

West College Scotland
LEARNING, TEACHING AND QUALITY COMMITTEE
WEDNESDAY 6 October 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 19 May 2021 Enclosed
 .1 Actions from the minutes Enclosed
4. Matters arising from the Minutes
 (and not otherwise on the agenda)

Main Items for Discussion and/or Approval

- | | | |
|--|----------|-------|
| 5. Students Association Report | Paper 5 | AMcG |
| 6. Regional Outcome Agreement 2021-22 & Self Evaluation 2020-21 | Paper 6 | StG |
| 7. Quality - Student Performance 2020-21, Feedback and External Review | Paper 7 | CMacN |
| 8. Alternative Income 20-21 - Performance and Impact
Restricted Item | Paper 8 | SR |
| 9. Student activity targets and enrolment | Paper 9 | StG |
| 10. Committee Remit, Membership and Dates of Meetings in 2021/22 | Paper 10 | ShG |

Items for Information

- | | | |
|---|---------------|------|
| 11. ELT Update | Paper 11 | StG |
| 12. Internal Audit Reports:
a Covid-19 (Phase 1)
b Complaint Handling | Paper 12 | StG |
| 13. Quality Standards Committee Minutes | Paper 13 | CMac |
| 14. Strategic Risk Register | Paper 14 | StG |
| 15. Any Other Business
.1 LTQC Topical Suggestions for Board Briefings | Verbal Update | MN |

16. Date Next Meeting:
Wednesday 8 December 2021

LEARNING, TEACHING AND QUALITY COMMITTEE

Minutes: Wednesday 19 May 2021.

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

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

Apologies: Ruth Binks, David Watson.

LM408 WELCOME

The Chair welcomed everyone to the meeting and noted apologies.

LM409 DECLARATIONS OF INTERESTS

- Liz Connolly: Trustee of the West College Scotland Foundation; Member of Developing the Young Workforce (DYW) west regional Board.
- Waiyin Hatton: Wai Beyond, People and organisational development consultancy; Action Against Stalking; Colleges Scotland (Board member).

LM410 MINUTES

The minutes of the meeting held on Wednesday 24 February 2021 **were approved**.

LM411 ACTIONS FROM THE MINUTES

The Committee **noted** the actions from the minutes, and it was **agreed** those completed could now be removed.

LM412 MATTERS ARISING FROM THE MINUTES

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

LM413 PRESENTATION ON THE STUDENT DIGITAL EXPERIENCE

The Assistant Principal Creativity and Skills played a video presentation on the Student Digital Experience.

Ms Pignatelli led the Committee through the key themes of the digital experience for students and staff over the last year to give a flavour of the journey, progress, developments, investments, and challenges experienced. She explained that much of the detail and evaluation of experiences had come from surveys completed by College students. She summarised the work of the Digital Strategy Group adding that, going forward, it was key to capitalise on the momentum to find the right mix of blended learning to meet the needs of all students and staff in curriculum areas.

The Committee commended the detail in the video presentation which clearly illustrated the ambition and direction of travel in which the College was positioning itself to best support staff, students, communities, and employer partners. Members suggested the video be circulated via College social media channels as well as to Committee members.
{ACTION – AP}

The Committee welcomed the efforts of the College to harness opportunities to personalise learning and widen access which highlighted the commitment and investment the College had to all its students (existing and new) and staff. The detail and ensuing

discussion clearly illustrated the flexibility and adaptability to be responsive to handling the College curriculum now and in the future.

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

LM414 STUDENT SURVEY RESULTS

The Assistant Principal Performance and Skills explained that the Scottish Funding Council required 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.

Ms MacNab presented a high-level College summary of the survey results for the SSES in Session 2020-21, which was open for 6 weeks and closed on 30 April 2021. She reported that a national sector benchmark report would be published later in 2021.

The Committee discussed the results and trends in detail as well as key generic themes that had emerged. Considering the challenges of COVID and restrictions on campus learning time, the Committee viewed that the results were better than would have been expected. Members recognised that the role of the Students Association had been challenging in session 2020-21 due to remote working and paid tribute to its continued commitment to all students during the session especially in areas such as health and wellbeing and digital poverty.

The Committee reviewed and noted on the survey results.

LM415 SAFEGUARDING AND STUDENT WELLBEING

The Assistant Principal Student Life and Skills led the Committee through a summary of activity and developments in Safeguarding and Student Wellbeing Support over the academic year 2020/21. Mr Forster-Smith highlighted:

- 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.
- The range of support given to students across the College.
- The future funding opportunities to aid further developments in this area.

The Committee was comforted to see that safeguarding students at the College was at the heart of everything undertaken and recognised the Safeguarding, Student Wellbeing and Counselling team had faced many challenges during the pandemic turning around College services to continue to deliver high quality and effective support to all students.

Mr Forster-Smith highlighted the range of student wellbeing services available including the Helping Hands Nurturing Programme, access to the Student Wellbeing Advisor, Wellbeing Workshops, C.A.L.M. Curriculum, SilverCloud Online cCBT Resource and TIME 4 U Student Counselling. All activity delivered was in partnership with the Students Association to encourage greater student engagement in sport, clubs, and societies to foster community building, support teamwork and further strengthen resilience.

The Committee commended the development of a Student Health and Wellbeing Strategy that managed College obligations to maintain the mental health and wellbeing of all students covering the 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.

Mr Forster-Smith alluded to future developments and opportunities explaining that details of how additional funding could be spent was yet to be confirmed. It was hoped it was granted with a high degree of flexibility to enable the College to create some important long-term support mechanisms and show some true legacy activity.

The Committee thanked the Assistant Principal Student Life and Skills and noted College performance, activity, and development as well as funding opportunities for further development.

LM416 STUDENTS ASSOCIATION (SA) UPDATE

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

- The Students Association had reached the final stage in allocating the additional funds made available to it by the Scottish Government.
- The Students Association elections for 2021/22 session had taken place and a meeting to meet the new Student Association office bearers had been arranged to shape plans for the forthcoming year.
- The Students Association was delighted to support and promote upcoming campaigns.

The Chair noted that this would be the last Committee meeting for Vanessa and paid tribute to the contribution she had made at Committee meetings as well as the Students Association. Committee members wished Vanessa all the best in the future.

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

LM417 STUDENT 2020-21 QUALIFICATIONS UPDATE

The Assistant Principal Performance and Skills explained that the College curriculum offered a range of awards from 24 awarding bodies in session 2020-21. Some qualifications had 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, however, had been impacted by Covid restrictions to varying degrees. Course teams had been actively and collaboratively working, internally and nationally, to agree and implement standardised and consistent modifications to assessment, that preserved the integrity of the awards and met regulatory compliance requirements.

Ms MacNab led the Committee through the scale of qualifications offered across the College and highlighted where additional internal quality assurance scrutiny was required prior to resulting and claiming certification including:

- National Qualifications (Nat 5s and Highers).
- SVQ programmes.
- School/College activity.
- SQA Awards – HN and NC Group Awards.
- College devised courses and other FE non advanced level awards.

The Committee commended the internal quality assurance processes and noted the areas that had been strengthened which provided members with additional reassurance of an

improving picture in that most students should be able to undertake assessment for course completion. Members noted that further work was ongoing to confirm whole or partial course deferral in terms of credit value, as well as individual assessment planning for students who were unable to complete this session for personal reasons.

The Committee noted the report and the Chair agreed to convey this assurance to the Board at its meeting scheduled for 14 June 2021. {ACTION – JH}

LM418 DRAFT CURRICULUM STRATEGY 2021-26

The Vice Principal Educational Leadership explained that the draft Curriculum Strategy 2021-26 had been produced to make the curriculum design priorities and actions required more explicit to enable a shared understanding of the direction for curriculum change.

Ms Graham reported that the strategy focused on the Curriculum Portfolio (the courses and qualifications offered), the modes of attendance and the way that provision was planned. A further linked strategy was proposed for Learning and Teaching to focus developments in the way that courses were taught and assessed. To have the strategy in place for the 2021-22 Curriculum Planning and Review process and fit in with Board and Committee meetings, the strategy was presented to the Committee at an early stage. That would ensure the Committee had an opportunity to input and to have a final draft developed for the June 2021 Board meeting (and be published at the start of 2021-22).

Ms Graham confirmed that the strategy would be shared with staff, an action plan for 2021-22 developed and progress reported and monitored through the Learning, Teaching and Quality Committee.

The Committee discussed the strategy in detail and made some suggestions for modification. Members agreed it illustrated an exciting time ahead for the College in its future collaborative work with staff, students, communities, and employer partners highlighting the College's focus to be as agile and adaptable as possible. They recognised that such a vision and flexible approach may open new opportunities to meet the needs of learners, the wider education sector and industry.

The Committee reviewed and noted on the draft Curriculum Strategy and agreed that it be presented to the Board at its meeting scheduled for 14 June 2021. {ACTION – StG}

LM419 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.
- Applications 2021-22.
- Preparation for College
- Covid and Industrial Action.
- Student Services, Schools and Community (including Special Interest Groups, College School Partnership, Community provision in general, Learning beyond Lockdown (LBL) project and Engineering.

The report was noted.

LM420 SFC REVIEW OF COHERENT PROVISION AND SUSTAINABILITY PHASE 2 REPORT

The Vice Principal Educational Leadership's report updated the Committee on the Progress Update Phase 2 report which was published in March explaining that the final report was scheduled for summer 2021.

The report was noted.

LM421 COLLEGE LEAVER DESTINATIONS

A report of the Assistant Principal Performance and Skills explained that the College Leavers Destinations summary provided information on the destinations of successful full-time college leavers in Scotland. It supported 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.

The Committee noted the CLD return for session 2019-20 and that the national benchmark data would be issued by the SFC later in 2021.

LM422 QUALITY STANDARDS COMMITTEE MINUTES

The 11 February 2021 minutes from the meeting of the Quality Standards Committee were submitted for the Committee's consideration.

The Committee noted the 11 February 2021 minutes from the meeting of the Quality Standards Committee.

LM423 ANNUAL COMPLAINTS HANDLING REPORT

The Assistant Principal Performance and Skills report explained that the College Annual Complaints Handling Report for 2020 was 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 had been shared internally, prior to publication, with members of the Quality Standards Committee and Senior Management Team.

The Committee noted the Annual Complaints Handling Report 2020.

LM424 STRATEGIC RISK REGISTER

The Chair 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.

Mrs Henry presented the College Strategic Risk Register for consideration noting that the latest update was considered by the Board at its meeting held on Monday 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.

LM425 ANY OTHER BUSINESS

- Dates of LTQC meetings 2021/22 - **The Committee noted and approved its 2021/22 meeting dates.**
- LTQC Topical Suggestions for Board Briefings – Mrs Henry asked all members to submit any suggestions for the next academic session to her direct.
{ACTION – ALL MEMBERS}
- Date of next meeting - Wednesday 6 October 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)
19 May 2021	LM413	The Student Digital Experience video be circulated via College social media channels as well as to Committee members.	S Gordon	Duly circulated to LTQC members 20/05/21.	COMPLETE
" "	LM417	The Chair to convey the Student 2020-21 Qualifications assurance to the Board at its meeting scheduled for 14 June 2021.	J Henry	JH highlighted to 14 June Board meeting in her summary LTQC paper.	COMPLETE
" "	LM418	Agreed that draft Curriculum Strategy be presented to the Board at its meeting scheduled for 14 June 2021.	S Graham	Duly included on 14 June 2021 Board agenda.	COMPLETE
" "	LM425	All members to submit any LTQC Topical Suggestions for Board Briefings for the next academic session to the Chair direct.	All members		Ongoing
11 Nov 2020	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 – will be included within the Quality themed meeting in the Autumn.

<p>From 9 July 2020 FGPC</p>	<p>FPM339</p>	<p>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.</p>	<p>S Graham</p>	<p>Previously the responsibility of FGPC – but the evaluation falls under the remit of the LTQC so transferred to its Action List.</p>	<p>Future Meeting TBC when evaluation has taken place.</p>
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TITLE: STUDENTS' ASSOCIATION REPORT

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

Lead: Abbie McGrath, President, Students Association

Status: Open



Learning Teaching Quality Committee – October 2021

The Students' Association {SA} continues to work for the benefit of all students. The 2021/22 SA consists of Student President– Abbie McGrath and three vice presidents, Paul Sefton – (Greenock), Scott McInnes (Clydebank) and newly appointed Ryan Robertson (Paisley). The SA would like to welcome Ryan to the team and look forward to working together as a full team to plan for the year ahead. The overall objectives for the SA this year are mental health, wellbeing and physical health. Furthermore, we are keen to raise exposure on social media and work closely with our class reps. The events being planned are shown below:

- **Meeting SAs;** 'meet and greet' held at the reception areas of the college to welcome students and show face, hand out business cards, try and get recognition on social media, hand out any SA merch (only a small event for an hour at reception in the morning – whenever best suits VPs)
- **Black History Month;** An event raising awareness for black ethnic minorities, a chance to recognise the history behind the country we live in, this will consist of light hearted events such as fun facts on social media for everyday of the month, name the teddies – a fun chance to win a teddy by choosing a name that has been specifically chosen for being a black superhero (male and female) all collected donations will be given to a black minority support organisation, events and hyperlinks posted on social media to raise awareness for anything happening around Scotland that could interest students
- **Freshers;** These events will likely be virtual in the most part but the SA are looking forward to interacting with the students in a host of events.
- **"Be Heard";** An event based around hearing out students' needs and opinions in every aspect, organisations interested include: Brothers in Arms, Womens Aid, action against stalking, Scottish Womens convention... *(sometime in November/December [information not confirmed, could tie in with freshers])*

The Student Association has been working with NUS to ensure the best support for our students. Meetings are scheduled to take place with NUS and student associations from colleges and universities from all over Scotland. Furthermore we are excited to see differences being made with the additional £33,000 in additional funding that was made available at the end of last term. With funds being made available to the library, sports equipment and mental health to name a few, it is an exciting time to be part of the SA. We look forward to updating you as the year progresses.

Abbie McGrath
Student President

TITLE: **Regional Outcome Agreement 2021-22 and Self Evaluation 2020-21**

Background: As reported at the Board, the Regional Outcome Agreement 2021-22 will be an interim agreement in a similar format to 2020-22. Guidance was published 31st August 2021.

http://www.sfc.ac.uk/web/FILES/guidance_sfcgd222021/College_and_University_Outcome_Agreement_Guidance_2021-22.pdf

The document is required to be submitted by 30 November. (In a 'normal' year guidance would be published in October of the preceding year, with the final draft to be submitted by the end of April)

As stated in the guidance, the document is required to ensure that an agreement is in place between SFC and each university, college or college region during this transition year which captures, at a high level, contributions, impact and outcomes and provides assurance on use of allocated funding in AY 2021-22.

As well as a Regional Outcome Agreement to be submitted by 30 November 2021, there is also a requirement to submit a self-evaluation report for 2020-21

http://www.sfc.ac.uk/web/FILES/guidance_sfcgd222021/Outcome_Agreement_Guidance_2021-22_Annex_A.pdf

Summary SFC states that it recognises the competing demands that are impacting on institutions and wants to ensure Outcome Agreement reporting is appropriately focused, impactful and proportionate. They have therefore restricted the key policy priorities they expect to be covered in the OA for this year.

They require an ongoing commitment and statement of intent to deliver on key sector priorities and outcomes for students and for economic recovery and social renewal. The priority list includes:

- Fair access and transitions.
- Quality learning and teaching.
- Learning with impact – students are equipped and ready to take up appropriate employment in the future.
- Student participation and engagement in their educational experience.
- Equalities and inclusion.
- High quality research and innovation.

- Meeting future skills needs, skills alignment and including upskilling and reskilling.
- Responding to the climate emergency.

As set out in the Coherent Provision and Sustainability Report, SFC have recommended that a new overarching National Impact Framework (NIF) is developed to ensure greater alignment with Scotland's National Performance Framework and the UN Sustainable Development Goals. This will be used in future agreements. For this transitional year, SFC have issued a table to each institution with reduced 2019-20 KPI data, which is to be used to populate projections for 2021-22. Only one year of target setting is required.

Timescale The 2021-22 Outcome Agreement requirements are very similar to 2020-22 and it is therefore proposed that the 2020-21 document is used as the basis for the 30 November submission, with information updated as appropriate. The ROA requires to be signed off by Board or Senior Executive. Extensions to the deadline can be discussed with the OA Manager but since the document is a maximum of 15 pages and mainly reporting what we are undertaking this session, we are unlikely to have any difficulties completing by the deadline. The OA will be signed off by SFC and published in January.

Action: The Committee is invited discuss any factors relating to the ROA and asked to agree to a draft being circulated to the Committee, along with the 2020-21 Self Evaluation Report, for comment and approval prior to the submission date of 30 November.

Lead: Stephanie Graham, Vice Principal Educational Leadership

Status: Open.



Section 1 Qualifications Compliance

1.1. Approvals

External Awarding Body Approvals: WCS have successfully maintained approval with 21 awarding bodies allowing us to deliver qualifications and claim certifications for student. Some key changes in Session 2020-21 were:

- City and Guilds signalled their intent to end provision of Motor Vehicle and other vocational courses in Scotland, citing non-viable market conditions from low recruitment numbers. This impacted on our Motor Vehicle departments in Paisley and Clydebank campuses and prompted an application for extension of our current Greenock campus approval with the Institute of Motor Industry (IMI) to cover all campuses.
- Approval of a new Awarding Body, Institute of Welding, to meet demand from external clients in our Engineering sector.

1.2. Externally accredited awards

Approval conditions are set by awarding bodies and managed internally in line with our Qualifications Approvals Procedure. In session 2021-22, a total of 22 new qualification approval requests were submitted. Of the 20 approved, 17 requests were 'approved with conditions' on initial submission and 2 were not approved. All conditions relating to the 17 were lifted and in the latter cases, there has been no action to date on meeting the conditions set.

The conditions set for approval have varied between awarding bodies this session, although a common theme in reports received has been the need for assurance that assessors and internal verifiers maintain independence in the assessment process. In a small number of cases, approval was not granted because no learning materials or assessments had been created or were available at the time of approval. This is a fundamental requirement of all awarding bodies as is the need to ensure equity for all students. An Equality and Quality Impact Assessment has been created and approved for use by the college Equality and Diversity Committee and this will be used to support approvals in the future.

1.3. Verification outcomes

With some Covid Restrictions still in place 2020-21 saw a reduction in external verification (EV) activity in comparison to other sessions, totalling 38 in total for the session (20 - SQA, 22 - other Awarding Bodies). Most EV visits took place remotely although there were a few visiting/on campus verification events around June 2021 for SVQ provision.

It is worth noting that external visiting verification for SQA courses, in most cases, was replaced with strengthened internal verification (IV) requirements in the form of Internal Quality Assurance (IQA) Panels, which played a key role in quality assuring assessment activity across all curriculum areas.

