried texting/phone calls - many students do not answer calls from college 0800 number										
Destinations information normally gathered during graduation ceremonies was not possible with the move to virtual graduations										
Survey was carried out March 2021 during COVID lockdown - positive destinations include those on furlough										
Other known destinations includes those not in work, not in further study as well as those taking time out, caring responsibilities etc										
Improvement action planning for next session will include a review of student contact methods										

[End]

Present:

Cathy MacNab CM (Chair)
Caroline Cullen CC
Chris Haldane CH

Fiona Goggins FG
Isobel Lightbody IL
Janise Maxwell JM

Jim McAllister JMCA
Johanne Porter JH

John Redman JR
Kirsty Kenney KK
Paul McLaughlin PMcL

Robin Chandler RC
Steven Cairney SC
Suzanne Thompson ST
Fiona McKenzie FMcK
Vanessa Thompson

Assistant Principal Performance and Skills

CEL Beauty Therapy

Student Experience Co-ordinator

Quality Assurance & Examinations Manager

CQL Childhood Practice

CEL Hairdressing & Make-up Artistry

Head Hospitality, Tourism, Languages & Business

Quality Standards Co-ordinator

Head Quality & Professional Standards

Quality Standards Co-ordinator

Head Creative Industries

Stakeholder Experience Co-ordinator

Quality Standards Co-Ordinator

QEL Science

Head of Schools and Communities

President WCS Students' Association

Apologies:

Jackie McLellan

Margaret Scott

Alison Dunne

Lorna Smith

Sue Price

Susan Carton

Head Care

Head Business Development & Innovation

QEL Engineering

TEL and Lecturer Social Science

CQL Care

Lecturer Business

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

Item	Action	Responsibility
1	Welcome and apologies C MacNab welcomed everyone. Apologies were noted as above.	
2	Actions arising from last meeting – 22 October 2020 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 th November 2020.	

Item	Action	Responsibility
	<p><u>Academic Appeals</u></p> <p>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 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 report and Quality Assurance reports have been added to the site.</p>	
3	<p>Approvals</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>Reports from Verification</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>Awarding Body Update</p> <p>SQA</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>	

Item	Action	Responsibility
	<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 benefits, scope and costs associated with this and report back at the next QSC meeting in May 2021.</p>	CM
6	<p>SQA QA arrangements for 20-21 – Decision Tree, IQA Panels, support available 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
	<p>7. 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</p>	

Item	Action	Responsibility
	<p>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 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 4th 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 consider a peer coaching model for the College which will meet the requirements for impending GTCS registration and professional learning requirements for CPD, and, support the 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"> 1. The right of staff named in a complaint to be informed 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 3. An enhanced requirement for staff training on handling complaints <p>The College CHP has not expired but will be updated to reflect the technical changes required by the SPSO.</p> <p>JR advised that the annual Complaints Handling Report 2020 was now published on the college website.</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>	
	<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</p>	

Item	Action	Responsibility
	<p>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> <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"> • VT provided the update on the SA activities which have been focussed on supporting student mental health. • VT informed committee about additional funding received from SFC to SA to support students. • Student Association elections for 2021-22 will be held in April/May 2021. • 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. 	VT
12.	AOB – no items raised	
13.	Date and time of next meeting: 6 May 2021 from 3:00 to 4:30pm via MS Teams	

TITLE: Annual Complaints Handling Report

Background: The [College Annual Complaints Handling Report](#) for 2020 is published on the college website in line with legislative requirements of the Scottish Government and the Scottish Public Sector Ombudsman (SPSO). The annual statistics and report content has been shared internally, prior to publication, with members of the Quality Standards Committee and Senior Management Team.

Action: The Committee is presented with the SMT approved Annual Complaints Handling Report 2020 and is invited to review and seek clarification on any points.

Lead: Cathy MacNab, Assistant Principal Performance and Skills

Status: Open

ANNUAL COMPLAINTS HANDLING REPORT

2019-20



www.westcollegescotland.ac.uk

Context

The College operates its complaints handling procedures in accordance with the Scottish Public Sector Ombudsman. The college regards “expressions of dissatisfaction” as opportunities to review and amend its’ practices, and recognises complaints as key elements of learner [and other stakeholders] feedback. This report is a summary of the complaints received and actions taken for the academic session 2019 – 2020.

Trends

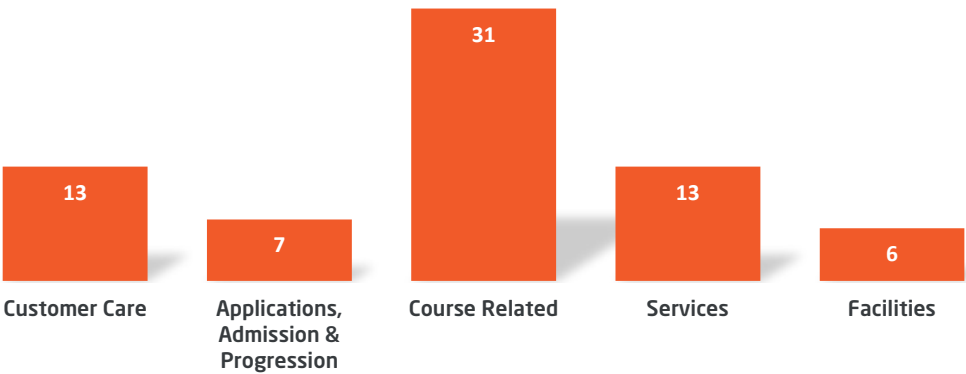
The number of complaints received last session was 70. This was considerably less than the previous session, reflecting an ongoing trend decline.

Figures for the total number of complaints received for the last three sessions are provided below.

Total Number of Complaints by session		
2017 - 2018	2018-2019	2019-2020
133	97	70

Most complaints received were categorised as “course related” – see chart. A more detailed breakdown is provided.

Total Session 2019-2020



Complaint Categories

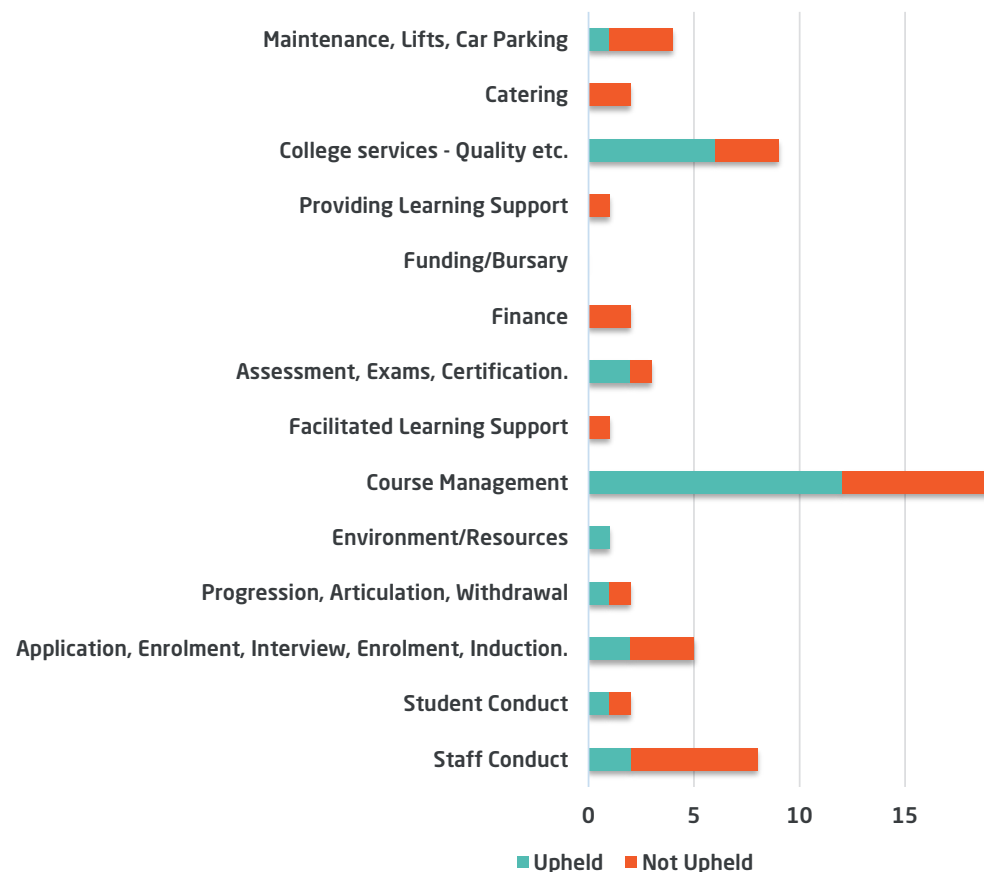
A more detailed examination of the data reveals that the majority of complaints were concerned with:

- ▲ **Course Management**
- ▲ **Assessment and Certification**
- ▲ **Application and related processes**

Course Management complaints related to arrangements for covering staff absence, quality of provision of assessment feedback, and failure to make reasonable adjustments. 50% of the complaints in this category were upheld.



Complaint Categories 2019- 2020



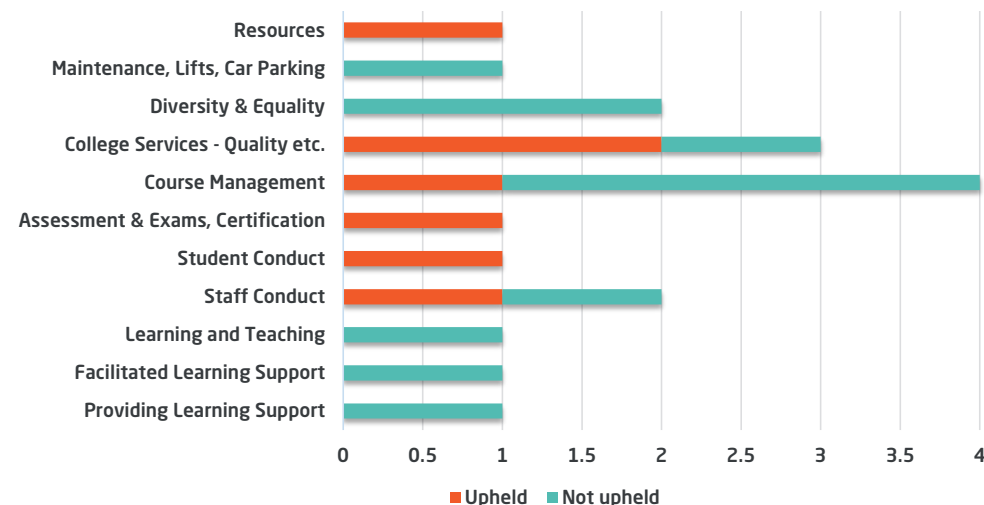
Protected Characteristics

A total of 18 complainants identified a protected characteristic for session 2019-20. This is fewer than last session where we received 26 such complaints, and constitutes a slightly smaller proportion of the total [25% compared to 27%]

Overall 38% of complaints from complainants who declared a protected characteristic were upheld, compared to 40% being upheld for all complainants.

Consistent with overall complaints, "Course Management" was the most common cause of complaint, followed by College Services, Diversity and Staff Conduct.

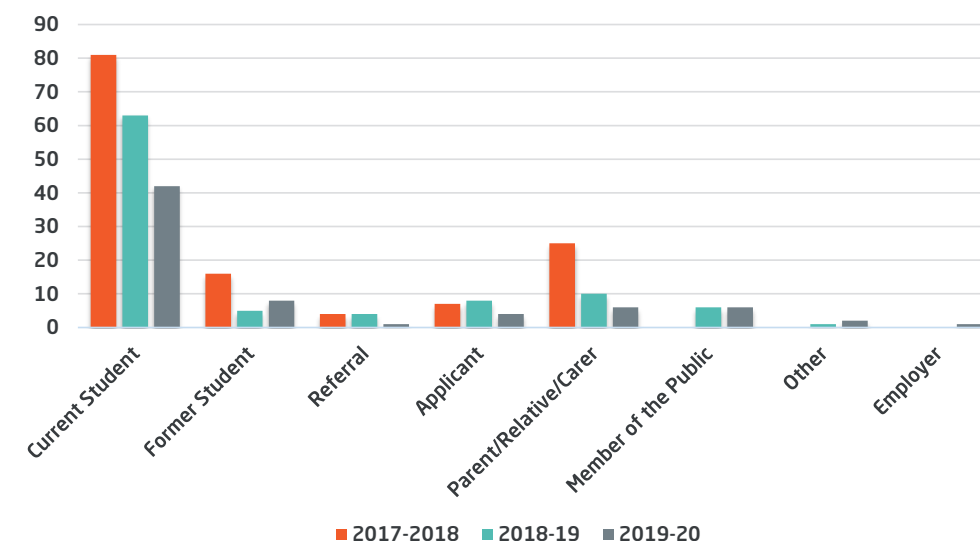
Protected Characteristics Complaint Categories



Who complains?