SQA introduced a Verification Hub – a virtual and secure platform where approved centres can share materials remotely. This replaced postal services including the transfer of candidate assessment evidence for central verification at SQA.

Across all areas, external verification outcomes have improved, notably with SQA where we achieved 100% high confidence outcomes with no actions raised from any of our SQA visits.

EV remote visits with our staff were regularly highly commended on the accurate and timely provision and ease of access to all materials.

Below shows the trend of SQA EV outcomes over the past four sessions:

Session	Successful	Unsuccessful
20-21	100%	0%
19-20	88.8%	11.1%
18-19	85.5%	14.5%
17-18	92.9%	7.1%

It is worth acknowledging that our college teaching and support staff have worked exceptionally hard to ensure students were guided and supported through alternative assessment arrangements.

1.4. Internal Quality Assurance Panels

IQA panels were held for SQA HNVQ qualifications, on a risk rated basis, as part of the Alternative Certification Model (ACM) response to the COVID pandemic. Risk was deemed to be highest where assessment modifications were considerable. Strengthening internal QA aimed to establish a national standardised and consistent approach across qualification assessments and assure achievement of students to the required national standard.

A significant challenge for teaching teams was in the conversion of traditional closed book assessment testing to an open book model, delivered and assessed remotely, while maintaining security and integrity of the assessment process..

The most impactful change to the HNC/D assessment strategy resulted from the removal of Graded Unit(s) (exams and projects). This plan was communicated by SQA early in session 2020-21 although the slow release of subject specialist alternative assessment strategies, in many areas, did not facilitate sufficient time for forward planning of alternative assessment approaches.

IQA panels were held to ensure equity across final grades awarded on all HN courses. The panels scrutinised evidence and engaged course teams in professional discussion and were assured that course teams used sufficient and fair methods to assess evidence submitted by students holistically drawn from other components of assessment across the award. Panel activity reviewed variations in this year's award against past grade trends and sought assurance that each course team process to approve lecturer grades, was sound and in line with the national standards.

Our approach to IQA panel activity was endorsed by SQA. In summary:

- 16 qualifications were selected for panel review covering 36 class groups and around 400 students
- All took place between May and June 2021 as planned and communicated earlier in the session
- The panel composition of staff included externality and independence provided by members of the Quality Standards Committee who attended on a rotational basis

- All CQLs utilised an IQA Panel Microsoft Teams site – this meant that all evidence from varied curriculum areas was uploaded and stored in a centrally accessible area
- 14 separate IQA panel meetings were undertaken in two phases with the following outcomes:
 Phase 1 – 11 were approved without conditions, 5 courses ‘on hold’ in Phase 1
 Phase 2 – All conditions met by 18/06/21

Summary of IQA Panel experience based on feedback from participants:

- IQA purpose and process was clear and understood
- Timing of panels was challenging for curriculum teams because of competing teaching delivery, assessment arrangements and assessing priorities
- Time available to review supporting evidence often insufficient and scrutiny of paper evidence could be limited, resulting in Panel meetings being more discursive and interrogative than initially intended.
- Standardisation of assessment design and delivery at cross college level was well established in some curriculum teams.
- The primary reason for Panel decision “Not Approved” (resulting in a temporary ‘hold’ on results processed to the awarding body) was lack of evidence to support standardisation and verification activities.
- One curriculum team provided evidence of recorded online Teams standardisation meetings. This was welcomed as innovative practice.

1.5. National Qualifications (Highers and National 5 awards)

In session 2020-21 there were over 500 less enrolments in National Qualifications courses than in the previous session as illustrated in the table Some reasons for the decline include

- Removal of national qualifications from internal course plans as our college focus shifted to supporting student (and colleagues) positive mental health through the pandemic.
- Low demand for national qualifications resulting from the cancelled examination diet and poor experiences in 2019.

The table below illustrates the trend of final awards for completing students, verified by SQA following lecturer estimates. The increase in A grade passes is consistent with the [SQA national attainment statistics](#) report outcomes. We maintain confidence in the expertise of teaching teams to accurately forecast student success rates in national examinations based on past trends. Students who recorded no award or who failed (including Grade D) have, in many cases, were unable to engage in remote learning, have disengaged with their coursework for other reasons and did not submit sufficient assessment evidence to support a pass A to C grade.

Year	Number sitting	Award Grade A		Award Grade B		Award Grade C		Grade D/Fail/No award
2020	609	272	45%	154	25%	92	15%	15%
2019	906	199	22%	188	21%	191	21%	36%
2018	806	180	33%	146	31%	169	27%	9%

Exam Title	Campus	WCS Enrolled	Withdrawn	Expected Attendees	Actual Attendees	Absentees	No Award	Grade A	Grade B	Grade C	Grade D	WCS Pass Rate A-D	WCS rate % enrolling	WCS rate on % actual sitting	National Pass rate A- D	WCS Pass Rate A-C	WCS rate % enrolling	WCS rate on % actual sitting	National Pass rate A- C
Dance Higher	Clydebank	0	0	13	13	0	0	8	3	2	0	13	72.2%	100.00%	98.8%	13	72.22%	100.00%	96.2%
	Greenock	0	0																
	Paisley	18	5																
English Higher	Clydebank	56	18	262	262	0	3	142	76	35	6	259	71.7%	98.85%	96.1%	253	70.08%	96.56%	88.2%
	Greenock	35	12																
	Paisley	270	51																
ESOL National 5	Clydebank	20	1	51	51	0	1	21	18	11	0	50	89.3%	98.04%	96.5%	50	89.29%	98.04%	89.9%
	Greenock	0	0																
	Paisley	36	2																
ESOL Higher	Clydebank	0	0	12	12	0	1	2	6	2	1	11	61.1%	91.67%	99.3%	10	55.56%	83.33%	97.0%
	Greenock	0	0																
	Paisley	18	5																
Applications of Mathematics National 5	Clydebank	91	19	131	131	0	12	66	23	17	13	119	64.0%	90.84%	80.9%	106	56.99%	80.92%	64.0%
	Greenock	53	5																
	Paisley	42	8																
Mathematics National 5	Clydebank	17	0	22	22	0	13	3	2	1	3	9	26.5%	40.91%	84.1%	6	17.65%	27.27%	73.0%
	Greenock	0	0																
	Paisley	17	5																
Mathematics Higher	Clydebank	0	0	9	9	0	4	2	0	1	2	5	21.7%	55.56%	87.5%	3	13.04%	33.33%	80.1%
	Greenock	0	0																
	Paisley	23	6																
Photography Higher	Clydebank	19	4	18	18	0	1	6	8	3	0	17	47.2%	94.44%	96.3%	17	47.22%	94.44%	92.2%
	Greenock	0	0																
	Paisley	17	3																
Psychology Higher	Clydebank	19	2	91	91	0	24	22	18	20	7	67	57.8%	73.63%	91.4%	60	51.72%	65.93%	85.3%
	Greenock	27	7																
	Paisley	70	16																
TOTALS 2020		848	169	609	609	0	59	272	154	92	32	550	65%	90%		518	61.1%	85.1%	
TOTALS 2019		1390	306	1068	906	250	191	199	188	191	155	733	53%	81%					
TOTALS 2018		1101	226	988	806	198	198	180	146	169	112	607	55%	75%					
TOTALS 2017		845	250	797	749	59	155	192	169	163	65	589	70%	79%					
TOTALS 2016		593	101	383	316	67	102	68	50	62	36	216	48.7%	77.1%					
TOTALS 2015		943	227	748	595	164							49.60%	73.60%					
TOTALS 2014		1134	208										49.60%	73.60%					

- 1.6. Actions to take forward into session 2021-22:
2. Pro-actively seek continuation of remote external verification for non- regulated awards:
Remote external verification activity has highlighted good practice where evidence has been shared via SharePoint or One Drive (especially where E-Portfolios are in use). Cross campus teamwork, sharing of evidence and related assessment materials has significantly improved, as has verification success outcomes.
3. Plan effectively for on campus verification activity:
Depending on the easing of COVID restrictions, it is likely that we will see a future increase in on site visits for areas where practical work is taking place. We will work with all awarding bodies and course teams to ensure that assessment scheduling is planned, as far as possible, to enable early, in year verification activity, and mitigating against a year end bottleneck.
4. Plan for desk audit activity for ongoing Internal Quality assurance practices:
SQA have confirmed the continuation of the alternative certification model for session 2021-22 for HNVQ awards. To facilitate early QA activity the IQA panel will utilise the Teams site to request and review curriculum team assessment and qualifications verification plans, standardisation activities and mitigating arrangements for any reversion to campus restrictions.
5. Set up a Project Action Group with a broad curriculum and support staff representation to consider the purchase of Proctoring Software which will provide virtual invigilation for students undertaking remote assessment.
6. Strengthen the internal approvals process to ensure planned courses meet all awarding body criteria, and if internal, that they comply with our curriculum strategy in terms of design and delivery.

Section 2 Student Experience

2.1. Student Association

Our WCS Student Association was proactive during periods of lockdown and disrupted learning, supporting and championing the rights of students during a global pandemic. We started the session well in August 2020 with the continuity of a second term Student Association President and with all campus VP post filled. As all activities moved off campus during the session, the wellbeing of all students in our college community was at the heart of 2020-21 SA campaigns.

The integration of the Student Association Executive Team into the college normal activity was strengthened during the periods of remote working. With the encouragement of the Student Association Liaison Officer, a new post introduced in August 2020, the SA joined the wider Quality and Student Experience Team in our weekly catch-up meetings entitled 'Share Your Story'. The weekly meetings helped develop positive working relationships and ensured that our College staff team retained a consistent and familiar presence, supporting the SA team embrace Health Working Lives initiatives.

Session 2020-21 ended with a handover of role between the outgoing President, Vanessa Thompson, and our incoming President, Abbie McGrath, in July 2020. We plan to continue our weekly joint meetings and recognise that we still have work to do to raise the profile and extend the reach of the SA with our wider student community.

2.2. Student Feedback 2020-21

The SFC mandatory national Student Satisfaction and Engagement Survey (SSES) is issued in Spring annually, and which was completed by 8951 students in April 2021.

The SSES Data Return 2020 with all response rates for each category of student group is available as a separate report.

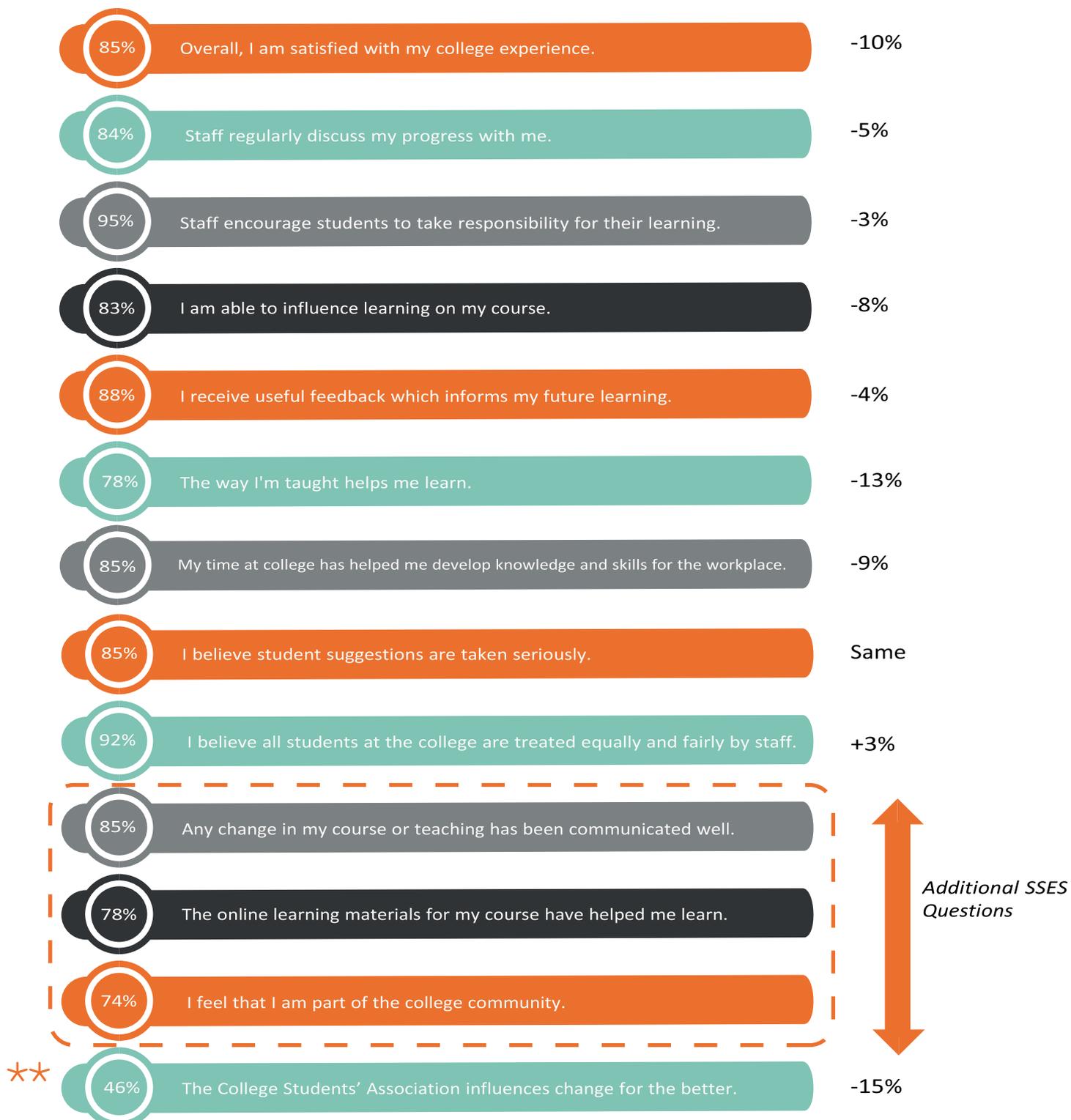
An overview of the SSES survey responses is presented below along with a summary of feedback from a Digital Survey of 549 students.

SSES Survey Response rates			
Category of Student Group (Mode)	2020-21	2019-20	2018-19
Full Time FE (SCQF Levels 2-6)	48.51%	No Survey	35.6%
Part Time FE (SCQF Levels 2-6)	38.11%		27%
Distance FE (SCQF Levels 2-6)	35.26%		23.8%
Full Time HE (SCQF Levels 7-10)	52.43%		36.87%
Part Time HE (SCQF Levels 7-10)	33.71%		32.1%
Distance HE (SCQF Levels 7-10)	74.07%		N/A

Session/Year	2020-21	2018-19
College	42%	32%

SSES Summary Report

+/- from previous year



Digital Survey Summary Responses June 2020

84% of students who received a loan of a college device said it helped them complete their coursework.

90% of students said applying for a college device was easy or very easy.

15% of students had to share their device with others in their household.

31% of students didn't know who to contact to resolve technical issues with their device.

76% of students were satisfied with their college device.

Chromebooks were rated higher for performance than Laptops

Summary of survey feedback

- The satisfaction rate from students for their overall learning experience was 95% in session 2019-20. In 2020-21 this rate fell to 85%. Through analysis and focus group follow up with students, we believe the drop to be due to the ongoing challenges faced by students during the COVID 19 pandemic and the impact this has had on their learning experience. We anticipate this to be a short-term temporary position and will closely monitor the ongoing experience of students during their time with us.
- Survey responses are traditionally low and we are pleased to report an increase in our overall survey response rate to 42% for session 2020-21. While this is still short of the SFC target response rate it is our highest response rate to date. The survey was distributed digitally, and we believe that student's improved familiarity with learning in an online environment enabled them to participate. The survey was issued via Curriculum teams and proactive partnership working improved awareness of the survey amongst staff who encouraged students to complete.
- The survey offers an option to leave comments against each question and we have seen an increasing trend of students expressing mental health concerns. The College is actively supporting students by encouraging participation in a wide range of health and wellbeing initiatives.
- The SSES question on the Student Association is unique in that includes a 'Don't Know' option, an inclusion that has been relentlessly debated at national level. We have seen an increase in the number of students selecting this option. Understandably the perception of the SA has been detrimentally impacted during the pandemic. All student facing higher profile activities ceased, and the Student Association worked continually behind the scenes to support college work. We are confident that this rate will improve as we further develop the SA online presence through social media, and when further on-campus learning resumes.
- The digital survey provided us with a snapshot of IT related student experiences. In response to the need expressed for student support with setting up and working their devices, a Student Tech team Help Desk was created. As well as helping fellow students, this offered some Computing students a real work experience opportunity and the chance to be mentored by our ICT team in college.

2.3. Feedback – Complaints

Complaints received during session 2020- 21 were predominantly around the learning experience and linked to the shift from on campus to online learning. Our [Annual Complaints Handling Report](#) [Link to insert once published] provides detail of the nature and type of complaints we received, their outcomes and the actions we have taken to improve our services to stakeholders.

[End of Section 2] [Back to top ^](#)

Section 3 Student Outcome Performance Data

3.1. Student Outcomes /ROA template report

The following table represents our student outcome performance for session 2020-21. This table is completed and submitted as part of our SFC Outcome Agreement submission and will inform our self-evaluation reporting.

Student Outcomes for 2020-21 have been impacted by COVID 19 restrictions around access to college campuses. Many vocational programmes were unable to progress during the session and other qualifications were impacted where placement/work experience was a mandatory requirement for successful completion.

The SFC introduced a number of new student outcome codes to help categorise the impact that the COVID 19 restrictions may have had on student success rates. The figures below are interim pending final confirmation by SFC. Some additional student outcomes, particularly for deferred students, may still be in progress and success rates may be adjusted to take account of those.

A full analysis of trend outcomes and impact on key groups of students (multiple deprivation areas, care experienced, BME and Disability) will be incorporated into our SFC self-evaluation report due for submission in November 2021. This data is actioned through the Equality and Diversity Committee who maintain oversight of outcome trends for students with protected characteristics).

The graph below illustrates our College student outcomes rate in comparison to the sector. It is important to note that demographics, size and scale of colleges differ thus we are not able to directly compare like for like.