Complaints were received overwhelmingly by current students. The mixture of complainants is consistent with previous sessions, as the graph demonstrates.

Complainants are.....

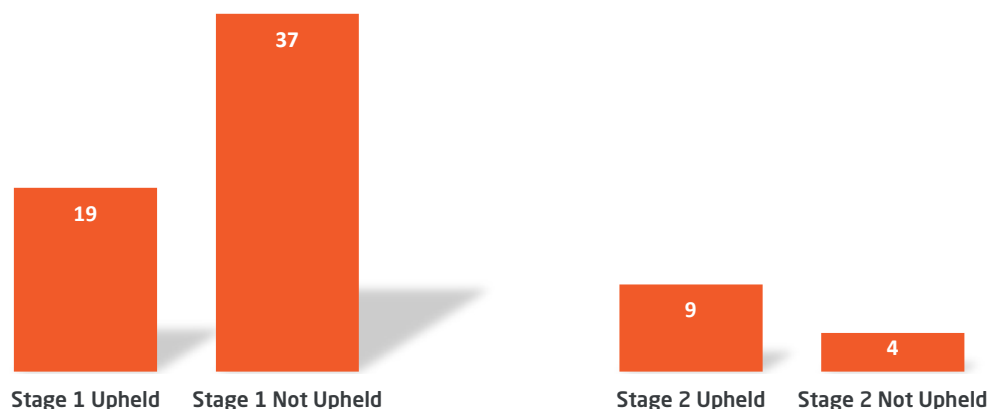


Complaint Decisions

The SPSO uses two categories in relation to complaints. Some complaints can be responded to quickly. The SPSO refers to these as Stage 1 complaints, for which we received a total of 56 last session. Out of these 19 were upheld and 37 were not upheld.

Those which require investigation, and take longer to reply to, are referred to as Stage 2 Complaints by the SPSO. The college received 13 last session. Out of these 9 were upheld and 4 were not upheld. One complaint has had to be carried over into session 2020 - 2021.

Complaint Decisions 2019 - 2020



Lessons Learned

Although the majority of complaints were not upheld, the process of submitting complaints provide opportunities for us to review our practices and processes. The following describes a number of actions we have taken, or are taking, in relation to some of the complaints we have received last session.

Content

1. Hairdressing: Following expressions of concern, resulting discussion on why units are poorly received. Agreement on changes across all campuses.
2. Social Sciences: Delivering additional online classes to help students understand key areas of the syllabus and who found learning from home, particularly challenging.
3. Sport: Concerns that Universities were expecting completion of a Mechanics unit. This has now been added to the HNC Fitness, Health and Exercise course; students now meet the prerequisites for degree programmes
4. Childhood Practice: Concerns about mental health issues lead to the addition of Mental Health units to the Entry level course. Students reported they found these units beneficial in terms of life skills.
5. Construction & Building Services: Listening to student's and employer's complaints regarding size of workshops at Clydebank Campus.
6. Maths: Developing a 'flipped classroom' approach to online teaching in response to student complaints, in some classes. Now students can independently learn Maths topics in their own time. Online classes are then used to consolidate learning and identify areas for clarification.
7. Essential Skills: Concerns that curriculum was not bespoke. Re-iteration that students are presented to the unit that is best suited for them. Majority of delivery in essential skills components is bi level, to allow as many learners as possible to work at their level
8. Sciences: Curriculum redesign as students have fed back their issues with selection of course units and timetables. Consequential adjustments to open book assessments included discussion with students on sequence of assessment and time scales involved.
9. Childhood Practice: Modifications to both learning and assessment practices as a result of COVID 19 lead to some students expressing concerns. Staff worked tirelessly to develop differing assessments which would encompass a variety of learning styles.
10. Childhood Practice: Modifications to both learning and assessment practices as a result of COVID 19 lead to some students expressing concerns. Staff worked tirelessly to develop differing Assessments and encompassing a variety of learning styles

Satisfaction

Context

Very low response rates from previous attempts encouraged us to develop a new methodology for achieving feedback. In addition, we wanted to be able to make a comparative analysis which would allow us to reflect on data by both the outcome [decision] reached, and by the complexity surrounding the complaint. Stage 2 complaints require more time to complete, and generally more complex.

Methodology

We attempted to contact 20 complainants and achieved a response rate of 95%. Although this is a substantially higher proportion than that achieved by previous methods, the disparity in the methodologies adopted make simple comparisons invalid. Since Stage 2 complainants constituted a much smaller proportion of all complaints received, the random selection was chosen from within the following distinct groups:

▲ **Stage 1: 6 Upheld and 6 Not Upheld**

▲ **Stage 2: 4 Upheld and 4 Not Upheld***

** Last session there were only 4 Stage 2 complaints not upheld. When we were unable to contact one of the complainants from this category, we did not have anyone else to ask*

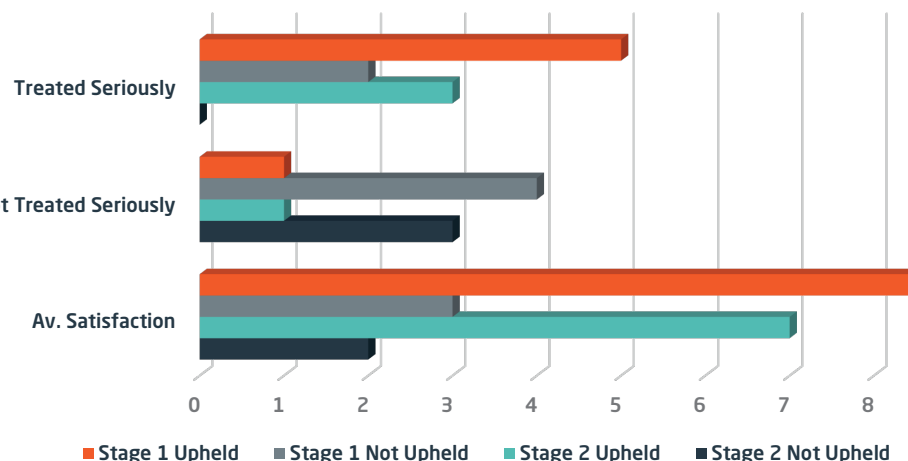
Each of those contacted were asked two questions:

1. **Do you think your complaint was taken seriously? [Y/N], and**
2. **How satisfied are you - on a scale of 1 to 10, with 1 being low and 10 high - with the way in which your complaint was handled?**

Results

The following chart summarises the picture:

Comparative Satisfaction by Stage and Decision



Analysis

The analysis of the data suggests that:

- ▲ **Complaints that were upheld achieved much higher levels of satisfaction compared to those that were not upheld;**
- ▲ **Stage 1 complainants were more satisfied overall compared to Stage 2 complainants.**
- ▲ **All Stage 2 complainants we managed to contact and whose complaint was not upheld, did not believe their complaint was taken seriously**

***A cautionary note:** all complaints are different, and aggregating the data for comparative purposes has limited usefulness, as are any conclusions drawn.*

SPSO Referrals

The College had two complaints referred to the SPSO, neither of which required modifications to any of our procedures or policies.

The table below summarises all college data relating to time-scales for the resolution of complaints in 2018 - 2019.

COMPLAINTS HANDLING PROCEDURE INDICATORS				Q1		Q2		Q3		Q4		YTD		2018/19	
1.0	Total number of complaints received & complaints received per 100 population														
1.1	Complaints Received	20		16		22		12		70		92			
1.2	College Population	12329	0.2	16027	0.1	16027	0.1	16027	0.1	16027	0.4	18064	0.5		
2.0	Number of complaints closed at Stage 1 and % of total closed														
2.1	Number of complaints closed at Stage 1 and % of total closed	13	65.0%	12	75.0%	10	45.5%	7	58.3%	42	60.0%	47	51.1%		
2.2	Number of complaints closed at Stage 2 and % of total closed	7	35.0%	4	25.0%	12	54.5%	4	33.3%	27	38.6%	42	45.7%		
2.3	Number of complaints closed after Escalation and % of total closed	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%		
2.4	Open	0	0.0%	0	0.0%	0	0.0%	1	8.3%	1	1.4%	3	3.3%		
3.0	STAGE 1: Target timescales within 5 working days														
3.1	Number and % Stage 1 complaints upheld	3	23.1%	4	33.3%	6	60.0%	4	57.1%	17	40.5%	17	36.2%		
3.2	Number and % Stage 1 complaints not upheld	10	76.9%	8	66.7%	4	40.0%	3	42.9%	25	59.5%	30	63.8%		
3.3	Total working days and average time in working days to close complaints at Stage 1														
3.4	Number and % Stage 1 complaints closed within 5 working days	5	38.5%	8	66.7%	7	70.0%	3	42.9%	23	54.8%	32	68.1%		
3.5	Number and % Stage 1 complaints not closed within 5 working days	6	46.2%	4	33.3%	3	30.0%	4	57.1%	17	40.5%	15	31.9%		
3.6	Number and % of Stage 1 complaints closed within 10 working days (extension)	6	100.0%	4	100.0%	3	100.0%	4	100.0%	17	100.0%	15	100.0%		
3.7	Number and % of Stage 1 complaints not closed within 10 working days (extension)	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%		
4.0	STAGE 2: Target timescales within 20 working days														
4.1	Number and % Stage 2 complaints upheld	3	42.9%	2	50.0%	8	66.7%	2	50.0%	15	55.6%	21	50.0%		
4.2	Number and % Stage 2 complaints not upheld	4	57.1%	2	50.0%	4	33.3%	2	50.0%	12	44.4%	21	50.0%		
4.3	Total working days and average time in working days to close complaints at Stage 2	143	20.4	69	17.2	335	27.9	65	16.2	612	22.7	1140	27.1		
4.4	Number and % Stage 2 complaints closed within 20 working days	5	71.4%	3	75.0%	5	41.7%	4	100.0%	17	63.0%	18	42.9%		
4.5	Number and % Stage 2 complaints not closed within 20 working days	2	28.6%	1	25.0%	7	58.3%	0	0.0%	10	37.0%	24	57.1%		
4.6	Number and % of Stage 2 complaints closed within 40 working days (extension)	2	100.0%	1	100.0%	6	85.7%	0	0.0%	9	90.0%	19	79.2%		
4.7	Number and % of Stage 2 complaints not closed within 40 working days (extension)	0	0.0%	0	0.0%	1	14.3%	1	100.0%	2	20.0%	5	20.8%		
5.0	ESCALATED : Complaints escalated from Stage 1 to Stage 2														
5.1	Number and % Escalated complaints upheld	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%		
5.2	Number and % Escalated complaints not upheld	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%		
5.3	Total working days and average time in working days to close complaints at Stage 1	0.0%		0.0%		0.0%		0.0%		0	0.0%	0	0.0		
5.4	Number and % of Escalated complaints closed within 20 working days	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%		
5.5	Number and % of Escalated complaints not closed within 20 working days	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%		
5.6	Number and % of Escalated complaints closed within 40 working days (extension)	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%		
5.7	Number and % of Escalated complaints not closed within 40 working days (extension)	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%		

Definitions

Further Education Complaints Performance Indicators

The following definitions for stage 1, stage 2, and escalated should be consistently applied throughout all indicators.

Stage 1	<p>This means those responded to at stage 1 (frontline resolution).</p> <p>This does not include those escalated from stage 1 to stage 2. These will be counted in the escalated complaints.</p> <p>This includes those where the extended timeline (i.e. + additional 5 working days) was used.</p>
Stage 2	<p>This means those responded to at stage 2 (investigation).</p> <p>This refers to those complaints considered directly at stage 2 for the following reasons:</p> <ul style="list-style-type: none">* straight away by complainant (this refers to customers who did not wish to be dealt with at stage 1 and wished to go straight to stage 2)* straight away by the College, or within a day or so after due consideration (i.e. College recognised complex, serious, high risk nature of the complaint and felt it was not suitable to be considered at stage 1) <p>This includes those where the extended timeline (i.e. + additional 20 working days) was used.</p>
Escalated	<p>This means those escalated from stage 1 to stage 2.</p> <p>This refers to those complaints where the complainant remains dissatisfied with the outcome of the frontline resolution and have requested that their case be escalated to stage 2 for investigation.</p> <p>This includes those complaints where escalation was required because frontline resolution timescales were not met (i.e. 11 working days or more). Therefore automatic escalation rules apply.</p>
Population	<p>This figure will represent the total student population. For example the number of matriculated students at an agreed date.</p>
CDN	<p>College Development Network</p>
SPSO	<p>Scottish Public Sector Ombudsman</p>



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TITLE: RISK MANAGEMENT STRATEGY AND STRATEGIC RISK REGISTER

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

In relation to the risks pertinent to its remit, the Committee must be confident that these have been identified and mitigating actions agreed.