FE FT Outcome Success %				FE PT Outcome Success %				HE FT Outcome Success %				HE PT Outcome Success %			
College	2020-21 Interim	2019-20	2018-19	College	2020-21 Interim	2019-20	2018-19	College	2020-21 Interim	2019-20	2018-19	College	2020-21	2019-20	2018-19
D&A		72.2		FVC		89.3		DumGal		82.3		FVC		91.9	
SLC		71.4		Kelvin		84.6		SLC		77.9		West Lothian		89.7	
Clyde		70.2		West Lothian		83.9		Clyde		77.4		SLC		85.6	
FVC		70.1		CoG		82.9		CoG		76.7		Fife		83.7	
Kelvin		68.8		Borders		82.6		Edinburgh		75.1		Borders		83.2	
CoG		68.8		D&A		82.4		D&A		74.5		CoG		81	
DumGal		68.6		Fife		81.8		Scotland	N/A	73.4	69.8	DumGal		80.4	
Borders		66.5		Clyde		80		Kelvin		72.3		Clyde		79.7	
WCS	66.7	66	67.9	SLC		78.4		NCL		71.3		D&A		79.3	
Scotland	N/A	65.7	65.2	Scotland	N/A	78	79.7	Borders		71		Scotland	N/A	78	78.9
Ayrshire		64.6		DumGal		76.9		FVC		70.6		NCL		77.7	
West Lothian		62.9		WCS	68.9	76.6	80.3	NesCol		70.4		Kelvin		75.7	
Fife		62.1		NesCol		73.4		Fife		70.2		Ayrshire		74.9	
NesCol		61.8		NCL		68.8		Ayrshire		68.7		WCS	67.5	68.7	64.9
NCL		61.7		Ayrshire		68.7		WCS	67.5	68.7	64.9	NesCol		66.9	
Edinburgh		58.9		Edinburgh		62.2		West Lothian		68.3		Edinburgh		66.4	
Newbattle		54.3		Newbattle		0		Newbattle		0		Newbattle		0	

Regional Outcome Table Trends

	2017-18	2018-19	2019-20	2020-21
Credits Delivered (Core)	160,376	157,853	155,288	159,706
Credits Delivered (ESF)	7,103	6,673	9,308	7,442
Credits Delivered (Core + ESF)	167,479	164,526	164,596	167,148
Volume of Credits Delivered to 10% most deprived postcode areas	41,664	41,227	41,357	TBC
Proportion of Credits delivered to 10% most deprived postcode areas	24.9%	25.1%	25.1%	TBC
Volume of credits delivered to care-experienced learners	2,463	8,277	13,822	TBC
Proportion of credits delivered to care-experienced learners	1.5%	5.0%	8.4%	TBC
Number of senior phase age pupils studying vocational qualifications delivered by colleges	342	425	563	591
Proportion of enrolled students successfully obtaining a recognised qualification (Full time FE)	69.2%	67.9%	66.0%	66.7%
Number of enrolled students successfully obtaining a recognised qualification (Full time FE)	3,045	2,953	2,752	2,426
Total number of FTFE students	4,402	4,348	4,172	3,635
Proportion of enrolled students successfully obtaining a recognised qualification (Part time FE)	72.3%	76.1%	76.6%	68.9%
Number of enrolled students successfully obtaining a recognised qualification (Part time FE)	9,414	9,574	8,921	7,916
Total number of PTFE students	13,023	12,576	11,641	11,481
Proportion of enrolled students successfully obtaining a recognised qualification (Full time HE)	69.4%	64.9%	68.7%	67.2%
Number of enrolled students successfully obtaining a recognised qualification (Full time HE)	1,912	1,713	1,612	1,481
Total number of FTHE students	2,757	2,640	2,345	2,204
Proportion of enrolled students successfully obtaining a recognised qualification (Part time HE)	80.2%	80.3%	72.8%	84.8%
Number of enrolled students successfully obtaining a recognised qualification (Part time HE)	491	494	401	467
Total number of PTHE students	612	615	551	551
Number of students achieving an HNC/D qualification articulating to degree level courses	609	608	493	TBC
Number of students achieving an HNC/D qualification articulating to degree level courses with advanced standing	311	317	273	TBC
Proportion of students achieving an HNC/D qualification articulating to degree level courses with advanced standing	51.1%	52.1%	55.4%	TBC
Total number of full-time FE college qualifiers (in confirmed destinations)	2,474	2,345	2,007	Reported 20-21
Number of full-time FE college qualifiers in work, training or further study 3-6 months after qualifying	2,353	2,258	1,909	Reported 20-21
Proportion of full-time FE college qualifiers in work, training or further study 3-6 months after qualifying	95.1%	96.3%	95.1%	Reported 20-21
Total number of full-time HE college qualifiers (in confirmed destinations)	1,601	1,492	1,228	Reported 20-21
Number of full-time HE college qualifiers in work, training or further study 3-6 months after qualifying	1,532	1,353	1,176	Reported 20-21
Proportion of full-time HE college qualifiers in work, training or further study 3-6 months after qualifying	95.7%	90.7%	95.8%	Reported 20-21
Percentage of students overall satisfied with their college experience (SSES survey)	N/A - see note	95.1%	-	85.0%

3.2. College Leavers Destinations (CLD)

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

The data collection takes place in February annually and tracks the destinations of successful, full time completing students from the previous session. This report relates to students who completed their studies in session 2019-20 and are deemed successful through full attainment of the qualification aim of the course. The CLD data table is shown on page 14.

A summary of main points follows:

- The number of qualifiers continues to fall with fewer FT completers in 2019-20. The increase in short FT programmes is not included in the CLD data collection as these courses are classified as part time.
- Deferrals re the COVID 19 lockdown in March 2020 negatively 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
- Destination information is normally gathered during graduation ceremonies and this was not possible with the move to virtual graduations in November 2020.
- Survey was carried out March 2021 during COVID lockdown - positive destinations include those on furlough
- Other known destinations include 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 in a bid to improve confirmed response rates
- HE confirmed positive destinations - 14% were in employment either FT or PT with the majority progressing to further study in college or at university
- FE confirmed positive destinations - 81% (1540 students) returned to WCS to continue their studies

College Leavers Destinations 2019-20 Data Table

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	3235	82.7%	N/A	3837	84.7%	89.0%	4075	85.3%	89.6%
Positive destinations of those confirmed	3085	95.4%	N/A	3661	95.4%	95.1%	3885	95.3%	95.4%
Other known destinations	150	4.6%		176	4.6%		190	4.7%	
Unconfirmed destinations	675	17.3%		692	15.3%		704	14.7%	

HE/FE split confirmed by SFC September 2021

HE (SCQF Levels 7-10)			FE (SCQF Levels 2-6)		
Number of Qualifiers	1574		Number of Qualifiers	2336	
Confirmed destinations	1228	78%	Confirmed destinations	2007	85.9%
Positive destinations of confirmed	1176	95.8%	Positive destinations of confirmed	1909	95.1%
Confirmed in employment after course	171	14.5%	Confirmed return to WCS further study	1540	80.7%
Unconfirmed	346	22%	Unconfirmed	329	14.1%

[End of Section 3] [Back to top ^](#)

Section 4 Professional Standards

4.1. GTCS Lecturer Registration

During session 2020 – 21 our College staff have proactively participated in national level GTCS Lecturer Registration and Professional Learning working groups, supporting the outcomes of national bargaining and developing our internal process for lecturer registration and professional updating.

During 2020-21 three pilot colleges tested the GTCS side of the process and as a result, from September 2021, all lecturers covered by the national agreement who hold a TQFE or other GTC Scotland recognised teaching qualification, will receive an invitation to register with GTCS.

EIS/FELA, Colleges Scotland, GTCS and the Scottish Government are all fully supportive of this process. More information is available via the [GTCS registration](#) weblink, including details of eligibility to register and the benefits of registering.

Data sharing with GTCS

- WCS has now completed a Data sharing template exercise, identifying which staff members currently meet the GTCS Registration requirements.
- GTCS will now directly contact individual staff members whose data has been shared, and who hold TQFE or other qualifying qualifications, with an invite to register.

GTC Scotland is working with partners to develop pathways to registration for lecturers who are currently ineligible to register.

This will include lecturers who do not hold a TQFE or other GTCS recognised Scottish teaching qualification, who qualified outside of Scotland, lecturers who hold Higher Education or other alternative teaching qualifications and lecturers who do not yet hold a teaching qualification.

GTC Scotland intends to have a pathway for all lecturers to register from April 2022 onwards. A Professional Code of Ethics/Conduct will be developed and ready for August 2022.

4.2. Supporting professionalism – CPD for teaching staff

Our College offers and supports a range of accredited teaching and professional development qualifications. During 2021-21 this included:

TQFE – we partnered with Aberdeen University for the first time after Dundee University withdrew) and are pleased to report 100% success with certification of ten successful lecturers gaining their TQFE. The college supported them through their learning journey, providing each with a Teaching Enhancement Lecturer mentor and academic writing support. The Organisational Development department successfully arranged peer group support in collaboration with Glasgow Clyde College. Participants highly rated this opportunity to collaborate with peers.

Each lecturer completed two teaching observations as part of their course. This was the first time they, and our college team of Associate Tutors with Aberdeen University, had a lesson observed remotely and the experience was both rewarding and challenging for all involved. The main outcome of the observation feedback reports was an identified need for further staff training on delivering

lessons online. While all had mastered the basics, there emerged some student engagement enhancement actions, which were then followed up by the Aberdeen observers later in the year.

The CDN Teaching in Colleges Today (TiCT) programme was paused in November 2020 as it became clear that the COVID 19 pandemic restrictions would impact negatively on support for staff and their ability to progress through the award. New staff were instead inducted online and mentored by the Teaching Enhancement Lecturers.

It is anticipated that the TiCT award will be offered again during 2021-22 as mandatory for all staff new to teaching. The award has been refreshed and will be available at SCQF Levels 7 and 8, offering a progression route for staff. We await confirmation from Aberdeen University that the SCQF level 8 TiCT course will meet their entry criteria for staff who do yet have the necessary qualifications to commence TQFE.

Scottish Funding Council
Student Satisfaction and Engagement Survey (SSES)
Summary Return for 2020-21

Notes:

1. Please complete all fields highlighted white.
2. Include students with a "current" and appropriate group mode status at your college, at the point of survey, in the Sample Number box.
3. The Survey Response % is calculated from Question 1 Total Responses divided by Survey Sample Number.
4. The completed template should be returned, as an Excel attachment, to mmcneill@sfc.ac.uk, no later than **Friday 28 May 2021**.

Institution	West College Scotland
Contact Name	Cathy McNab
Telephone	
E-mail	cathy.mcnab@wcs.ac.uk

Mode of Attendance	FE Level						Total Question Response
Mode Grouping	Group A - Full-Time						
Survey Sample Number	3,255						
Survey Response %	48.51%	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	
SSES summary questions results		20-21	20-21	20-21	20-21	20-21	20-21
1. Overall, I am satisfied with my college experience.		458	920	157	44		1579
2. Staff regularly discuss my progress with me.		563	845	139	30		1577
3. Staff encourage students to take responsibility for their learning.		641	859	65	9		1574
4. I am able to influence learning on my course.		407	970	163	24		1564
5. I receive useful feedback which informs my future learning.		592	833	124	30		1579
6. The way I'm taught helps me learn.		411	873	224	66		1574
7. My time at college has helped me develop knowledge and skills for the workplace.		516	862	151	44		1573
8. I believe student suggestions are taken seriously.		443	938	154	39		1574
9. I believe all students at the college are treated equally and fairly by staff.		695	756	91	30		1572
10. Any change in my course or teaching has been communicated well.		504	871	150	47		1572
11. The online learning materials for my course have helped me learn.		383	829	259	99		1570
12. I feel that I am part of the college community.		366	888	252	62		1568
13. The college Students' Association influences change for the better.		249	585	41	16	670	1561

Mode of Attendance	FE Level						Total Question Response
Mode Grouping	Group B - Part-Time						
Survey Sample Number	1,821						
Survey Response %	38.11%	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	
SSES summary question results		20-21	20-21	20-21	20-21	20-21	20-21
1. Overall, I am satisfied with my college experience.		258	380	47	9		694
2. Staff regularly discuss my progress with me.		222	385	76	11		694
3. Staff encourage students to take responsibility for their learning.		348	332	13	2		695
4. I am able to influence learning on my course.		189	423	68	7		687
5. I receive useful feedback which informs my future learning.		256	370	61	5		692
6. The way I'm taught helps me learn.		252	345	69	26		692
7. My time at college has helped me develop knowledge and skills for the workplace.		267	335	75	15		692
8. I believe student suggestions are taken seriously.		240	390	51	9		690
9. I believe all students at the college are treated equally and fairly by staff.		353	308	26	1		688
10. Any change in my course or teaching has been communicated well.		285	334	48	22		689
11. The online learning materials for my course have helped me learn.		246	342	84	22		694
12. I feel that I am part of the college community.		167	383	113	29		692
13. The college Students' Association influences change for the better.		124	210	10	1	341	686

Mode of Attendance	FE Level						Total Question Response
Mode Grouping	Group C - Distance/Flexible						
Survey Sample Number	1,594						
Survey Response %	35.26%	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	
SSES summary question results		20-21	20-21	20-21	20-21	20-21	20-21
1. Overall, I am satisfied with my college experience.		135	327	75	25		562
2. Staff regularly discuss my progress with me.		153	305	85	19		562
3. Staff encourage students to take responsibility for their learning.		262	268	22	9		561
4. I am able to influence learning on my course.		106	337	94	22		559
5. I receive useful feedback which informs my future learning.		173	292	79	19		563
6. The way I'm taught helps me learn.		134	285	101	41		561
7. My time at college has helped me develop knowledge and skills for the workplace.		182	282	67	31		562
8. I believe student suggestions are taken seriously.		148	322	63	24		557
9. I believe all students at the college are treated equally and fairly by staff.		255	250	38	18		561
10. Any change in my course or teaching has been communicated well.		173	279	73	37		562
11. The online learning materials for my course have helped me learn.		129	284	87	58		558
12. I feel that I am part of the college community.		121	277	116	43		557
13. The college Students' Association influences change for the better.		62	157	14	10	309	552

Comparison with SSES fro 2018-19

Survey Sample Number		3,467				
Survey Response %		35.6%				
Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Total Question Response	
18-19	18-19	18-19	18-19	18-19	18-19	
557	618	54	6		1235	
450	641	131	13		1235	
650	552	26	7		1235	
401	728	88	12		1229	
505	631	86	9		1231	
481	653	83	13		1230	
599	563	57	11		1230	
342	672	177	38		1229	
525	528	126	54		1233	
0	0	0	0		0	
0	0	0	0		0	
0	0	0	0		0	
256	599	48	14	371	1288	

Survey Sample Number		2,553				
Survey Response %		47.0%				
Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Total Question Response	
18-19	18-19	18-19	18-19	18-19	18-19	
708	466	29	1		1204	
562	546	82	10		1200	
716	472	12	2		1202	
534	578	73	6		1191	
613	514	55	11		1193	
634	495	67	6		1202	
673	452	46	9		1180	
503	601	76	13		1193	
712	438	41	9		1200	
0	0	0	0		0	
0	0	0	0		0	
0	0	0	0		0	
292	394	22	10	462	1180	

Survey Sample Number		1,595				
Survey Response %		23.8%				
Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Total Question Response	
18-19	18-19	18-19	18-19	18-19	18-19	
186	170	18	5		379	
108	207	44	18		377	
125	224	21	5		375	
97	190	73	12		372	
178	166	24	9		377	
113	216	41	5		375	
142	197	22	9		370	
68	244	43	7		362	
100	234	17	6		357	
0	0	0	0		0	
0	0	0	0		0	
0	0	0	0		0	
51	115	3	1	203	373	

Scottish Funding Council
Student Satisfaction and Engagement Survey (SSES)
Summary Return for 2020-21

Institution	West College Scotland
Contact Name	Cathy McNab
Telephone	
E-mail	cathy.mcnab@wcs.ac.uk

Notes:

1. Please complete all fields highlighted white.
2. Include students with a "current" and appropriate group mode status at your college, at the point of survey, in the Sample Number box.
3. The Survey Response % is calculated from Question 1 Total Responses divided by Survey Sample Number.
4. The completed template should be returned, as an Excel attachment, to mmcneill@sfc.ac.uk, no later than **Friday 28 May 2021**.

Mode of Attendance	HE Level						
Mode Grouping	Group A - Full-Time						
Survey Sample Number	2,079	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Total Question Response
Survey Response %	52.43%						
SSES summary questions results	20-21	20-21	20-21	20-21	20-21	20-21	20-21
1. Overall, I am satisfied with my college experience.	186	633	195	76			1090
2. Staff regularly discuss my progress with me.	234	605	202	48			1089
3. Staff encourage students to take responsibility for their learning.	423	605	41	19			1088
4. I am able to influence learning on my course.	152	669	221	47			1089
5. I receive useful feedback which informs my future learning.	296	590	160	42			1088
6. The way I'm taught helps me learn.	181	531	252	124			1088
7. My time at college has helped me develop knowledge and skills for the workplace.	290	564	168	65			1087
8. I believe student suggestions are taken seriously.	213	619	194	61			1087
9. I believe all students at the college are treated equally and fairly by staff.	409	548	95	38			1090
10. Any change in my course or teaching has been communicated well.	261	567	175	88			1091
11. The online learning materials for my course have helped me learn.	205	555	219	109			1088
12. I feel that I am part of the college community.	157	545	282	100			1084
13. The college Students' Association influences change for the better.	97	317	37	18	615		1084

Mode of Attendance	HE Level						
Mode Grouping	Group B - Part-Time						
Survey Sample Number	175	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Total Question Response
Survey Response %	33.71%						
SSES summary question results	20-21	20-21	20-21	20-21	20-21	20-21	20-21
1. Overall, I am satisfied with my college experience.	18	26	11	4			59
2. Staff regularly discuss my progress with me.	16	28	14	1			59
3. Staff encourage students to take responsibility for their learning.	25	32	2	0			59
4. I am able to influence learning on my course.	10	31	15	3			59
5. I receive useful feedback which informs my future learning.	14	32	11	2			59
6. The way I'm taught helps me learn.	16	26	10	7			59

Comparison with SSES for 2018-19

Survey Sample Number		2,452				
Survey Response %		36.87%				
Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Total Question Response	
18-19	18-19	18-19	18-19	18-19	18-19	
384	452	53	15		904	
333	428	128	16		905	
534	355	15	1		905	
283	497	103	17		900	
361	444	83	14		902	
331	450	100	19		900	
473	347	63	19		902	
232	471	162	39		904	
399	371	99	32		901	
0	0	0	0		0	
0	0	0	0		0	
0	0	0	0		0	
160	347	32	14	348	901	

Survey Sample Number		343				
Survey Response %		32.1%				
Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Total Question Response	
18-19	18-19	18-19	18-19	18-19	18-19	
40	63	6	1		110	
48	56	5	0		109	
61	48	1	0		110	
37	62	9	1		109	
54	47	4	3		108	
50	52	6	2		110	

TITLE: ALTERNATIVE INCOME - PERFORMANCE AND IMPACT

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

Status: Restricted. This item is commercially sensitive.

TITLE: Student activity targets and enrolment

Background: The following paper outlines our credit activity out turn for 2020-21 and our targets, current enrolment and activity plans for 201-22.

Action: The Committee is invited discuss any factors relating to credit activity or student enrolment.

Lead: Stephanie Graham, Vice Principal Educational Leadership

Status: Open.

Student credit targets for 2020-21 and 2021-22

	Core credit target	ESF credit target	Total credit target	FA credit target	Credits for deferred students (TBC)	YPG/NTTF credit allocation	Total credit target
2020-21	152,855	5,838	158,693			2,761	161,454
2021-22	152,947	5,638	158,585	2,888	2,932	<i>Not yet received</i>	164,405

1. Credits & student activity 2020-21

The credit audit has just been completed for 2020-21 and we achieved our Core and ESF credit target for 2020-21. However, we did not achieve the full additional allocation of 2,761 credits for Skills Boost programmes under Young Persons Guarantee (YPG) and National Transition Training Fund (NTTF) funding.

We were allocated this funding just before Christmas and the late planning time, ongoing closure of campuses, COVID restrictions, industrial action and continuation of furlough made it too difficult to deliver in full. The funding was allocated to us to give learners a 'boost' to assist them to access employment or training for new careers, with an emphasis on meta-skills to thrive in the workplace and it was clear to the College that digital communication skills were critical for both learning, accessing employment and managing in employment. With the increased use of online platforms for interviews, workplace communication and use of digital tools in employment, a lack of confidence or a deficit in digital skills would be a barrier to employment and to learning. The College developed a unit 'Developing Confidence to Learn Online' unit which was based of staff and student feedback on the skills required to successfully undertake vocational learning. These skills are also relevant to communicating and operating in the workplace. This unit was the core part of a Preparation for College course and linked into each separate vocational area to help students see the relevance for their chosen career. We marketed this directly to all students offered places in our 2021-22 courses to boost their chances of success in the course and future employment ([Marketing link](#)). A team was set up to monitor student progress, provide support and encouragement to progress. The courses were more popular with the older NTTF age group rather than YPG. Despite follow up from the Skills Boost support team and lecturing staff, there were a high number of enrolled students on the course who did not have sufficient evidence of progress at the 1st August date in order to claim credits and were subsequently removed from the claim. Feedback from those who did undertake the course however, was very positive. The course is still being offered to all our students to help them this session.

2. Credit and student activity 2021-22

SFC guidance for claiming credits in 2021-22 was published in August. In 2020-21, Colleges were able to claim an additional credit for guidance in recognition of the work to support HE students. We had been planning for the same activity in 2021-22 but the guidance requires

us to only claim 15 credits per HE student and this is around a 2,000 loss of planned credits for the College. The Sector VP Group are currently making representation to SFC to reinstate this credit, particularly in light of the ongoing COVID disruptions to learning.

We still await an allocation of NTT and YPG funding for 2021-22. A budget of £10 million has been set aside through the Young Person's Guarantee to be allocated to colleges to support young people into employment, education, training, or a volunteering opportunity. Institutions will be asked to provide short skills-based courses to meet the Scottish Government's commitment to young people. SFC is continuing to work with the Scottish Government on the use and distribution of this funding, and they anticipate that it will allow the continuation of the provision supported in 2020-21. We will need to see our allocation, the criteria for delivery and have a clearer picture of our current core and ESF delivery estimates before we can determine if we can deliver the activity.

For this session, 2,932 credits have been allocated for deferral to allow students whose studies have been disrupted by COVID-19 to complete their courses in AY 2021-22 and move onto further study or employment. This is a one-off ring-fenced allocation of funding that has been provisionally allocated in proportion to colleges' existing gross core teaching funding. The final distribution of this funding will be announced in September. Deferral activity was delivered within our core funding in 2020-21. At present we are planning to deliver the full 2021-22 allocation for those who require additional time to complete their courses (i.e. Care students who could not undertake placements last session) and also for those progressing students who require more practical learning time to ensure they achieve their higher level courses this session and are equipped to move into employment. We await the final allocation details in order to confirm our plans.

We have been allocated 2,888 credits for Foundation Apprenticeship programmes (with the move from SDS funding to SFC credit funding). Our recruitment numbers for FAs are already known and we will not achieve the allocation. It is expected that the maximum we can achieve (subject to reductions should students withdraw) is 1,156 credits and we will be required to return any unused allocation.

We are currently predicting a shortfall in Core & ESF credits due to enrolments falling short of target and changes to credit guidance. Our curriculum delivery was already being stretched to make up for credits we reduced for our planned Distance Learning offering in response to discussions with SFC. Planning is now ongoing as to how we may address the shortfall.

3. Applications and Enrolments for 2021-22 courses.

Applications opened in January for full-time 2021-22 courses, with interviews mostly undertaken online. Throughout the application period we had an increase in applications from the previous year, however this increase reduced steadily from the +44% reported at the last LTQ Committee to +9% by the end of the summer. There was particularly high demand in Construction and although we have increased the number of students, accommodation limitations on all campuses have restricted any further increase.

Despite the increase in applications, the enrolment numbers are far lower than expected. Work is currently being undertaken to follow up with applicants who did not take up their

places to better understand the reasons. In part, it is likely to be due to the increase in places in Universities (UWS as an example was given 700 additional places for Scottish students) and the availability of employment, particularly in the hospitality and care sector. We have however, experienced an increase in apprenticeships, particularly in Engineering and Health & Social Care. We can see a shift whereby an apprenticeship is more attractive to both the students and employers than a full-time course before progression to employment. In line with the Curriculum Strategy, we will look to increase apprenticeship delivery and review changes to existing full-time courses through the CPR process.

Many other Colleges in Scotland are also experiencing a reduction in enrolments and work is ongoing through the Sector Principal, VP and Finance groups to work with SFC on mitigating the impact of an enrolment shortfall. We are have a 7% reduction in FE enrolments (-289 students) from the same point in the academic year from 2020-21 and a 14% reduction (340 students) in HE. A level of reduction is due to students not completing their courses last session and not then progressing to a higher level course. Many of the curriculum reductions are in vocational areas impacted most by COVID or where current employment is readily available, in many cases without qualifications. In FE, the major reductions are in Hairdressing, Make Up Artistry and Beauty, Hospitality, Travel & Business and Care. In HE it is in Hospitality, Travel, Business, Engineering and Creative Industries. The only Curriculum Sector with an increase overall is Construction and Building Services, we have a high demand for ESOL and HE Care has a similar enrolment level to last session. There are enrolment reductions on all campuses but the more significant reduction is in Greenock, particularly at HE.

4. Plans to increase credit generation in 2021-22

Our plans to address the shortfall in credits includes an increased 'Winter Start' programme. The market for this programme is uncertain now that fewer school pupils leave at Christmas and although furlough is ending, employment options are available for many. However, we will increase marketing and we aim to provide a course offer for all applicants with an increased 'taster' vocational programme and well as fast-track to employment options.

We will be piloting changes to the application process for Winter Start courses to inform changes for the 2022-23 recruitment. Applications will be managed in a more centralised way and we will pilot a process whereby applicants can apply to combined curriculum areas rather than separate courses and the most appropriate course will be determined through the selection process. This is to reduce multiple applications and ensure students are offered the most suitable course or alternative places where provision may be full. Through the centralised process we aim to have better management information to adjust curriculum delivery to better meet demand.

We have the potential to increase distance learning provision but in line with previous discussions with SFC, we will need to ensure this is targeted within our broad geographical region. We are also looking to provide school taster provision for S1-3 and another Preparation for College programme. Further updates on plans will be provided to the Learning, Teaching and Quality Committee during the year.

Title: Committee Remit, Membership and Dates of Meetings in 2021/22

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

- LTQC Remit.
- Current Membership List.
- 2021/22 meeting dates.

These are presented to the first Committee meeting of each new academic session for review, and approval.

- Note that the tenure of co-opted member, Ruth Binks, expires on 28 February 2022. As such, the Chair of the Committee will request that Ruth be reappointed for a further one year (1 March 2022 to 28 February 2023) and will present this for approval to the Board meeting scheduled for Monday 13 December 2021.

Action: The Committee is asked to:

- consider and approve the three attachments.
- recommend the extension of Ruth's co-opt term of office for approval at the December 2021 Board meeting.

Lead: Shirley Gordon, Secretary to the Committee

Status: Open

West College Scotland

Board of Management

Learning, Teaching and Quality Committee

Statement of Purpose

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

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

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

1. Remit

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

- c) To consider and advise the Board on strategic matters relating to teaching and learning including:
- the delivery and development of skills to meet student, employer and Regional current and future needs.
 - Innovations and the enhancement of the Learning and Teaching delivery and associated development of staff.
 - the use of digital technology and resources to enable and enhance learning.
- d) To consider and advise the Board on strategic matters relating to quality and performance including;
- College quality assurance, improvement and enhancement strategies.
 - Trends and achievement of Quality performance indicators (PIs), including student retention, attainment, progression and satisfaction.
 - the development of the College's Annual Evaluative Report and Enhancement Plan for Education Scotland and the Scottish Funding Council
 - Performance in External Body quality reviews and reports
- e) To consider and advise the Board on the current and future external factors and initiatives which may strategically impact upon the College curriculum, partnerships, income generation and Committee remit.
- f) To monitor and advise the Board on the progress in delivering the curriculum and the student experience elements and targets in the West Region Outcome Agreement.
- g) To monitor and advise the Board on the progress in delivering the College's Digital Strategy
- h) To receive reports from College Committees and work groups related to the Committee remit.
- i) To monitor expenditure of the annual budget of the Students' Association, based on reports received from the Student President, and to confirm to the Board that these are in line with the plans of the Students' Association.
- j) To consider risk relating to the matters that fall within the Committee's remit and to agree what mitigating factors/actions are in place and what further action, if any, needs to be taken to address such matters of risk.

2. Membership

Category

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

One Staff member (teaching)

One Student member

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

In Attendance

Vice Principal Educational Leadership

Secretary

Directors / Senior Management Team as Required

Assistant Principal, Performance and Skills
Assistant Principal, Student Life and Skills
Assistant Principal Creativity and Skills
Assistant Principal Technology and Skills
Assistant Principal Enterprise and Skills

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

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

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

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

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

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

3. Frequency of Meetings

The Committee will meet at least four times per year.

4. Quorum

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

5. Secretariat

The Secretary to the Board of Management.

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

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

6. Review

The Remit will be subject to review annually.

LTQ Composition (Para 2 of the Remit)
Meetings – 4 per annum

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

In Attendance	Name
Vice Principal Educational Leadership	Stephanie Graham
Secretary	Shirley Gordon

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

Quorum	A quorum will be no less than 50% of Board members on the Committee.
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Chair, Vice Chair and members appointments to the Committee will be between 3 to a maximum of 5 years, providing systematic opportunities for Committee members to serve on another Committee.

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

Appendix C

At the LTQ Committee meeting held on 19 May 2021, the following 2021/22 meeting dates were approved:

- 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

Educational Leadership Team update

The following summary ELT update is provided for information.

1. Portfolio Reviews

Review meetings are now almost completed and the documentation is with the Heads for the Curriculum Planning and Review process which will take place in the first two weeks of November.

2. Curriculum Strategy

The WCS Curriculum Strategy has now been published and circulated within the College (attached for your information). An action plan for 2021-22 has been prepared by ELT and progress will be reported at the next Learning, Teaching and Quality meeting.

3. CQL Development

All CQLs were involved in one of three online development sessions at the start of term. The agenda covered a presentation from Allan Dick, Economic Development Manager, on the Regional economic and demographic context with information mainly drawn from SDS Regional Skills Assessments. There then followed small discussion groups to consider the implications for the College, how we could respond, particularly to COVID recovery and to share where areas had been responding or adapting to meet the specific needs of our students, communities and employers. This session was designed to better prepare our CQLs for the Curriculum Planning and Review meetings and an understanding of 'the bigger picture' which will be driving curriculum decisions.

The second part of the session involved CQLs looking at our student applications process and discussing improvements in small groups, as well as sharing improvements they had made to the recruitment selection process. These discussions provided a variety of improvement suggestions and have helped inform pilot changes to the process for our Winter Start courses.

4. Student Services

The College has achieved the Carers Federation Quality Standard in Carer Support (QSCS) accreditation, being the first College in Scotland to achieve this. To read the full news article [click here](#).

5. Schools

School recruitment remains strong across all Local Authority regions, sitting at approximately 1,200 school pupils engaged in vocational learning for academic year 2021/22.

The process for reviewing and revising the School and Community pathways in collaboration with Local Authorities to ensure there is a strategic offering to meet local skills needs and co-creating the curriculum is currently underway. The initial data mining for reviewing the attainment levels of the College School Partnership we can inform the committee of the following to date:

- East Renfrewshire has highest attainment rates, followed by Inverclyde S4, Renfrewshire, West Dunbartonshire Council (WDC), and Inverclyde S5/6.
- WDC, Renfrewshire and East Renfrewshire have shown a dip in attainment over the last two years, this appears to be pandemic related. Inverclyde does not show this trend.
- Foundation Apprenticeships have shown a year on year increase in attainment, however these are still low sitting at below 50%.
- Reasons or partial success show attendance issues as the main reason that affects a school pupil achieving. Over the last two years there has been an increase in non-attendance due to COVID related reasons and also lack of engagement with online learning in some areas.

Once the full process is complete a full paper will be provided with findings and recommendations that will be taken forward.

6. Community

Community recruitment remains low as we continue to work our way out of the pandemic, many local centres still remain closed or working a restricted provision, reducing the opportunity for community learners to participate in meaningful activity. Currently operating at 50% of normal capacity.

The Learning Communities team have fostered closer working with Inverclyde Local Authority on community provision and involvement in review of community learning.

West Dunbartonshire Council are making a significant investment into the Faifley area with the Faifley Campus project, the investment will create a lot of social value opportunities which should be directly targeted at the local area. WCS is working has started the journey as being an active partner in this new venture with Hub West Scotland (hWs). In alignment with national, regional, and local economic strategies, hWS aim to ensure that inclusive growth is embedded within our Community Investment approach. This is a £25 million investment in the Faifley area, the hub community investment will focus on:

- Targeted Education and Training
- Employment
- Local SME & TSO Development
- Community Enhancement

7. NHS Academy Scotland

The College is engaged in partnership working with NHS Academy Scotland, West Dunbartonshire Council and SDS in creation of a flexible open apprenticeship in Care and other related subjects to provide in work upskilling opportunities.

8. Awards

The College has been successful is being shortlisted in two categories of the Herald Diversity Awards (the only college to be shortlisted). In Diversity through Education for the Digital Strategy and Diversity in the Public Sector for YES (Your Employability Skills) <http://newsquestscotlandevents.com/events/the-diversity-awards/>

We have been shortlisted for 5 of the 12 CDN Awards

- College Colleague of the Year – Joe Rafferty

- College Community Learning Award
- Health and Wellbeing Award
- Learning and Teaching Colleague of the Year Award – Isobel Donald
- Marketing and Communications Award

The Award Ceremony will be held on 9th December <https://www.cdn.ac.uk/college-awards-2021/>

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

Lead: Stephanie Graham, Vice Principal Educational Leadership

Status: Open



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 students, 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.

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 many different types of learning opportunities we offer.

We recognise the need to continually review and adapt to ensure that our curriculum responds to a constantly changing external environment. This Strategy will be reviewed on an annual basis with an associated annual Curriculum Development action plan 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](#).

The Curriculum Strategy will shape our curriculum portfolio and influence how our curriculum is developed and delivered. Enhancing learning and teaching, and innovatively delivering assessment, will contribute to the aims of both the Curriculum Strategy. Our curriculum will become more skills based, both in focus and design. We will theme learning, teaching and assessment around SDS Meta-skills, highlighting and prioritising the development of specific skills on an annual basis to align to the Strategy. This will be supported by appropriate CPD, strengthening the course team ethos within and across campuses and the sharing and promotion of good practice.

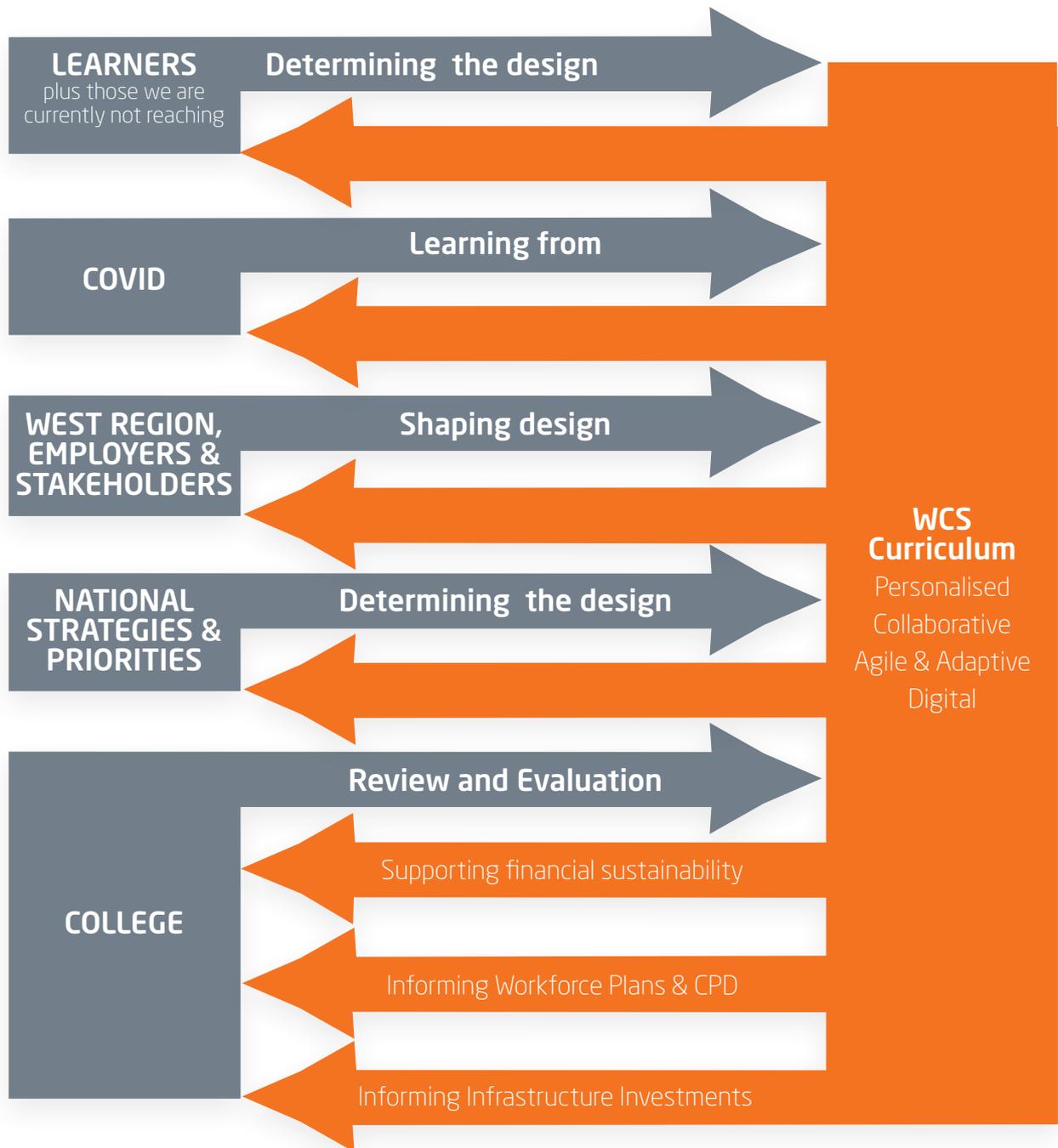
During the period of the Curriculum Strategy, College Lecturers will progress with GTCS registration and undertake formal professional learning and updates to maintain registration. This provides us all with opportunities for transformative self-evaluation that supports professional development of those staff who deliver learning.