The latest update of the Strategic Risk Register was considered by the Board at its meeting held on 22 March 2021 and a copy of these Board papers are attached.

Action: The Committee is asked to review the current strategic risk register attached and propose any amendments and / or additions, or any re-phrasing, required to be made.

Lead: Stephanie Graham, Vice Principal Educational Leadership.

Status: Open



Strategic Risk Register

Proximity: when might the risk occur.

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

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

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

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

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

Risk Score: Impact x Probability

Impact		Result			
Almost certain	6	6	12	18	24
Very likely	5	5	10	15	20
Likely	4	4	8	12	16
Possible	3	3	6	9	12
Very unlikely	2	2	4	6	8
Remote Chance	1	1	2	3	4
		1	2	3	4
Probability		Negligible	Marginal	Critical	Catastrophic

Risk Score: the overall risk level.

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

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

Trend: after controls and mitigating actions are considered






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

Risk Appetite

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

Classification	Description
AVERSE	Avoidance of risk and uncertainty is a key organisational objective.
MINIMALIST	Preference for ultra-safe business delivery options that have a low degree of inherent risk and only have a potential for limited reward.
CAUTIOUS	Preference for safe delivery options that have a low degree of residual risk and may only have limited potential for reward.
OPEN	Willing to consider all potential delivery options and choose the one that is most likely to result in successful delivery while also providing an acceptable level of reward (and value for money etc.).
HUNGRY	Eager to be innovative and to choose options offering potentially higher business rewards, despite greater inherent risk.



Top 5 Strategic Risk Summary

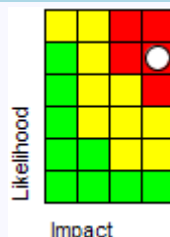


Risk No.	Risk Title	Risk Description	Proximity	Prior	Current	Trend since last report
01 WCS01	SFC Funding and Funding Methodology	Inability to clearly forecast the volatility and impact of SFC funding and funding methodology changes in relation to core-grant-in-aid, credit activity model; reduction in European funding; student support funding and estates maintenance.	Immediate	24	24	
02 WCS03	Estate Strategy	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.	Longer-term	20	20	
03 WCS02	Estate and IT Investment	Failure to secure adequate estates maintenance / capital funding for future investment or refurbishment of IT and physical infrastructure resulting in increased maintenance costs or loss of students due to failing facilities.	Medium-term	20	16	
04 WCS07	Impact upon Business Continuity Planning of Covid-19 pandemic	A material interruption to the service delivery of the College caused by inadequate business continuity planning, resulting in failure to delivery learning and teaching and achievement of required funding outcomes.	Medium-term	24	15	
05 WCS11	Alternative Income Growth	An inability to generate consistent levels of alternative income or to grow alternative income streams due to impact of external factors impacting College delivery plans results in loss of income and failure to deliver College ROA objectives.	Longer-term	18	15	

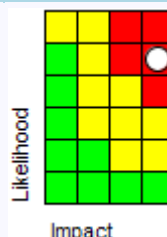
Corporate Strategic Risk Register

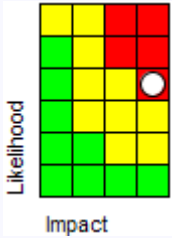

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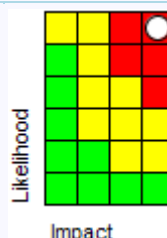
Risk Code & Title	01 WCS01 SFC Funding and Funding Methodology	
Risk Summary	Inability to clearly forecast the volatility and impact of SFC funding and funding methodology changes in relation to core-grant-in-aid, credit activity model; reduction in European funding; student support funding and estates maintenance.	
Risk Category	Finance	
Risk Appetite	Minimalist	
Proximity	Immediate	
Probability & Impact	6	4
Gross Risk Score	24	
Mitigating Controls	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.	
	College 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. Further discussions to take place with the SFC regarding the curriculum delivery model required for 2021–22 in order to meet Transformation Plan requirements.	
	Estates Strategy 2016–2026 includes objective to improve / rationalise the College estate utilising estate maintenance funding. Annual Estate Strategy update provided to the relevant Board Committee which includes progress towards achievement of objectives. The Estates Strategy is currently being refreshed and the current plan is that an update will be provided to the Corporate Development Committee later in 2021, assuming lockdown restrictions ease and enable engagement with staff and students to take place.	
	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.	
	Active College representation and involvement in external SFC review groups – funding methodology, CDN Finance network; credit review; access and inclusion; rural and remoteness premium and student funding.	

	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. At this early stage the Brexit transition has not immediately impacted on College funding, however this will require to be kept under review as EU funding streams will expire over the coming period and alternative funding and the nature of it remains to be confirmed by Government.	
	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.	
	On-going liaison with SFC on future funding arrangements post 31 July 2023 when current ESF funding is due to end.	
	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.	
Probability & Impact Scores	6 4	
Net Risk Score	24	
Trend		
Managed By	Vice Principal Operations; Vice Principal Educational Leadership	

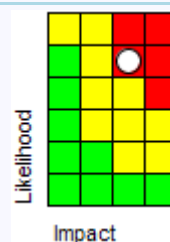
Risk Code & Title	02 WCS03 Estate Strategy		
Risk Summary	Failure to deliver Estate Strategy 2016–2026 objectives due to business cases for development of estate being delayed, with this having a resultant negative impact on the ability of the College to recruit students, retain staff and address legislative requirements.		
Risk Category	Infrastructure		
Risk Appetite	Open		
Proximity	Longer-term		
Probability & Impact	5	4	
Gross Risk Score	20		
Mitigating Controls	Board approved Estate Strategy 2016–2026, with the relevant Board Committee receiving an annual implementation update which highlights the need for required estate investment for consideration by SFC and Scottish Government on an ongoing basis. The Estate Strategy is currently being refreshed and the current plan is that an update will be provided to the Corporate Development Committee later in 2021, assuming lockdown restrictions ease and enable engagement with staff and students to take place.		
	Outline Business Cases for Paisley and Greenock estate submitted to the SFC. Update on progress made in relation to OBCs made to each Corporate Development Committee meeting including engagement with SFC and local councils. The College has now received funding from the SFC to undertake a refresh of the Greenock OBC during 2021. During February 2021 SFC have also provided the College with a draft scope and timeline for a curriculum review exercise to be undertaken with partners, with this being stated as a requirement by SFC to progress the Paisley OBC further – the scope is currently under review.		
	Update report provided to each meeting of the Corporate Development Committee which indicates how the College has prioritised the use of SFC estate maintenance funding to address the College 2019 Estate Condition Survey results.		
	Corporate Development Committee receive an Update Report at each meeting on College engagement with stakeholders including SFC, Scottish Futures Trust, local councils and other key stakeholders.		
Probability & Impact Scores	5	4	
Net Risk Score	20		
Trend			
Managed By	Vice Principal Operations		




Risk Code & Title	03 WCS02 Estate and IT Investment		
Risk Summary	Failure to secure adequate estates maintenance / capital funding for future investment or refurbishment of IT and physical infrastructure resulting in increased maintenance costs or loss of students due to failing facilities.		
Risk Category	Infrastructure		
Risk Appetite	Open		
Proximity	Medium-term		
Probability & Impact	5	4	
Gross Risk Score	20		
Mitigating Controls	Corporate Development Committee receive reports on levels of SFC estate maintenance funding and planned level of expenditure compared to need, and how the College is prioritising the use of the amount allocated to it.		
	The College regularly engages both formally and informally with both Renfrewshire and Inverclyde Councils and wider partners to discuss opportunities for development of College facilities. Update report on progress provided to Corporate Development Committee at each meeting.		
	The College completed 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&I Committee and the detail of this provided to the Board of Management. SFC have received a copy of the condition survey report and 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&I Committee along with the next steps.		
	Outline Business Cases for Paisley and Greenock submitted to the SFC following Board of Management approval. College has agreed in principle with the SFC to proceed with wider curriculum horizon scanning exercise to allow the College to provide holistic approach to curriculum delivery across the regions it serves. The College has now received funding from the SFC to undertake a refresh of the Greenock OBC during 2021. During February 2021 SFC have also provided the College with a draft scope and timeline for a curriculum review exercise to be undertaken with partners, with this being stated as a requirement by SFC to progress the Paisley OBC further – the scope is currently under review.		
	College Estate Strategy 2016–2026 submitted to SFC highlighted significant need of investment in College. Annual update report on implementation and progress provided to Corporate Development Committee. SFC formally updated at least twice a year on estate challenges faced by the College.		

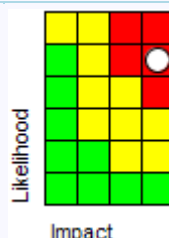
Probability & Impact Scores	4	4	
Net Risk Score	16		
Trend			
Managed By	Vice Principal Operations		

Risk Code & Title	04 WCS07 Impact upon Business Continuity Planning of Covid-19 pandemic		
Risk Summary	A material interruption to the service delivery of the College caused by inadequate business continuity planning, resulting in failure to delivery learning and teaching and achievement of required funding outcomes.		
Risk Category	Reputational/External		
Risk Appetite	Open		
Proximity	Medium-term		
Probability & Impact	6	4	
Gross Risk Score	24		
Mitigating Controls	Business Continuity Planning Documents on Intranet and available to all staff. College incident management plan reviewed annually and updated as required. Quarterly scenario testing involving teaching and support staff facilitated by external professional risk manager from Zurich Municipal.		
	Under normal circumstances business continuity scenario planning sessions are undertaken on a quarterly basis with involvement from both teaching and support staff. These sessions are externally facilitated by Zurich Municipal risk staff and the sessions and lessons learned shared with staff via the Business Continuity Team page.		
	The impact of Covid-19 has seen the creation of a College Covid-19 response group along with an operational Mobilisation Group. Both groups include members from teaching and support staff, unions and student representatives. The work of these groups has superseded the quarterly scenario sessions for the 2020-21 year.		
	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.		
	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.		
	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.		
	The College has complied with the third lockdown requirement as from 26 December 2020. Actions taken in response to the lockdown include: <ul style="list-style-type: none">– continued development of online materials across all areas of learning and teaching;– continued dispersal of IT equipment to support students where there is an identified need;– engagement with SFC and awarding bodies to assess the impact of the deferral of teaching activity on student achievement of qualifications; and– on-going monitoring of supply chains based upon risk analysis supplied by APUC.		




	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.	
	The College has a strategic approach to health and wellbeing provision, in order to structure our holistic approach to health promotion we have developed the PROSPER framework. The PROSPER framework has been formed to be the backbone of our Employee and Student Health and Wellbeing Strategies launched in December 2019. The PROSPER framework is at the core of everything that we do as a College and we are confident that we have a sustainable and strategic approach which recognises different dimensions of health promotion.	
	The College has a wealth of health improvement initiatives in place and through the Healthy Lives Working Group continue to have a proactive response linked to the our operating environment. The group reports to both the Equality, Diversity and Inclusion Committee and Health & Safety Committees.	
	Student Health and Wellbeing strategy: https://www.westcollegescotland.ac.uk/media/213570/student-health-wellbeing-strategy.pdf	
	Student Intranet pages for HWL: http://student.westcollegescotland.ac.uk/index.php/advice/corona-virus/ Staff Health and Wellbeing strategy: https://intranet.westcollegescotland.ac.uk/reference/reference/Health%20and%20Wellbeing%20Strategy.pdf#search=prosper	
Probability & Impact Scores	5	3
Net Risk Score	15	
Trend	↓	
Managed By	Vice Principal Operations	

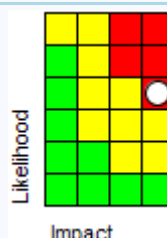



Risk Code & Title	05 WCS11 Alternative Income Growth	
Risk Summary	An inability to generate consistent levels of alternative income or to grow alternative income streams due to impact of external factors impacting College delivery plans results in loss of income and failure to deliver College ROA objectives.	
Risk Category	Competitive Environment	
Risk Appetite	Open	
Proximity	Longer-term	
Probability & Impact	6	3
Gross Risk Score	18	
Mitigating Controls	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.	
	2020-21 alternative income budget and forecast agreed and monitored by the HR and Corporate Development Committee.	
	Operation planning combined with Curriculum Development Planning procedure used to identify potential opportunities for income growth.	
	The College has a detailed Budget and 3 Year Financial Plan in place in accordance with Audit Scotland requirements. The budget is reviewed monthly and the annual forecast is updated based upon the latest intelligence.	
	Commercial Development and Credit Group meet twice a month to review budget / create forecast and address challenges of delivering alternative income.	
	Update report provided to HR and Corporate Development Committee on partnership working with local employers and stakeholders.	
	Adaption of course portfolio to meet student / employer needs.	
Probability & Impact Scores	5	3
		