The College curriculum is at the very centre of what we do as a College and should drive everything else.

2. KEY CURRICULUM DRIVERS AND OUR CURRICULUM RESPONSE

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



2. KEY CURRICULUM DRIVERS AND OUR CURRICULUM RESPONSE

2.1 NEEDS OF OUR LEARNERS AND COMMUNITIES

Serving an area of high deprivation, the College has a vital role in providing a highly relevant curriculum which provides valuable, targeted skills development to meet the personal 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. We will ensure meaningful career management pathways are in place across all of our curriculum areas.

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, as well as personal 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.

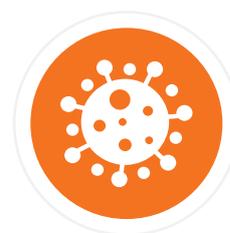
2. KEY CURRICULUM DRIVERS AND OUR CURRICULUM RESPONSE

2.2 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 shape of our curriculum as well as its delivery. The design of our curriculum must ensure the development of digital skills which are now vital for learning and employment and technology must enable 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. KEY CURRICULUM DRIVERS AND OUR CURRICULUM RESPONSE

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 portfolio 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 administration, 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.



Community



Economy



Skills

2. KEY CURRICULUM DRIVERS AND OUR CURRICULUM RESPONSE

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 refit 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 \(NMIS\)](#). Also, the Ocean Terminal and tourism developments in Inverclyde and 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.
- **[The Review of Coherent Provision and Sustainability - Progress Update - March 2021 \(sfc.ac.uk\)](#)** highlights the need to recognise, and credit, both formal and informal prior learning of individuals (RPL).

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. It will also shape our annual Learning, Teaching and Assessment enhancement action plans.

3. OUR OVERALL CURRICULUM PRIORITIES AND AIMS

3.1 THE CURRICULUM STRATEGY THEMES

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.



Personalised



Collaborative



Agile & Adaptive



Digital

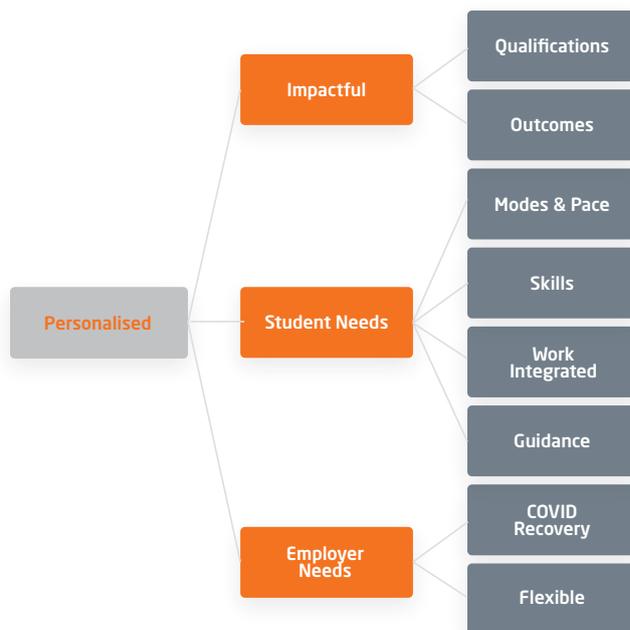
4. OUR KEY CURRICULUM PRIORITY ACTION 2021-26 TO ACHIEVE OUR AIMS

Personalised

Aim
 An impactful curriculum, specifically designed to meet the breadth of individual student, employer and local needs.

WE WILL DO THIS BY:

- 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 support career management and 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.



MEASURES OF SUCCESS:

Measures of success: Revised Course Approval and Reapproval process implemented; WCS design principles used for each level of SCQF delivery; increase in the percentage of part time/flexible courses, new micro-credentials provision available; improved marketing of courses and pathways; increase in SCQF credit rated courses; increase in alternative qualifications available; work-integrated learning in all courses; explicit Essential and Meta Skills development and assessment in all courses; guidance and career management built into all course design; positive student feedback on the design of their curriculum and preparation for employment and next steps; reduction in student withdrawals and improved outcomes and destinations.

4. OUR KEY CURRICULUM PRIORITY ACTION 2021-26 TO ACHIEVE OUR AIMS

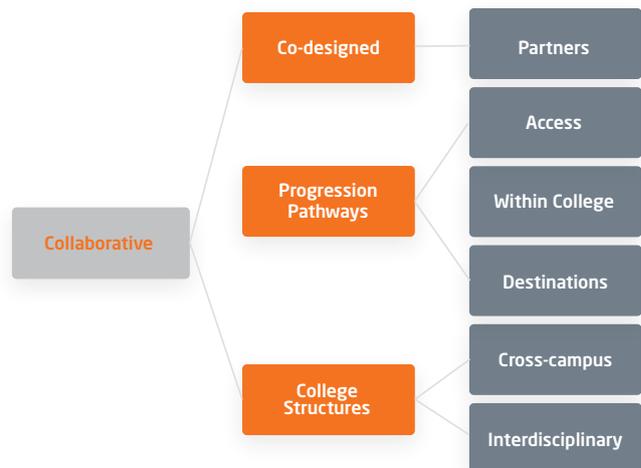
Collaborative

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.

WE WILL DO THIS BY:

- 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.
- Working with HEIs to enhance articulation pathways and develop industry related partnership provision
- Facilitating cross-Sector and interdisciplinary curriculum developments within the College to respond to emerging employment opportunities, encourage innovation and improve efficiencies.



MEASURES OF SUCCESS:

Revised SCQF4 portfolio; clear pathways for students from learning to employment; creation of a new School College Partnership programme with improvements in recruitment, retention, outcomes and articulation to college programmes; increase in student positive destinations; improved articulation; HEI partnership developments; new interdisciplinary curriculum;

4. OUR KEY CURRICULUM PRIORITY ACTION 2021-26 TO ACHIEVE OUR AIMS

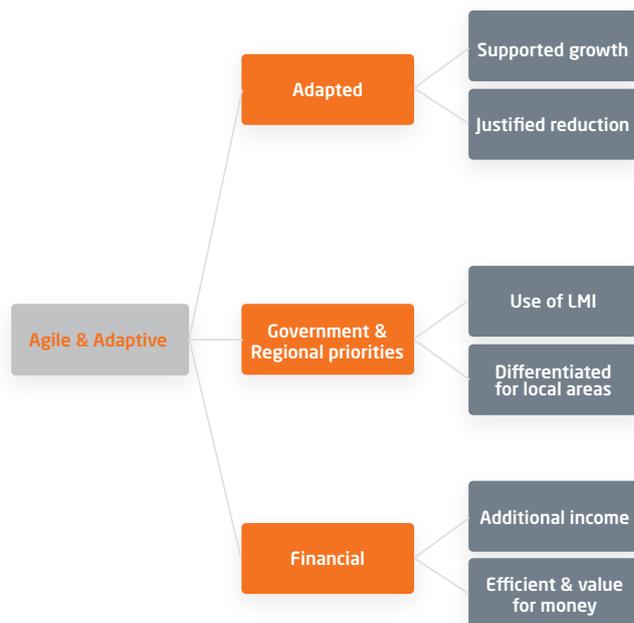
Agile & Adaptive

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.

WE WILL DO THIS BY:

- 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, ensuring value for money and maximum impact for our delivery costs.
- 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.



MEASURES OF SUCCESS:

Creation of focus groups with key external stakeholders to inform curriculum revision; evidence of course withdrawal and replacement, clarity of curriculum offering in campuses against SDS information and Local Authority plans; increase in work-based learning and Apprenticeship delivery; increase in the cross-campus courses and units;

4. OUR KEY CURRICULUM PRIORITY ACTION 2021-26 TO ACHIEVE OUR AIMS

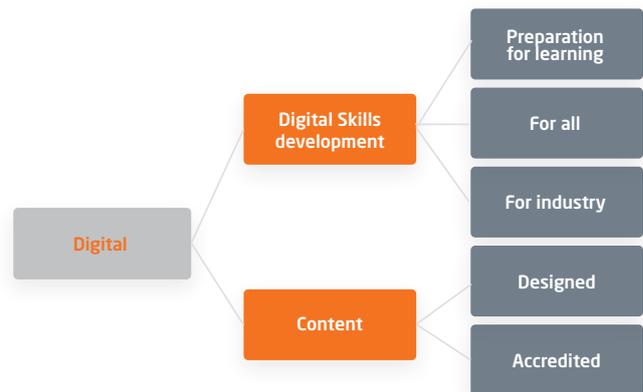
Digital

Aim

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.

WE WILL DO THIS BY:

- 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.



MEASURES OF SUCCESS:

student feedback on digital skill development, increased proportions of provision delivered digitally and supported by digital innovation; new online digital skill development courses available as preparation for college and within courses; increased enrolment in Computing and Digital courses; updated course portfolio including in Data Science, Data Analytics, Fintech and coding; digital assessment used as default.



Located on both the north and south banks of the River Clyde, West College Scotland inherits a rich legacy of innovation, enterprise and industry.

We at West College Scotland are inspired by this legacy. We are determined to continue those traditions of innovation and enterprise, and to play our part in helping our communities prosper.

Here we take a brief look at the industrial heritage of the three main towns we serve – Clydebank, Greenock and Paisley.

We look forward to a different future but we are proud of our history and the culture it forged.

2021

CONTACT DETAILS



West College Scotland
Clydebank Campus
Queens' Quay
G81 1BF

Greenock Campus
Finnart Street
PA16 8HF

Paisley Campus
Renfrew Road
PA3 4DR



Email: Info@westcollegescotland.ac.uk



Phone: 0300 600 60 60

TITLE: **INTERNAL AUDIT REPORTS**

Background: As part of the 2020-21 Internal Audit Plan, Wylie & Bisset conducted two internal audit assignments which have a bearing on the remit of the LTQC. Since the previous LTQC meeting, the Audit Committee have considered the following reports:

- Covid-19 (Phase 1)
- Complaint Handling

The Audit Committee has noted the content of the reports and approved the recommendations for inclusion and follow up review in the Rolling Audit Action Plan (RRAP). The two attached internal audit reports are presented to the LTQC for consideration.

Action: The Committee is asked to consider and note the contents of the internal audit reports.

Lead: Stephanie Graham, Vice Principal Educational Leadership.

Status: Open

TITLE: INTERNAL AUDIT REPORT – COVID-19 (PHASE 1)

Background: As part of the 2020-21 Internal Audit Plan, Wylie & Bisset conduct an internal audit to assess the impact of Covid-19 on teaching and learning. This work was undertaken in two phases with the initial audit work assessing the digital technology improvements and challenges brought about due to the pandemic.

The objectives for the review were to:

- Establish and assess what working practices were adopted by the College to ensure it could continue to provide teaching and learning during the pandemic.
- Establish if the College has developed an action plan to address any areas that do not allow for digital/online teaching and learning and any other wider challenges regarding the delivery of teaching and learning.
- Establish whether the College has assessed or plans to assess the impacts of Covid-19 on its teaching and learning practices.

This report presents to the Audit Committee the outcome of the internal audit review. The report will also be presented to the next Learning, Teaching and Quality Committee for their review.

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

Lead: Stephen Pringle, Wylie & Bisset

Status: Open

1. Introduction

- 1.1 As part of the internal audit programme for 2020-21 Wylie & Bisset conducted an internal audit to assess the impact of Covid-19 on teaching and learning. This work was undertaken in two phases with the initial audit work assessing the digital technology improvements and challenges brought about due to the pandemic

2. Conclusion

- 2.1 The review concluded that Wylie & Bisset:

'... can provide a strong level of assurance over the College's working practices in response to the Covid-19 pandemic and the impact these arrangements have had on its teaching and learning. We can also confirm that the College has established appropriate processes for identifying and resolving the digital technology improvements and challenges as a result of Covid-19.

We have raised no recommendations from our review and have highlighted various areas of good practice which are in place. The good practice points have been included within this Executive Summary.'

- 2.2 The level of assurance assigned by the auditors is 'Strong' which is defined as noted below:

Assurance	Classification
Strong	Controls satisfactory, no major weaknesses found, no or only minor recommendations identified.
Substantial	Controls largely satisfactory although some weaknesses identified, recommendations for improvement made.
Weak	Controls unsatisfactory and major systems weaknesses identified that require to be addressed immediately.
No	No or very limited controls in place leaving the system open to significant error or abuse, recommendations made require to be implemented immediately.

- 2.3 The report identified several areas where the College is operating effectively and following good practice including:

- Setting up various internal groups to address issues being faced by the College including a Mobilisation Group to assist staff and student return safely to campus activities.

- Kept staff and students up to date on Covid-19 requirements and latest arrangements through a variety of methods.
- College had adapted quickly to the requirements of lockdown including introduction of blended learning.
- Provision on on-going updates to staff and students on relevant matters from estates to IT including how to safely work from home.
- Covid-19 was identified as the highest risk being faced by the College with relevant control mechanisms being employed to ensure the risk was been mitigated.
- Digital Strategy Group was refocused to ensure that teaching and learning was not materially impacted, and that staff had the relevant tools to undertake teaching and learning.
- Digital devices distributed to students and staff as required to ensure teaching and learning and College operations continued throughout the lockdown periods.
- Withdrawal levels appear comparable to previous years indicating that no material impact on student participation with the move to online and blended learning.
- Board of management have been kept updated on College response

2.4 The report made no recommendations for improvement.

2.5 The report will be presented to the next Teaching, Learning and Quality Committee for their information.

3. Recommendation

3.1 The Audit Committee is requested to consider and note the contents of the report

West College Scotland

Internal Audit 2020-21

Study of Effects of Covid-19
February 2021

Overall Conclusion

Strong

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The matters raised in this report came to our attention during the course of our audit and are not necessarily a comprehensive statement of all weaknesses that exist or all improvements that might be made.

This report has been prepared solely for West College Scotland's individual use and should not be quoted in whole or in part without prior written consent. No responsibility to any third party is accepted as the report has not been prepared, and is not intended, for any third party.

We emphasise that the responsibility for a sound system of internal control rests with management and work performed by internal audit should not be relied upon to identify all system weaknesses that may exist. Neither should internal audit be relied upon to identify all circumstances of fraud or irregularity should there be any although our audit procedures are designed so that any material irregularity has a reasonable probability of discovery. Every sound system of control may not be proof against collusive fraud. Internal audit procedures are designed to focus on areas that are considered to be of greatest risk and significance.

Overview

Purpose of review

The purpose of this review was to assess the impact of Covid-19 on the College's working practices. This assignment will be undertaken over 2 phases. The first phase, this review, assessed the impacts of Covid-19 on teaching and learning with an emphasis on the digital technology improvements/challenges and how these were addressed by the College.

This review forms part of our 2020/21 Annual Internal Audit Plan.

Scope of review

Our objectives for this review were to:

- Establish and assess what working practices were adopted by the College to ensure it could continue to provide teaching and learning during the pandemic.
- Establish if the College has developed an action plan to address any areas that do not allow for digital/online teaching and learning and any other wider challenges regarding the delivery of teaching and learning.
- Establish whether the College has assessed or plans to assess the impacts of Covid-19 on its teaching and learning practices.

Limitation of scope

This review focused specifically on the digital response to the Covid-19 pandemic by the College.

Background Information

Board of Management and Committees

The Board of Management were informed of the actions taken by the College in response to the Covid-19 national lockdown on 20 March 2020 at its meeting of 23 March 2020. This was a verbal update by the Principal as part of her update report. The details of this were included in the minutes for the meeting on 23 March 2020. Since then, the Principal's report to the Board of Management at each of its meetings has included a section on the College's Covid-19 response and the current arrangements that the College has put in place and its plans to ensure that it can continue to operate during the pandemic.

The Human Resources (HR) and Corporate Development Committee were also kept up to date with the actions being taken to enable the reopening of the College. This was done via reports from the internal College Mobilisation Group (see below for details). At its meeting in September 2020, a report from the Mobilisation Group entitled "Covid-19 Mobilisation Group Preparations for the New Academic Year" was presented. The November 2020 meeting of the Committee included a report from the Mobilisation Group showing the data which was submitted to the Scottish Government relating to staff and students who had tested positive for Covid-19.

The Learning, Teaching & Quality (LTQ) Committee were also kept updated of the developments at the College in respect of Covid-19. From the minutes of the May 2020 meeting, the Educational Leadership Team gave an update to the Committee on the developments and arrangements put in place because of Covid-19 and the national lockdown. These minutes also included details of the Digital Strategy and associated Action Plan. The May 2020 minutes highlighted that a paper on planning for the 2020/21 curriculum delivery was also discussed at the meeting. This included arrangements as a result of Covid-19.

The Finance and General Purposes Committee remit includes the oversight of the provision of IT services across the College. Since the first national lock down in March 2020 the Committee have been updated on not only the overall College response to the pandemic but also on how the College has addressed the IT challenges faced. In July 2020 the Committee received a report on the digital poverty challenges faced by the College and the intention for the College to purchase Chromebook computers worth £425,000 for distribution to students who did not have access to IT equipment. In addition to receiving regular update reports the Committee has been informed about the creation and operation of a student IT helpdesk to assist students with their equipment or access issues.

The November 2020 LTQ Committee meeting included a report from the Digital Strategy Core Group. This related to the progress made since the last meeting in May 2020 and the action taken to deal with Covid-19 and digital teaching and learning for students.

The minutes of the Committee meetings are submitted to the Board of Management at each of its meetings. Thus, the Board of Management is being kept up to date with current developments and arrangements in respect of the College's response to Covid-19 and the impact it might have on its teaching and learning.

College's Covid-19 Response Arrangements

College Covid Executive

As part of the College's Covid-19 response, it established a Covid Executive Group which comprised of the:

- Principal
- 2 Vice Principals
- Director of Finance
- Convenor of the Mobilisation Group – Director of HR and Organisational Development
- Director of Infrastructure (from the date of his appointment in August 2020 and the Head of IT prior to this)
- The COVID Project Manager – appointed by the College to undertake this role from June to November 2020

This Executive Group receive weekly verbal updates from the Convenor of the Mobilisation Group set up to deal with the College's response to Covid-19 (see below for details).

The Groups noted below were set up by the College from June 2020 onwards to help with its Covid-19 response. The exception to this was the Digital Strategy Group, which was already in place, and it was directed to address the digital challenges presented by the pandemic on College operations.

Digital Strategy Group

The College had been developing a Digital Strategy throughout 2019 and early 2020 and had a Digital Group in place to develop and deliver the Digital Strategy. The initial remit of this Group was to *"take forward a realignment of College activities, placing greater emphasis on the digitisation of a broad range of College activities"*. An early action for this Group was the development of a Digital Strategy for the College. The Digital Strategy was produced and approved early in 2020.

As a result of the Covid-19 lockdown in March 2020, the work of the Digital Strategy Group became crucial in helping the College move from face-to-face teaching and learning to online and remote working.

The Digital Group's membership had representatives from curriculum and support areas including IT. It also had a series of sub-groups that delivered workstreams aligned to the objectives embedded in the Digital Strategy. These workstreams were paramount to the online delivery of teaching and learning that became necessary because of the March 2020 lockdown. They workstreams also dealt with the logistics of the provision of hardware and software for students and staff to facilitate online delivery and the continuation of College operations.

One of the main challenges faced by the College was the digital poverty of its students relating to the lack of access to digital technology and internet connectivity. This was addressed by the College directing resources to the purchase and distribution of additional IT equipment and provision of data Wi-Fi units. The work of the Digital Strategy Group helped address this challenge.

The Group also:

- Supported the training of staff to delivery their lessons digitally.
- Provided staff training on Microsoft Teams (this was the default medium for online teaching).
- Provided support to staff in setting up Teams groups, teaching materials and lessons on Teams.

The Digital Strategy Group set up separate workstream groups for various elements of the Digital Action Plan. The following workstreams were set up, each with their own remit and membership:

- Digital Infrastructure
- Digital Resources/Equipment
- Digital Functionality

- Digital Capability - Practical Streaming
- Digital Capability - MS Team/Training Staff
- Digital Capability - MS Teams/Training Students
- Digital Capability - JISC Digital Capability Tool (Staff)
- Digital Capability - JISC Digital Capability Tool (Student)
- Digital Capability - Virtual Showcase

The Digital Strategy Group also put in place a Digital Strategy Covid-19 Exceptional Arrangements Action Plan. This was originally the Digital Strategy Action Plan (i.e., the plan for developing and implementing the College's Digital Strategy), however as a result of the March 2020 lockdown this altered into the Covid-19 action plan for the Digital Strategy Group. The action plan set out several SMART tasks to be undertaken and a reporting mechanism was used to show the status of each task. At the time of the audit review all but two of the tasks had been fully completed.

The Covid-19 restrictions imposed constraints on face-to-face delivery of teaching and learning by the College. However, the digital innovation and delivery envisioned in the College's Digital Strategy enabled the operations of the College to continue as required.

Mobilisation Group

This Group was set up in order to address operating issues arising from the lockdown period and to consider how to return students onto campus safely when the lockdown ended, and restrictions loosened. The purpose of the Group was to:

- Facilitate the sharing of information on the operation and reopening of the College's campuses.
- Develop policies and procedures in respect of the Health and Safety of returning to on-campus teaching and learning.
- Co-ordinate and manage the actions which arose in relation to these activities.

The membership of the Group includes the Director of HR & Organisational Development, the Director of Infrastructure, two Assistant Principals, Head of Estates, Head of IT, representative of the Policy, Marketing and Communications Teams, Student Association representative, Health & Safety and Trade Unions. This Group also engaged the services of an externally appointed Project Manager from June 2020 to November 2020.

The Group received and addressed matters raised from across the College and forwarded key issues of policy or process to the Covid Executive Group for consideration, authorisation, and onward liaison with the Board of Management, to Educational Leadership Team (ELT) for actions in relation to the delivery of learning and teaching, and to College support teams for actions relating to Health & Safety, estates, IT etc.

Policy, Marketing and Communications Group

The purpose of this Group was to keep staff, students, and other stakeholders (both external and internal) up to date with the College's arrangements for eliminating viral transmission on campus, how the challenges of working from home were to be met and to provide updates on Government policy and public health provision.

This Group was responsible for communicating the principles, policies and procedures established by the other Groups.

The Group was responsible for tracking what the requirements were in respect of restrictions due to Covid-19 via the Scottish Government's website and briefings. These were then disseminated to the Mobilisation Group and wider College staff and students. They also kept the College senior management up to date on current requirements.

This Group handled all communications with the students regarding the arrangements and restrictions in place as a result of Covid-19.

Quality Team

The Quality Team were tasked with assessing the impact of moving to online delivery of teaching and learning and the restrictions to on-campus teaching and learning. The College predicted that Covid-19 would have an impact on student engagement, withdrawal, completion, and achievement. The work of the Quality Team in the collection, collating and analysing of student feedback has enabled the College to judge how the shift to digital delivery of teaching and learning has been perceived by students in different areas of the curriculum.

Their liaison and engagement with bodies that approve and award qualifications – the Scottish Qualifications Agency etc – has informed adaptations to assessment practices, and measures to assure and monitor academic standards.

To develop staff experience in using Teams, the decision was taken that all Internal Quality Assurance (IQA) panels would be held on the platform. Every curriculum staff team was set up in MS Teams prior to the summer to meet and gather the required quality evidence. This meant that all teaching staff had to engage with Teams as a user and develop skills which were helpful when transferring over to using Teams for teaching.

March 2020 Lockdown Arrangements

The March 2020 initial lockdown was very abrupt with little time for the College to organise anything before the staff and students had to vacate the premises and close the buildings.

At this point teaching and learning had not been consolidated onto Microsoft Teams, thus the lecturing staff responded to what their students were telling them, i.e., if the student only had access to a mobile phone, then the teaching staff would adapt their teaching to suit this. In some cases, this involved providing the assessments as a series of multiple-choice questions or online quizzes rather than as essays or detailed written answers - due to the fact that the student would be using their mobile phones to type answers.

Thus, initially it was left to the lecturers to assess what the best method of delivery was for them and their students. The lecturers were using Moodle (the College's existing e-learning) to upload lecture notes or would email these to their students. They would also set online quizzes or multiple-choice assessments to ensure that the students were continuing with their learning.

The College then worked with the lecturers to assess which students needed a digital device (laptop, Chromebook etc) to help them with their studies. Those who did not have access to digital devices of any description were prioritised, then those who were using mobile devices and so on. The College laptops which had been used for on-campus teaching were distributed to those students in the final year of study who did not have devices at home to enable them to complete their qualification. This took place during March and into April of 2020.

The College had already been considering an increase in the level of digital delivery as part of its Digital Strategy, thus it was able to move relatively quickly on the switch to online delivery of its courses.

As part of the College's digitalisation programme the College had already moved from desktop computers to laptops for its teaching staff. As a result of this in early March 2020, when it looked likely that lockdown would occur, the teaching staff were advised to make sure their laptops were working properly and contained all the software they would need to continue teaching remotely. In this way the teaching staff were able to provide some form of teaching to their students as the march 2020 lockdown was initiated.

Approaches used by teaching staff to ensure students were able to continue with their courses

The College had prior to March 2020 taken the decision to migrate all College users over to Microsoft Teams, however there still remained a range of different approaches used by the teaching staff to deliver classes including Zoom and/or Skype. The Senior Management Team decided

that Teams should be the preferred platform to use for teaching lessons, as the teaching materials were able to be uploaded onto the relevant Teams group. Separate groups were set up in Teams by the College IT Department for the classes which already had enrolled students on them.

The College was also using Moodle for its e-Learning prior to Covid-19 lockdown and restrictions. Thus, Moodle was also able to be used for the online teaching of students because of the Covid-19 restrictions. This enabled teaching staff to put their teaching notes, quizzes, and assessments/assignments onto Moodle. As noted above, in the short term prior to the roll out of Teams, this ensured that the students were still able to receive some form of teaching on their course.

The College also encouraged the use of their existing Moodle e-learning software. The Moodle system has a programme which enables the lecturers to run any submitted essays or assignments through a plagiarism check which compared the work with the work submitted from other students to see if this had been copied. It also ran a check on the internet to see if the student's work had been copied from published books/articles etc. This function is not available in Teams to the same extent. This feature helps the lecturers assess that the work is that of the student.

The way in which classes were to be delivered was the responsibility of the curriculum areas to decide which would suit them best. For example, for the practical areas of courses which did not lend itself to online teaching/learning, the following were used by the curriculum areas:

- Some used video demonstration materials at home or as restrictions eased at the College. The lecturer would film themselves demonstrating the practical task, i.e., for motor vehicles fitting a set of brakes etc. This would then be uploaded onto Teams/Moodle or emailed out to the students for them to watch.
- Some used a blended learning approach - watch the demonstration and then do assignments before going into the workshops.
- Others used Teams for live scheduled learning with materials emailed to students for them to continue working independently.

Most teaching staff tended to use a mix of these teaching methods.

Assessment of what could be delivered digitally

The College undertook a variety of ways to assess this, some of which included:

- Discussion between teaching teams within the same curriculum area - these considered what could be done, i.e., what other staff had done, the best approach to the teaching and learning of their curriculum area. Examples of good practice in digital delivery from within their curriculum area.

- Discussion between teaching teams from across the curriculum areas - these considered what was being undertaken in terms of digital teaching in other curriculum areas across the College.
- Use of the College Centre of Learning Technologies (CoLT) site which offers staff advice, guidance, and models for digital delivery.
- Resources from College Development Network (CDN) and the Virtual Bridge master classes have been promoted with staff.

The curriculum teams have been tracking student progression to see if the delivery mode is appropriate and to see if the online methods of teaching have had any adverse effects on the students' progression. This will be used to inform future digital delivery of courses.

Distribution of Devices

After 20 March 2020 when the College closed for lockdown, laptops which would otherwise have been used for on-campus teaching were distributed to those students who were in their final year of study and who did not have a device at home to enable them to complete their qualification. This distribution exercise took place during March and April 2020.

After the above initial distribution of laptops which the College had in stock, it presented to the Board of Management a proposal for up to £425,000 of IT spend for Chromebook devices for the wider student base who did not have access to a laptop or other digital device. This proposal was approved by the Board of Management in July 2020. The College also incurred further expenditure from its own resources including digital equipment to enable the College's meeting rooms to be used for conference and video calling for meetings, including large screen monitors and also headsets for staff. The equipment for broadcasting which was purchased was to enable staff to video practical demonstrations of subjects. This was to show the students the more practical aspects of their course, while they were not allowed in the workshops to see this face to face.

The students' needs were assessed by a survey issued to them to ask what digital devices they had at home. Those students who were care-experiences and/or in support of student support funding were prioritised in the first instance. The Chromebooks and other equipment began to arrive in College from September 2020 onwards and these were distributed to the priority groups identified in the survey and from information collected from the students at enrolment. The students were asked whether they had access to digital devices, who else used this, what this was and if they had access to reliable Wi-Fi/broadband at home. If the student answered 'No' to any of these questions, the College was looking to ensure they had the necessary equipment to enable them to take part and join the online teaching and learning for their course.

The students had to apply for the loan of a device via an application form. This was advertised via the Policy, Marketing and Communications Group.

The Digital Resources Workstream prepared a report in October 2020 to update the Digital Strategy Group on the uptake and roll out of digital devices. This report highlights the number of students who have been assessed as having a need for a digital device to be provided. This related to the 2019/20 and 2020/21 period.

Student Feedback

The College's Quality Team issued to all students a survey to obtain feedback on the arrangements for the 2019/20 students and the 2020/21 students. The 2020/21 survey had an extra question added around online teaching. The College uses these surveys to monitor students' engagement and feedback on its current arrangements.

Outcome of 2019/20 Survey

The survey was open from 16 March 2020 to 7 May 2020. This was circulated electronically to all students studying at the College at that time. The split in students responding per campus was as follows:

- Clydebank campus - 512 students
- Greenock campus - 385 students
- Paisley campus - 1,011 students

This gives an overall students' response of 1,908 students.

The overall College wide results from the survey are as follows:

Question	Percentage Outcome
1. Overall, I am satisfied with my College experience.	91%
2. Staff regularly discuss my progress with me.	84%
3. I am able to influence learning on my course.	85%
4. Staff encourage students to take responsibility for their learning.	96%

1 EXECUTIVE SUMMARY

5. I receive useful feedback which informs my future learning.	87%
6. The way I am taught helps me learn.	86%
7. My time at College has helped me develop knowledge and skills for the workplace.	88%
8. I believe student suggestions are taken seriously.	78%
9. I believe all students at the College are treated equally and fairly by staff.	85%
10. The College Students' Association influences change for the better.	47%*

*this question included a 'don't know' answer option. 47% of respondents chose that option.

It should be noted that most of the teaching at the time of the survey being launched in 2019/20 had taken place in the College, i.e., face to face.

Outcome of 2020/21 Survey

Students were invited to take part in the first survey of the 2020/21 academic session. The survey was for all enrolled students whose mode of attendance was full-time and/or part-time. The survey included questions to reflect the learning experience of students during the Covid-19 pandemic. The survey was open from 16 November to 11 December 2020.

The total number of responses received from across all campuses was 1,879 responses.

The split in students responding per campus was as follows:

- Clydebank campus - 543 students
- Greenock campus - 424 students
- Paisley campus - 912 students

1 EXECUTIVE SUMMARY

The overall College wide results from the survey are as follows:

Question	Percentage Outcome
1. Overall I am satisfied with my learning experience at WCS so far.	90%
2. I found the information and guidance I received before starting my course to be very useful.	90%
3. I find my virtual classes engaging.	75%
4. My IT equipment meets the need of my course.	88%
5. I feel supported in being able to learn digitally.	85%
6. I prefer virtual classes to campuses classes.	29%
7. I am happy with the way my course delivery has been adapted due to the pandemic.	83%

This survey was more aligned to digital teaching and learning as most of the College's teaching was being delivered online.

As can be seen from this, 90% of those responding to the survey were either satisfied or very satisfied with the learning experience. There was also a high percentage of those who responded who thought that the IT equipment met their needs, and they were happy with the way their course was delivered. From the above it can be seen that 29% of the students who responded that they actually preferred virtual classes to campus classes.

From the results of the above surveys, it does not appear that the College's current cohort of students feel disadvantaged by being taught digitally.

Assessment Process, Student Numbers and Retention

The College uses the quality process as a guide to its success in dealing with the impact of Covid-19. The quality process for teaching has not been changed by either the college or by the awarding bodies, thus the students' work is still subject to the same review process as it was before Covid-19. The students' work is internally assessed/verified via the College's internal quality process. This is then passed to the awarding body who will quality assess and externally verify the students' work. The external verifier uses the standards and quality processes set by the

awarding body. Thus, if there was any downturn in the quality of teaching as a result of Covid-19, this would be highlighted by a downturn in the awarding body's verification of the students' work and would manifest itself via an increase in student not achieving their qualification.

The College is still following the same standards of teaching as it did prior to Covid-19. Routes to confirming this include:

- Students' feedback - see above, and
- Success of students' performance in assessments.

The College also uses the student recruitment numbers, achievement and retention as a way of monitoring student engagement and continued learning. This would be done irrespective of Covid-19. This is the normal way for the College to monitor student engagement, numbers, retention, and achievement.

Work Undertaken

The work undertaken for this review included:

- Reviewing and assessing the working practices adopted by the College to ensure that it can continue operations throughout the Covid-19 pandemic. We also considered the communications between the College and its staff and students in respect of Covid-19 to ensure that they were kept informed of the latest guidance and how this impacted their working practices and study.
- We considered what reporting in respect of Covid-19 was presented to the Senior Management Team and the Board of Management to provide them with comfort that the College were addressing the impact of Covid-19 on its operations.
- Discussion with staff to establish whether an action plan has been developed in respect to the College's response to Covid-19. We obtained and assessed the action plan to confirm whether this was fit for purpose and addresses all issues. We established whether a separate Covid-19 Risk Register and action plan has been produced by the College. We obtained this and assessed it for reasonableness and to ensure no significant risks have been missed.

- Discussion with staff to establish the actions taken in respect of courses which did not lend themselves to online teaching, i.e., those which are more practical in nature, and for students (or teaching staff) who did not have computers or Wi-Fi.
- Discussion with staff around what assessment had been undertaken in terms of the impact of Covid-19 on the College's teaching and learning arrangements. We reviewed this in terms of robustness and whether it considered all aspects we would expect for such an assessment. We considered how the College monitors its students' engagement and continued learning.
- We considered the impact of moving to digital/online learning in terms of how this effected the students completing their course (2019/20) and their engagement on their current course (2020/21). We also assessed the impact on current year (2020/21) student numbers and enrolments and retention.

Conclusion

Overall conclusion

Overall Conclusion: Strong

Through our review, we can provide a strong level of assurance over the College's working practices in response to the Covid-19 pandemic and the impact these arrangements have had on its teaching and learning. We can also confirm that the College has established appropriate processes for identifying and resolving the digital technology improvements and challenges as a result of Covid-19.

We have raised no recommendations from our review and have highlighted various areas of good practice which are in place. The good practice points have been included within this Executive Summary.

Summary of recommendations

Grading of recommendations

	High	Medium	Low	Total
Study of Effects of Covid-19	0	0	0	0

As can be seen from the above table we have raised no recommendations from our review.

Areas of good practice

The following is a list of areas where the College is operating effectively and following good practice.

1.	<p>After the initial lockdown in March 2020 the College set up the following Groups:</p> <ul style="list-style-type: none">• Mobilisation Group• Digital Strategy Group (the Digital Strategy Group was already established but the focus of its remit changed because of Covid-19)• Policy, Marketing and Communications• Quality <p>The purpose of these Groups was to:</p> <ul style="list-style-type: none">• help roll out the distribution of digital devices to those students who required these.• inform students and staff of the current situation regarding Covid-19 and how this affects the College.• inform students and staff of the arrangements regarding returning to on-campus teaching in learning.• assess the impact of Covid-19 on the College's retention, achievement, and enrolment.
2.	<p>The College has kept staff up to date on the current Covid-19 requirements and latest arrangements within the College.</p>
3.	<p>The communications provided to students to keep them up to date with the current Covid-19 arrangements and how these will impact the College and their learning are appropriate. These include details included on the students' intranet, the main website, the students' app (MyDay), and the College's Twitter, Facebook, and Instagram accounts.</p>
4.	<p>The teaching staff provided a blended approach to their teaching methods adopted as a result of Covid-19 restrictions. This includes online scheduled classes, self-learning, online assessments and quizzes, video demonstrations as well as some on-campus teaching for those areas which could not be done online or digitally.</p>
5.	<p>The College managed to adapt quickly to the requirements of lockdown and online teaching and learning. Until more permanent solutions were put in place the teaching staff used whatever means were available to their students to continue the student's learning. Once the College had a more structured approach in place, the teaching staff used this to continue with the students' learning.</p>

The following is a list of areas where the College is operating effectively and following good practice.