Net Risk Score	15	
Trend		
Managed By	Vice Principal Educational Leadership	

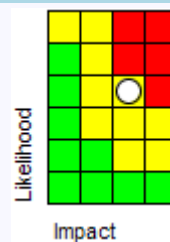
Risk Code & Title	06 WCS04 SFC Regional Outcome Agreement		
Risk Summary	Failure to deliver SFC Regional Outcome Agreement targets at a time of limited resource, competition and challenging economic environment due to Covid-19, results in future credit and/or funding adjustments.		
Risk Category	Learning and Teaching		
Risk Appetite	Open		
Proximity	Longer-term		
Probability & Impact	5	4	
Gross Risk Score	20		
Mitigating Controls	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. At this early stage the Brexit transition has not immediately impacted on College funding, however this will require to be kept under review as EU funding streams will expire over the coming period and alternative funding and the nature of it remains to be confirmed by Government.		
	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.		
	On-going liaison with SFC on future funding arrangements post 31 July 2023 when current ESF funding is due to end.		
	Effective ROA monitoring and reporting procedures in place, including operational planning process, and monitoring through the Board of Management and all Committees.		
	Regular contact and review meetings with local authorities and schools to access attainment funding in support of College activities.		
	Detailed curriculum development planning and review process which was subject to positive review by internal audit.		
	Blended approach to delivery of teaching and learning including online learning allowing College to address changes in recruitment and delivery.		
	Curriculum offering is reviewed to ensure employer and student needs are met and appropriate courses delivered.		
	2020-21 Interim ROA finalised following receipt of revised SFC guidance on monitoring of 2020-21 outcomes given impact of Covid-19. Board of Management approved Interim 2020-21 ROA at February 2021 meeting and document submitted to SFC. Changes to ROA have been reported to Board of Management and individual Committees made aware of ROA objectives relevant to their remit.		
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 with limited number of recommendations for			


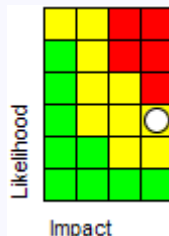

	improvement. External communications plan will be subject to an internal audit review as part of 2020-21 audit plan.	
Probability & Impact Scores	4 3	
Net Risk Score	12	
Trend		
Managed By	Chief Executive and Principal	



Risk Code & Title	07 WCS05 National Pay Bargaining	
Risk Summary	Impact and outcome of National Pay Bargaining for both teaching and support staff has an adverse effect on either efficiency of delivery or budget.	
Risk Category	Staffing and HR	
Risk Appetite	Open	
Proximity	Medium-term	
Probability & Impact	6	3
Gross Risk Score	18	
Mitigating Controls	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.	
	Financial impact assessment / planning scenarios on the impacts of National Bargaining included within the planning of 2020–21 budget and three-year forecast. Senior staff (David Alexander / Alan Ritchie) active participants in the teaching and support national bargaining groups and therefore fully informed of impacts of national bargaining.	
	The College Business Continuity Plan Team Page contains full information of the Policies and Practices undertaken by the organisation to address threats to the continuation of business as normal. As part of these considerations the impact of industrial action has been considered and specific action plans are in place to address any direct impacts.	
	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.	
	Workforce planning being carried out at departmental level based on national agreements. Results of latest round of planning incorporated into Human Resources Annual Report 2019.	
Probability & Impact Scores	4	3
		
Net Risk Score	12	
Trend		
Managed By	Chief Executive and Principal	

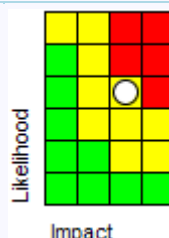
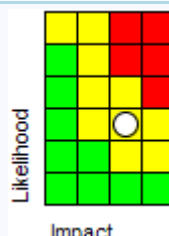

Risk Code & Title	08 WCS06 Digital Ambitions and IT Systems		
Risk Summary	Failure to adequately maintain or acquire and use IT systems and infrastructure effectively results in a failure to deliver / support the digital ambitions of the College.		
Risk Category	Digital		
Risk Appetite	Hungry		
Proximity	Medium-term		
Probability & Impact	4	4	
Gross Risk Score	16		
Mitigating Controls	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.		
	Staff and student feedback and evaluation procedures in place. Action planning in place to address issues raised through feedback mechanisms.		
	IT Contingency Plan in place with regular review and update undertaken.		
	College is renewing Cyber Essentials Plus accreditation as required. Work commencing on updating the Scottish Government Cyber Resiliency Framework.		
	The College Digital Strategy sets out our digital ambitions for the College, presented and approved by the Board of Management. Update reports are provided to Learning, Teaching and Quality Committee with regular updates provided to SMT and monthly Digital Strategy Core Group Meetings. The WCS Digital Strategy Core Group provide a basis for College digital developments and a basis for seeking required levels of Scottish Government and SFC funding to support this.		
	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.		
	The College involvement in the national digital group has concluded for phase 1 generating a National Digital Ambition for Scotland's Colleges and a Route Map. In addition, one-off SFC funding of £221k in late 2020 utilised to fund purchase of IT devices for students. The National Digital SLWG phase 2 will recommence February 2021.		
	Data from major IT systems reviewed on ongoing basis to ensure that information upon which strategic decisions are based is robust and up to date.		
	Systems are in place for early identification and monitoring of provision deemed to be at risk of non-completion. Enhanced internal quality assurance on qualifications progress has been in place for the whole session 2020-21. This incorporates monthly BRAG rating and selected Internal Quality Assurance panels which monitor the correct application of awarding body guidance against qualifications and will provide early flags for student groups where deferral of their qualification into 2021-22 may be deemed necessary.		