6.	<p>The Policy, Marketing and Communications Group has produced a variety of principles, guidelines and information sheets for staff which have been grouped under the following headings:</p> <ul style="list-style-type: none">• Estates - Circulation Principles, Cleaning Principles, Fire Alarm Evacuation (one for each of the 3 main campuses) and Safe Return to Campus.• HR, Health & Safety - Clear Desk Policy, Covid-19 Advice for 1st Aiders, Covid-19 Workplace Risk Assessments, Guide to Wearing PPE, Safe Return to Campus, Information Sheet on What you need to know about self-isolating, and What to do if you are displaying signs of Covid-19 symptoms.• IT - IT Print Services Principles, IT Service Desk Principles, Process for Requesting Monitors for Remote Working, Safe Return to Campus - IT. <p>It also produced the following on Working from Home:</p> <ul style="list-style-type: none">• Hints & Tips for Home Working.• New to Working from Home.• Preparing for Home Working.• Sharing Folders on One Drive.
7.	<p>The College set up a Mobilisation Group to assist the College in returning to on-campus teaching and learning. The work of the Group was augmented by the engagement of a Project Manager from June to January 2021.</p>
8.	<p>The College's Strategic Risk Register has as its highest risk the impact of Covid-19. The Risk Register is reviewed monthly by the Senior Management Team with any changes to the risks and controls being identified and highlighted to the Audit Committee. The work around mitigating the impact of Covid-19 risk was undertaken by the Mobilisation Group and the Digital Strategy Group.</p>
9.	<p>Initially the College distributed the laptops which were used in the College for on-campus teaching to those students in their final year of their course who did not have a device. This was to enable them to continue and complete their qualification.</p>

The following is a list of areas where the College is operating effectively and following good practice.

10.	<p>The College had an established Digital Strategy Group already in place which was used to consider the logistics of moving to digital teaching and learning as part of the Covid-19 restrictions. This Group established a series of Workstream Groups to consider specific elements of the shift to online teaching and learning. Each of these reported back to the Digital Strategy Group the progress made in implementing the actions identified to complete the digital transformation.</p>
11.	<p>For the 2019/20 cohort of students, the College delayed any practical workshops or teaching required as part of the courses until after the initial lockdown had ended and colleges could open on a restricted basis. For these students, the College operated a rota system for them to attend the practical elements of their course in July/August 2020. This was undertaken with due regard to the Scottish Government's restrictions and social distancing advice at the time. The College delayed the start of the new academic year until September 2020 to give time for the 2019/20 cohort of students to finish their courses.</p> <p>For the 2020/21 cohort of students whose course had a practical element to it, these were either delayed until later in the academic year with non-practical element being front loaded on the course, whereas other courses decided to run the practical elements at the start of the course on a restricted face to face basis. By doing this the College could control the number of students who were in the campuses, workshops, and classrooms at once to ensure that they were complying with the advice being provided by the Scottish Government.</p>
12.	<p>For the 2020/21 academic year, the College issued a survey to students which included the following questions:</p> <ul style="list-style-type: none"> • Do you have access to a reliable Wi-Fi/broadband connection at home? • Do you have ready access to a computer, laptop, tablet, or device to ensure you can engage in remote learning? <p>Those who responded no to these questions were contacted and prompted to apply for a loan of an appropriate device to enable them to undertake their learning at the College.</p>
13.	<p>The College's Digital Strategy is fit for purpose and is aligned with the College's Corporate Plan 2019-2025.</p>

The following is a list of areas where the College is operating effectively and following good practice.

14.	The College has continued to undertake student surveys to obtain feedback from its students. For 2020/21 the surveys issued thus far focused on the student's overall satisfaction with their learning experience, the information and guidance they received prior to starting their course, the IT equipment used, the way their course has been delivered and whether the virtual classes were engaging.
15.	For our review of the data relating to withdrawal of students over the start of the academic year to the end of January there does not appear to be any significant difference in 2020/21 compared to the data for 2019/20. Thus, it would appear that there has been no significant adverse impact from the College moving to an online digital method for most of its teaching.
16.	The Board of Management and its various Committees are kept up to date with the latest developments and arrangements in respect of Covid-19 and the College's response to ensure continuity of teaching and learning for its students via the Chief Executive Officer's report, and reports from the Mobilisation Group, Digital Strategy Group, Quality Group and the Policy, Marketing and Communications Group as appropriate.

We include for your reference comparative benchmarking data of the number and ranking of recommendations made for audits of a similar nature in the most recently finished internal audit year.

Study of Effects of Covid-19

Benchmarking				
	High	Medium	Low	Total
Average number of recommendations in similar audits	0	1	0	0
Number of recommendations at West College Scotland	0	0	0	0

From the table above it can be seen that the College has a lower number of recommendations compared to those colleges it has been benchmarked against.

3 AUDIT ARRANGEMENTS

The table below details the actual dates for our fieldwork and the reporting on the audit area under review. The timescales set out below will enable us to present our final report at the next Audit Committee meeting.

Audit stage	Date
Fieldwork start	1 February 2021
Closing meeting	4 February 2021
Draft report issued	9 February 2021
Receipt of management responses	8 April 2021
Final report issued	9 April 2021
Audit Committee	20 May 2021
Number of audit days	4 days

4 KEY PERSONNEL

We detail below our staff who undertook the review together with the College's staff we spoke to during our review.

Wylie & Bisset LLP			
Partner	Graham Gillespie	Partner	graham.gillespie@wyliebisset.com
Senior Manager	Stephen Pringle	Senior Internal Audit Manager	stephen.pringle@wyliebisset.com
Supervisor	Audrey Cowan	Internal Audit Supervisor	audrey.cowan@wyliebisset.com

West College Scotland			
Key Contact	Rob Aitken	AP Technology and Skills	rob.aitken@wcs.ac.uk
Wylie & Bisset appreciates the time provided by all the individuals involved in this review and would like to thank them for their assistance and co-operation.			

APPENDICES

For each area of review, we assign a level of assurance in accordance with the following classification:

Assurance	Classification
Strong	Controls satisfactory, no major weaknesses found, no or only minor recommendations identified.
Substantial	Controls largely satisfactory although some weaknesses identified, recommendations for improvement made.
Weak	Controls unsatisfactory and major systems weaknesses identified that require to be addressed immediately.
No	No or very limited controls in place leaving the system open to significant error or abuse, recommendations made require to be implemented immediately.

A GRADING STRUCTURE

For each recommendation we assign a grading either as High, Medium, or Low priority depending on the degree of risk assessed as outlined below:

Grading	Classification
High	Major weakness that we consider needs to be brought to the attention of the Audit Committee and addressed by senior management of the College as a matter of urgency.
Medium	Significant issue or weakness which should be addressed by the College as soon as possible.
Low	Minor issue or weakness reported where management may wish to consider our recommendation.

Purpose of review

The purpose of this review is to assess the impact of Covid-19 on the College's working practices. This review will be undertaken over 2 phases, with the first phase being a review to assess the impacts of Covid-19 on teaching and learning with an emphasis on the digital technology improvements/challenges and how these plan to be addressed by the College.

This review forms part of our 2020/21 Annual Internal Audit Plan.

Scope of review

Our objectives for this review are to:

- Establish and assess what working practices were adopted by the College to ensure it could continue to provide teaching and learning during the pandemic.
- Establish if the College has developed an action plan to address any areas that do not allow for digital/online teaching and learning and any other wider challenges regarding the delivery of teaching and learning.
- Establish whether the College has or plans to assess the impact of Covid-19 on its teaching and learning practices.

Limitation of scope

This review will focus specifically on the digital response to the Covid-19 pandemic by the College.

Audit approach

Our approach to the review will be:

- Review and assess the working practices adopted by the College to ensure that it can continue operations throughout the Covid-19 pandemic. We shall also consider the communications between the College and its staff and students in respect of Covid-19 to ensure that they were kept informed of the latest guidance and how this will impact their working practices and study.
- We shall consider what reporting in respect of Covid-19 was presented to the Senior Management Team and the Board of Management to provide them with comfort that the College were addressing the impact of Covid-19 on its operations.
- Discussion with staff to establish whether an action plan has been developed in respect to the College's response to Covid-19. We shall obtain and assess the action plan to confirm whether this is fit for purpose and addresses all issues. We shall establish whether a separate Covid-19 Risk Register and action plan has been produced by the College. We shall obtain this and assess it for reasonableness and to ensure no significant risks have been missed.
- Discussion with staff to establish the actions taken in respect of course which did not lend themselves to online teaching, i.e., those which are more practical in nature, and for students (or teaching staff) who did not have computers or Wi-Fi.
- Discussion with staff around what assessment has been undertaken in terms of the impact of Covid-19 on the College's teaching and learning arrangements. We shall review this in terms of robustness and whether it considers all aspect we would expect for such an assessment. We shall consider how the College monitors its students' engagement and continued learning.
- We shall consider the impact of moving to digital/online learning in terms of how this effected the students completing their course (2019/20) and their engagement on their current course (2020/21). We shall also assess the impact on current year (2020/21) student numbers and enrolments and retention.

Potential key risks

The potential key risks associated with the area under review are:

- The College has not adapted its working practices to allow the teaching and learning to be delivered remotely, which could result in the College not being able to deliver its courses.
- The College has not developed an action plan to address any areas that do not allow for digital/online teaching and learning or other challenges as a result of Covid-19.
- The College has not assessed the impact of Covid-19 on its teaching and learning practices or its assessment is ineffective, which could result on students being left unable to undertake and participate in their course.

TITLE: INTERNAL AUDIT REPORT – COMPLAINT HANDLING

Background: As part of the 2020-21 Internal Audit Plan, Wylie & Bisset conducted an internal audit to review the processes in place for the management, monitoring and reporting of complaints.

The objectives for the review were to consider whether:

- The College has adequate policies and procedures in place in relation to complaints handling.
- Policies and procedures in place comply with the latest guidelines from the Scottish Public Services Ombudsman.
- There are strong controls in place for the handling of complaints.
- There are adequate communication levels between the College and its students/staff/other stakeholders in respect of the complaints handling process.

This report presents to the Audit Committee the outcome of the internal audit review. The report will also be presented to the next Learning, Teaching and Quality Committee.

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

Lead: Stephen Pringle, Wylie & Bisset

Status: Open

1. Introduction

1.1 As part of the internal audit programme for 2020-21, Wylie & Bisset conducted an internal audit to review the processes in place for the management, monitoring and reporting of complaints.

2. Conclusion

2.1 The review concluded that Wylie & Bisset:

'... can provide a substantial level of assurance regarding the controls in place for complaint handling. We have raised 9 recommendations, 4 of which have been graded medium and 5 as low. See Section 3 Detailed Recommendations for further details. We have also raised 8 good practice points, see the page 9 for further details.'

2.2 The level of assurance assigned by the auditors is 'Substantial' which is defined as noted below:

Assurance	Classification
Strong	Controls satisfactory, no major weaknesses found, no or only minor recommendations identified.
Substantial	Controls largely satisfactory although some weaknesses identified, recommendations for improvement made.
Weak	Controls unsatisfactory and major systems weaknesses identified that require to be addressed immediately.
No	No or very limited controls in place leaving the system open to significant error or abuse, recommendations made require to be implemented immediately.

2.3 The report identified several areas where the College is operating effectively and following good practice including:

- All staff involved in the complaints handling process are clear about their roles and responsibilities. Staff updates on regulatory changes are provided on a regular basis and training is undertaken as required.
- The College has complied with its annual reporting requirements.
- For all complaints sampled, thorough investigations were completed in line with best practice that allowed for the appropriate outcomes of the complaint to be arrived at.

- The College has a detailed Complaints Handling Policy that outlines effectively how the College handles complaints in line with SPSO, Freedom of Information and General Data Protection Regulation requirements, where the fundamental goals are to ensure that College operations are meeting and exceeding the standards of those involved within the College network.

2.4 The report made nine recommendations in total – three medium and six low.

2.5 All recommendations are assigned a grading either as High, Medium, or Low priority depending on the degree of risk assessed as outlined below:

Grading	Classification
High	Major weakness that we consider needs to be brought to the attention of the Audit Committee and addressed by senior management of the College as a matter of urgency.
Medium	Significant issue or weakness which should be addressed by the College as soon as possible.
Low	Minor issue or weakness reported where management may wish to consider our recommendation.

2.6 The three medium recommendations related to the following areas:

- 1) Responding to complaints within appropriate timeframes, with 9 out of the 20 complaints reviewed being responded to out with the 20-day response period.
- 2) Lessons learned from complaints require to be shared more widely and actions taken where necessary.
- 3) The complaints log being required to note whether the complaint is a stage 1 or stage 2 complaint. All complaints are dealt with as a stage 2 complaints.

2.7 The report will also be presented to the next Teaching, Learning and Quality Committee for their information.

3. Recommendation

3.1 The Audit Committee is requested to consider and note the contents of the report.

West College Scotland

Internal Audit 2020-21

Complaints Handling April 2021

Overall Conclusion

Substantial

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The matters raised in this report came to our attention during the course of our audit and are not necessarily a comprehensive statement of all weaknesses that exist or all improvements that might be made.

This report has been prepared solely for West College Scotland's individual use and should not be quoted in whole or in part without prior written consent. No responsibility to any third party is accepted as the report has not been prepared, and is not intended, for any third party.

We emphasise that the responsibility for a sound system of internal control rests with management and work performed by internal audit should not be relied upon to identify all system weaknesses that may exist. Neither should internal audit be relied upon to identify all circumstances of fraud or irregularity should there be any although our audit procedures are designed so that any material irregularity has a reasonable probability of discovery. Every sound system of control may not be proof against collusive fraud. Internal audit procedures are designed to focus on areas that are considered to be of greatest risk and significance.

Overview

Purpose of review

The purpose of this assignment was to review the processes in place for the management, monitoring and reporting of complaints. We sought to provide assurance that the process is robust and that performance against targets is being monitored. We also looked to ensure that complaints are being addressed in line with Scottish Public Services Ombudsman (SPSO) requirements.

This review formed part of our 2020/21 Annual Internal Audit Plan.

Scope of review

Our objectives for this review were to ensure:

- The College has adequate policies and procedures in place in relation to complaints handling.
- Policies and procedures in place comply with the latest guidelines from the Scottish Public Services Ombudsman.
- There are strong controls in place for the handling of complaints, including monitoring performance against target and action taken when poor performance has been identified.
- There are adequate communication levels between the College and its students/staff/other stakeholders in respect of the complaints handling process.

Limitation of scope

There were no limitations of scope.

Background

The Assistant Principal, Performance and Skills has overall responsibility for the complaints handling process within the College. However, the day-to-day operation of this process sits with the Quality Team.

Those involved are as follows:

- Head of Quality and Professional Standards - oversees the complaints handling process.
- Three Quality Standards Co-ordinators – one based at each of the main campuses. One of these is responsible for the day-to-day operation of the arrangements and is responsible for ensuring that the complaints log spreadsheet is kept up to date and maintained.
- Heads of Sector/Department – Act as Complaints Investigators.

Complaints Handling Procedure

The College's Complaints Handling Procedure effectively outlines the process to be followed when processing complaints. This Procedure was reviewed in October 2019 and is being updated in line with the Model Complaints Handling Procedure for Further Education establishments published by the SPSO (please refer to **Good Practice Points** for further information).

The 2019 version of the Procedure outlines the core aims of the College's complaints handling provision, these are as follows:

- To offer a prompt frontline resolution of a complaint and where this is not possible, the College will conduct a thorough, impartial, and fair investigation of complaints so that evidence-based decisions can be made on the facts of a case;
- To get things right first time, valuing the insight their students and stakeholders may have on their current operations, improve the quality of service provided and effectively highlight areas where quality falls short of College expectations;
- Improve the College's relations they have with their students and stakeholders; and
- Effectively inform complainants of their right to appeal to the SPSO.

As per the Procedure, the College quantify complaints as follows:

- failure to provide a service;
- an inadequate standard of service;
- the admissions process;
- dissatisfaction with our policies and/or procedures;
- the quantity and availability of learning resources;
- treatment by or attitude of a member of staff;
- disagreement with a decision where the customer cannot use another procedure (for example an appeal) to resolve the matter; and
- failure to follow the appropriate administrative process.

It should be noted that the above list is not exhaustive but is designed to provided students and stakeholders with a clear picture of what they can and cannot complain about.

Complaints Handling Process

The College's complaints handling process can be summarised as the following:

1. Decide whether the issue can be defined as a complaint. The customer may express dissatisfaction about more than one issue, and this may mean the College treats one element as a complaint, while directing the customer to pursue another element through an alternative route;
2. Record the details on the complaints handling system;
3. Decide whether the complaint is suitable for frontline resolution (treated as a stage 1 complaint) by establishing with the complainant exactly what they are complaining about, what they hope to achieve by complaining and if the College can agree a desired outcome;
4. If the College agrees a front-line resolution is appropriate, it will communicate this in an appropriate manner to the complainant including an offer of an apology where deemed the best resolution;
5. If the staff member receiving the complaint cannot resolve this as a frontline line matter, details of the complaint will be passed to a colleague who can try to resolve it;
6. The College will respond to the complainant by the preferred method indicated in the complaint submission. In the case of a preference for telephone communication, the College will follow up by email, to ensure it has a record of the formal response and decision provided. The College maintains a full and accurate record of complaints it receives, the outcomes reached, and the resolutions indicated to the complainant;

7. Dependent upon the nature of the issues raised, some complaints will need to be fully investigated before the College can give the complainant a suitable response. The College will escalate these complaints immediately to a stage 2 investigation; and
8. Where a customer does not agree to a frontline resolution, the College will immediately escalate the complaint to a stage 2 investigation.

Stage 1 complaints (early resolution) are complaints which are made directly to the College. The College will try to resolve the complaint within five working days. If the complainant is unhappy with the response, they can ask the College to consider the complaint at stage two.

Stage 2 complaints require that the College will look into the complaint in more detail. At stage two the complainant should be given a final decision after no more than 20 working days, unless there is clearly a good reason for needing more time. Once the complainant has the final decision from the College, if they are still not happy, then they can then bring the complaint to the Scottish Public Services Ombudsman.

We have raised recommendations surrounding the adherence to this process, see recommendations 4 and 8 for further details.

Complaints Log

The complaints log is an Excel spreadsheet which is maintained by the Quality Department. It is only the Head of Quality and Professional Standards and the three Quality Standards Co-ordinators who have access to the complaints log. It is the Quality Standards Co-ordinators who record the complaints on this log.