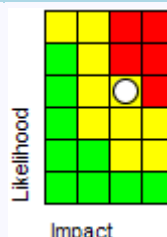
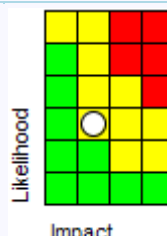

	<p>'At risk' groups are identified through course evaluation processes at curriculum level and involves scrutiny of student's outcomes for all protected characteristics and special interest groups. Monitoring of progress against targets for improvement has been strengthened during 2020–21 with the introduction of a curriculum level ROA sub report. This enables performance benchmarking at College and national level and facilitates sharing of good practice and outcomes across our teaching areas.</p> <p>The College student feedback mechanisms incorporate the mandatory SFC survey, internal thematic surveys and focused discussions with special interest groups. For example, a recent survey with care experienced students was conducted via Teams discussions and the responses influence the strategy for support for this year and for future cohorts.</p>	
Probability & Impact Scores	4	3
Net Risk Score	12	
Trend		
Managed By	Vice Principal Operations	

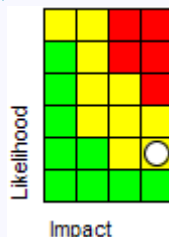
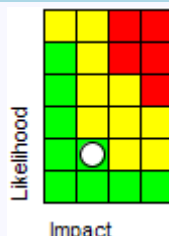



Risk Code & Title	09 WCS15 College Transformation Plan		
Risk Summary	Failure to deliver the financial and/or non-financial objectives outlined in the College Transformation Plan "Future Proofing Our College".		
Risk Category	Governance		
Risk Appetite	Cautious		
Proximity	Longer-term		
Probability & Impact	4	4	
Gross Risk Score	16		
Mitigating Controls	<p>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.</p> <p>Board of Management have approved the Plan and financial objectives are monitored through the F&GP Committee. Board of Management monitor overall plan achievement.</p>		
Probability & Impact Scores	3	4	
Net Risk Score	12		
Trend			
Managed By	Chief Executive and Principal		

Risk Code & Title	10 WCS16 Cyber Resilience		
Risk Summary	The College fails to properly prepare for either an internal or external cyber-attack due to poor procedures or system failures resulting in a loss of data, funding and/or stakeholder trust.		
Risk Category	Digital		
Risk Appetite	Cautious		
Proximity	Immediate		
Probability & Impact			
Gross Risk Score			
Mitigating Controls	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.		
	IT Contingency Plan in place with regular review and update undertaken.		
	College is renewing Cyber Essentials Plus accreditation as required. Work commencing on updating the Scottish Government Cyber Resiliency Framework.		
	Data from major IT systems reviewed on ongoing basis to ensure that information upon which strategic decisions are based is robust and up to date.		
	The College is currently working towards the completion of the Scottish Government Cyber Resiliency Toolkit. The toolkit will assist the College in addressing the cyber risks faced by the College. The toolkit is split into 9 areas of focus (Preparation, Identification, Reporting, Analyse and Investigate, Containment, Eradicate, Recovery, Reporting, Lessons Identified). Once complete it will generate an action plan of work to be taken to help the College implement the Scottish Public Sector Action Plan on Cyber Resilience.		
Probability & Impact Scores	4	3	
Net Risk Score	12		
Trend			
Managed By	Vice Principal Operations		

Risk Code & Title	11 WCS09 Staff Relations		
Risk Summary	Inability to maintain positive staff relations due to internal or external factors resulting in loss of staff trust, less efficient delivery and potential industrial action.		
Risk Category	Staffing and HR		
Risk Appetite	Open		
Proximity	Longer-term		
Probability & Impact	4	3	
Gross Risk Score	12		
Mitigating Controls	Approved Workforce Plan in place and implementation reviewed by the HR and Corporate Development Committee.		
	Clear procedures for communication and engagement with Trade Unions and College staff verified by 2018–19 internal audit on internal communications.		
	Staff engagement sessions and staff surveys undertaken on regular basis allowing matters to be raised and issues to be addressed early.		
	Local trade union consultation and negotiation committees in place for teaching and support staff. Minutes of the meetings are provided to staff via the College intranet.		
Probability & Impact Scores	3	3	
Net Risk Score	9		
Trend			
Managed By	Chief Executive and Principal		

Risk Code & Title	12 WCS10 Workforce Planning		
Risk Summary	Failure to embed Workforce Plan resulting in lack of appropriate resources and skills being developed to achieve College strategic objectives and outcomes		
Risk Category	Staffing and HR		
Risk Appetite	Open		
Proximity	Longer-term		
Probability & Impact	4	3	
Gross Risk Score	12		
Mitigating Controls	Board of Management approved College Workforce Plan in place and annual update report provided to HR and Corporate Development Committee.		
	Detailed teaching resource planning through use of curriculum mapping tool (CMAP)		
	Resourcing of support staff structures reviewed on an ongoing basis by Executive Management Team to ensure alignment with operational and strategic priorities.		
	ITrent HR and payroll software developed to provide staff data and reports including a College establishment report.		
	Professional Development Policies are aligned to strategic priorities.		
	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.		
	Results from staff skills survey being used to allow the College to identify and address future skills gaps.		
Probability & Impact Scores	3	2	
Net Risk Score	6		
Trend			
Managed By	Chief Executive and Principal		

Risk Code & Title	13 WCS14 Estates Investment Works		
Risk Summary	Normal business activities are unduly affected due to the complexity of sequencing estates investment works		
Risk Category	Learning and Teaching		
Risk Appetite	Open		
Proximity	Longer-term		
Probability & Impact	2	4	
Gross Risk Score	8		
Mitigating Controls	Detailed resource planning involving all relevant parties at stage to address any issues in advance of project start date.		
	Staff resource increased through recruitment of additional Project Manager to address the significant increase in level of expenditure and complexity of projects being undertaken.		
	Well embedded project / estate team with knowledge base that allows issues to be identified and addressed.		
	Use of external professional advisors to provide oversight and critical review of proposed activities / plans.		
Probability & Impact Scores	2	2	
Net Risk Score	4		
Trend			
Managed By	Vice Principal Operations		

Title: **LTQ Committee - Dates of Meetings in 2021/22**

Background: The Committee is asked to note and approve its 2021/22 meeting dates

Action: At the Board meeting held on 22 March 2021, the Board approved its meeting dates for the 2021/22 session. That let the standing committee chairs / senior officers consider a programme of dates for their respective committees and the LTQC meeting dates for 2021/22 have been agreed as follows:

- Wednesday 6 October 2021 – 4 till 6pm
- Wednesday 8 December 2021 – 4 till 6pm
- Wednesday 23 February 2022 – 4 till 6pm
- Wednesday 25 May 2022 – 4 till 6pm

Lead: Shirley Gordon, Secretary to the Committee

Status: Open