The one thing the Quality Standard Co-ordinators do not record on the log is whether the complaint is a stage 1 or stage 2 complaint. From our review we found that they tend to treat all complaints as a stage 2 and allow 20 days to investigate and resolve. **We have raised a recommendation around the splitting of complaints into stage 1 and stage 2 at the assigning stage and the accuracy of the complaints log. See recommendations 3 and 7 for further details.**

Number of Complaints

From our review of the 2020/21 complaints handling log, we found that 41 complaints had been received since the start of the academic year 2020/21. These can be further split into:

- 5 were showing as ongoing matters. Two of these had been logged on 11 March and 16 March 2021 respectively thus were still being investigated and still within the timescale of 20 days. The other 3 related to complaints which were logged earlier than January 2021 and

thus should have been resolved by now. In all 3 cases a holding letter had been issued to the complainant informing them that the investigation would take longer than the 20 days.

- 36 complaints were showing as having been completed and closed.
- 10 complaints were closed after the 20 day period. The days it took to investigate and resolve these complaints range from 21 days to 56 days.
- 25 complaints were closed within the 20 day period.
- 1 complaint had been ongoing for a year and had still not been resolved. This was due to the member of staff being on long term absence. The complainant had been informed of this.
- 5 complaints which had been included on the log were deemed upon investigation not to be complaints. (These have been included in the figures detailed above and were categorised as closed).

We have raised a recommendation around the time taken to respond to complaints. See recommendation 1 for further details.

Work Undertaken

Our review included the following:

- We discussed with relevant staff the current arrangements in respect of complaints handling within the College. We assessed these arrangements to ensure that the process used is open and transparent, easy to use and accessible to all stakeholders wishing to make a complaint.
- We obtained, reviewed, and assessed any documented policies and procedures in place in respect of complaints handling. We ensured that these are fit for purpose and cover all stages of the complaints handling process, including the appeals process.
- We considered how complaints are logged, recorded, and monitored to ensure that process is fit for purpose. This included an assessment of where the complaints are logged and who is responsible for logging and monitoring complaints. We also considered whether any training on complaints handling had been given to staff to ensure that complaints are being dealt with in a consistent manner. **(We have raised a recommendation around staff training, see recommendation 6 for further details).**

- We undertook sample testing of the complaints handling processes to ensure that complaints are being processed in line with documented policies and procedures, current legislation, and good practice.
- We compared the College's arrangements with the SPSO's guidance to ensure that these are compliant.
- We ascertained what analysis of complaints received the College undertakes and how this is used to shape decisions at the College, i.e., what does the College do about complaints of a recurring nature, what action plans are put in place to try to address these recurring complaints and how is this monitored? **(We have raised a recommendation around lessons learnt from complaints, see recommendation 2 for further details).**
- We reviewed what communication channels the College has with its staff/students/other stakeholders in respect of complaints.
- We obtained and reviewed any feedback from students/staff/other stakeholders regarding the College's complaints handling arrangements. **(See recommendation 9 for further details on student feedback).**
- We obtained and evaluated the reports provided to management in respect of complaints handling. We also assessed whether performance against target is being monitored and reported. We considered what reporting on complaints is presented to the Board/committees. **(We have raised a recommendation around complaints reporting, see recommendation 5 for further details).**

Conclusion

Overall conclusion

Overall Conclusion: Substantial

We can provide a substantial level of assurance regarding the controls in place for complaint handling. We have raised 9 recommendations, 3 of which have been graded medium and 6 as low. See Section 3 Detailed Recommendations for further details. We have also raised 8 good practice points, see the page 9 for further details.

Summary of recommendations

Grading of recommendations

	High	Medium	Low	Total
Complaints Handling	-	3	6	9

As can be seen from the above we have not graded any recommendations as high.

Areas of good practice

The following is a list of areas where the College is operating effectively and following good practice.

1.	Those involved with the complaints handling process are informed of any updates to the procedures via email and team meetings. Training sessions for staff are held if any significant changes to the process are required.
2.	On an annual basis the College publishes its Complaints Annual Report on its public facing website in accordance with legislation.
3.	During our sample testing we found that all complaints were appropriately categorised with regard to their subject matter.
4.	For all complaints sampled, thorough investigations were completed in line with best practice that allowed for the appropriate outcomes of the complaint to be arrived at.
5.	On an annual basis the College will provide their Complaints Investigators with complaints handling training from the SPSO.
6.	<p>The College has a detailed Complaints Handling Procedure that outlines effectively how the College handles complaints in line with SPSO, Freedom of Information and General Data Protection Regulation requirements, where the fundamental goals are to ensure that College operations are meeting and exceeding the standards of those involved within the College network. This Procedure is stored centrally on the College's network and is also made available on the College public facing website under the complaints section.</p> <p>The Procedure was reviewed in January 2019, and the College are currently updating the Procedure.</p>
7.	All staff involved in the process are clear about their roles and responsibilities within the complaints handling process. The Assistant Principal, Performance & Skills has overall management responsibility for the complaints handling process within the College. The Head of Quality & Professional Standards oversees the day-to-day operation of the complaint handling process. The complaints log is maintained by the Quality Standards Co-ordinators with the complaints being investigated by the Heads of Sector/Department.

The following is a list of areas where the College is operating effectively and following good practice.

8. The College effectively informs their students, customers, and the public how they can complain. The College has developed a '*How to Complain* guidance document' in August 2019 which outlines the following:
- What an individual can and cannot complain about;
 - Who can complain to the College;
 - How an individual can submit a complaint;
 - The timeframes an individual is to follow when making a complaint;
 - How the complaint is resolved at stage 1 and at stage 2; and
 - The individual rights to contact the SPSO if they remain dissatisfied.
- The document is available from the College public facing website as well as on request.

We include for your reference comparative benchmarking data of the number and ranking of recommendations made for audits of a similar nature in the most recently finished internal audit year.

Complaints Handling

Benchmarking				
	High	Medium	Low	Total
Average number of recommendations in similar audits	0	2	3	5
Number of recommendations at West College Scotland	0	3	6	9

From the table above it can be seen that the College has a higher number of recommendations compared to those colleges it has been benchmarked against.

3 DETAILED RECOMMENDATIONS

Responding to Complaints within appropriate timeframes.			
Ref.	Finding and Risk	Grade	Recommendation
1.	<p>It is imperative that the College respond to all complaints within the timeframes dictated by the SPSO. All complaints highlighted to the College are treated as stage 2 and are therefore required to be completed within 20 days.</p> <p>During our review we found that 9 out of the 20 complaints sampled were not resolved within the 20-day guideline with only 4 complainants being notified of the delay (sent a holding letter) prior to the decision being emailed. In all 4 cases the holding letter was sent after the 20 days.</p> <p>We also found a trend that a significant amount internal follow up emails requesting an information update from investigators by the Quality Team were sent after the 20-day limit.</p> <p>There is the risk that the College are not effectively processing complaints in line with SPSO guidance, are not communicating delays in a timely manner with complainants and have insufficient internal arrangements in place to ensure that investigations are completed in line with requirements.</p>	Medium	<p>We recommend that the College ensure that complaints are completed in line with SPSO guidance. In events where an investigation may run over the 20 days, this should be communicated to the individual prior to due date.</p> <p>We also recommend that the Quality Team follow up with the complaint investigators more regularly in relation to the progress of their investigation which may in turn reduce the delays surrounding the processing of complaints.</p>

3 DETAILED RECOMMENDATIONS

Management response	Responsibility and implementation date
<p>It should be noted that the audit was carried out during the Covid-19 pandemic and College teams were working remotely with restricted access to the established complaints handling system. In normal circumstances the follow up with the investigating staff member would be highlighted through the on-campus system.</p> <p>When operations return to being fully on campus, the College will reinforce its operating procedure requiring that the Quality Team follow up with the complaint investigator prior to the 20-day deadline. A decision will then be made to either send a holding letter or that the complaint will be resolved, and an answer given by the 20-day deadline.</p> <p>The College will look at the availability of alternative electronic systems to assist in implementing the new Complaints Handling Procedure from April 2021.</p>	<p><i>Responsible Officer:</i> Head of Quality and Professional Standards</p> <p><i>Implementation Date:</i> 30 November 2021</p>

3 DETAILED RECOMMENDATIONS

Lesson Learned from Complaints			
Ref.	Finding and Risk	Grade	Recommendation
2.	<p>The purpose of a robust complaints process is to allow for the College to identify any areas that may require improvement and ensure that their students and other stakeholders expectations are met with regards to the standards of service provided.</p> <p>During our discussions with key personnel, we found that there is little emphasis placed on the lessons learnt after complaint resolution letters have been issued. This was further emphasised during our sample testing where we found 2 complaints that were not upheld which did not record lessons learnt. On review of the complaints, we believe there was improvements which could have been made in the operations.</p> <p>There is the risk that the College are not utilising their complaints process to aid in improvement of the College operations.</p>	Medium	We recommend that the College ensure that lessons learnt are reviewed for all complaints even when complaint has not been upheld.

3 DETAILED RECOMMENDATIONS

Management response	Responsibility and implementation date
<p>The College will reinforce its operational procedures which include the requirement to ensure that any lessons to be learned from the complaint, irrespective of whether the complaint is upheld or not, are distributed to key stakeholders. Any lessons learned will be shared with the SMT and departments, at least quarterly.</p>	<p><i>Responsible Officer:</i> Assistant Principal Performance and Skills</p> <p><i>Implementation Date:</i> 30 November 2021</p>

3 DETAILED RECOMMENDATIONS

Complaints Log			
Ref.	Finding and Risk	Grade	Recommendation
3.	<p>When complaints are initially logged they should be split into either stage 1 or stage 2 complaints. The SPSO Complaints Handling Governance guidance states that the following should be recorded about complaints received (amongst other things):</p> <ul style="list-style-type: none"> • Action taken and outcome at frontline response stage. • Date the complaint was closed at the frontline response stage. • Date the investigation stage was initiated (if applicable). <p>From our review we found that the College’s complaints log does not record whether the complaint is a Stage 1 or Stage 2 complaint. As a result of this, the College's complaints log does not record the points noted above.</p> <p>By recording complaints in this way, there is a risk that complaints which should be considered as Stage 1 complaints are being resolved after the 5-day timescale for such complaints and that this is going unnoticed due to the way these complaints are logged. As such the College's performance</p>	Medium	<p>We recommend that complaints when being initially logged are split into either stage 1 or stage 2 complaints. This should be notified to the person the complaint has been passed to for investigating to ensure that they are aware of the required timescales for resolution of the complaint.</p> <p>We would also recommend that the College's complaints log is updated to reflect the new SPSO guidance in respect of what should be included when recording complaints.</p>

3 DETAILED RECOMMENDATIONS

	regarding complaints handling may be adversely impacted upon.		
Management response			Responsibility and implementation date
<p>All complaints are classified at reporting stage as being either stage 1 or 2. The College will highlight on receipt whether a complaint will be dealt with as a Stage 1 or Stage 2 complaint and will incorporate that into the new Complaint Handling Procedure (CHP) tracking and monitoring process. This modification will be included in update training on the new CHP effective from April 2021 and shared with all relevant staff.</p>			<p><i>Responsible Officer:</i> Head of Quality and Professional Standards</p> <p><i>Implementation Date:</i> 31 January 2022</p>

3 DETAILED RECOMMENDATIONS

Processing complaints in line with the College's procedures			
Ref.	Finding and Risk	Grade	Recommendation
4.	<p>It is imperative that all complaints are processed in line with the College internal procedure. This includes provision of acknowledgement email, holding email and response email. For complaints that are made on behalf of an individual, the College also has the responsibility to ensure that all communication is directed to the individual in question (not complainant) unless explicitly advised by the individual to do so.</p> <p>During our review of 20 complaints, we found:</p> <ul style="list-style-type: none"> 1 complaint was not processed in line with the College procedure. The complainant in question did not receive any email correspondence from the College after the complaint was filled. To our understanding this was due to the fact that correspondence was completed through phone calls. <p>We also found that another complaint, that was made on behalf of an individual, had correspondence that was emailed directly to the complainant with no written permission from the individual. It should be noted, that in the initial enquiry the complainant did forward emails directed to the individual attending the College, however this should not replace written verification.</p>	Low	<p>We recommend that the College ensure that standard emails are provided to the complainant appropriately, even when issues are resolved over the phone.</p> <p>We also recommend that all correspondence should be directed to the individual in question unless expressed otherwise.</p>

3 DETAILED RECOMMENDATIONS

	There is the risk that the College are not following the appropriate procedures when handling complaints.		
Management response			Responsibility and implementation date
The College will ensure that all complainants are responded to as required by the College Complaints Handling Procedure including the use of a standard email. This response will be to the direct complainant and any others who are required to receive a response.			<p><i>Responsible Officer:</i> Head of Quality and Professional Standards</p> <p><i>Implementation Date:</i> 31 July 2021</p>

Complaints Reporting			
Ref.	Finding and Risk	Grade	Recommendation
5.	<p>There should be adequate reporting of complaints to ensure that the same issues are not recurring.</p> <p>From our review and discussion with those involved with the complaints handling process we found that the only reporting on complaints received done by the College is in its Annual Complaints Handling Report.</p> <p>From our review and discussion with those involved with the complaints handling process we found that the College produces an Annual Complaints Handling Report, which is included on its website. The College also use the statistics in the annual report to inform discussion at the Learning, Teaching & Quality Board Committee, Quality Standards Committee, Executive Leadership Team and the Heads of Curriculum and Support.</p> <p>There is risk that due to complaints figures, targets and trends not being reported to management on a regular basis poor performance may not be addressed due to management not being aware of the situation.</p>	Low	<p>We recommend that the College Senior Management Team should on a quarterly basis receive a report on complaints received and resolved along with the type of complaints and lessons learned. This will enable any recurring complaints to be addressed with learning points disseminated across the whole College.</p>

3 DETAILED RECOMMENDATIONS

Management response	Responsibility and implementation date
<p>The Assistant Principal Performance and Skills will present a quarterly report to the Senior Management Team showing the level of complaints received by the College along with the significant lessons to be learned.</p>	<p><i>Responsible Officer:</i> Assistant Principal Performance and Skills</p> <p><i>Implementation Date:</i> 31 January 2022</p>

3 DETAILED RECOMMENDATIONS

Staff Wide Complaints Handling Training			
Ref.	Finding and Risk	Grade	Recommendation
6.	<p>The College should ensure that all staff members are aware of the process for managing complaints.</p> <p>During our review, we found that the College has provided their Quality Assurance Staff and the Complaints Handling Investigators with complaints handling training provided by SPSO. However, the remaining staff at the College have yet to receive any training surrounding complaints handling. We acknowledge that the College will be providing training to all staff as part of the new revised Complaints Handling Procedure which came into effect on 1 April 2021. The College’s Staff Development Group have scheduled the roll out of training for all staff in their operational plan.</p> <p>There is the risk that the College's staff members are not aware of how to manage complaints. There is also the risk that the staff at the College are not aware of changes to complaints handling guidance.</p>	Low	<p>We recommend that the College does provide training to all staff on the updated Complaints Handling Procedure to enable them to recognise what should be reported to the Quality Standards Co-ordinators as a complaint. Thereafter complaints handling refresher training should be provided to all staff, potentially utilising the standardised training resources through its Quality Networks, which should be available from August 2021.</p>

3 DETAILED RECOMMENDATIONS

Management response	Responsibility and implementation date
<p>The College has in place a training plan for 2021-22 which will update all staff on the revised Complaints Handling Procedure (April 2021).</p>	<p><i>Responsible Officer:</i> Assistant Principal Performance and Skills</p> <p><i>Implementation Date:</i> 31 January 2022</p>

3 DETAILED RECOMMENDATIONS

Accuracy of Complaints Log			
Ref.	Finding and Risk	Grade	Recommendation
7.	<p>The College's complaints register should accurately reflect the accompanying data surrounding the complaint including the correct details and dates.</p> <p>During our sample testing we found that 2 out of the 20 sampled complaints were incorrectly logged where the date in which the complaint was received was different to the date recorded on the register.</p> <p>There is the risk that the College are not accurately logging complaints data on their register.</p>	Low	We recommend that the College ensure the data maintained on the register is accurate and appropriately reviewed.
Management response			Responsibility and implementation date
Staff members who are responsible for recording complaints will be reminded of the necessity for recording an accurate date of receipt.			<p><i>Responsible Officer:</i> Head of Quality and Professional Standards</p> <p><i>Implementation Date:</i> 31 July 2021</p>

Complaints Handling Process Map			
Ref.	Finding and Risk	Grade	Recommendation
8.	<p>As an appendix to their Complaints Handling Procedure, the College has a Complaints Handling Process Map that effectively illustrates the process to follow when reporting a complaint. This is also included in the Colleges 2021 draft Procedure where the map has been updated alongside the current process to include data protection permission, where complaints are to be logged, SPSO right to appeal etc.</p> <p>During our review of each process map we found that the College does not separately identify the processes to be followed for stage 1 and stage 2 complaints where the only determinant that the map outlines alternative paths for is whether issue reported is classified as a complaint. The map only outlines a single process to be followed when processing complaints.</p> <p>We also found that the process map does not include the time frames that require to be followed at each stage for the complaint to be handled compliantly.</p> <p>Finally, we found that the process map also includes processes to be followed regarding satisfaction surveys</p>	Low	<p>We recommend that the College update their process map to include the following:</p> <ul style="list-style-type: none"> • Procedures to be followed for both stage 1 and stage 2 complaints. • Timeframes to be followed for each section of the process. <p>We also recommend that the College either integrate the reporting process and issuing of satisfaction surveys in a clearer format in their process map including everyone’s responsibilities or develop another process map that separately identifies these processes.</p>

3 DETAILED RECOMMENDATIONS

	<p>and the quarterly reporting. These sections are hard to follow and do not seamlessly tie in with the rest of the complaint handling processes.</p> <p>There is the risk that the College's Process Map is not reflective of the Complaints Handling Procedure and outlines an alternative process.</p>		
Management response		Responsibility and implementation date	
<p>The updated College Complaints Handling Procedure is based upon the SPSO Policy guidance and this has removed the need for the inclusion of a process map. The College Senior Management Team has approved the updated Procedure. The College will, as with all Policies and Procedures, take feedback from those who operate it and those who use it. This feedback will be used to inform any future updates.</p>		<p><i>Responsible Officer:</i> Assistant Principal Performance and Skills</p> <p><i>Implementation Date:</i> 1 April 2021</p>	

3 DETAILED RECOMMENDATIONS

Student Feedback			
Ref.	Finding and Risk	Grade	Recommendation
9.	<p>Staff, students, and other stakeholders should be kept up to date with any changes to the complaints handling process. The College should also gather student feedback on their complaints handling process.</p> <p>From our review we found that staff are informed of any changes to the process, but students and wider stakeholders are not.</p> <p>We also found that the College will verbally relay information to the Student Association. There are no other avenues for the students to provide feedback.</p> <p>As stated previously the College publish its Annual Complaints Handling Report on its website.</p> <p>There is a risk that students and other stakeholders are not aware of the changes to the complaints handling process. There is also the risk that the College are not adequately gathering student feedback in line with expected practice.</p>	Low	<p>We recommend that any amendments in the process are notified to students via posts on the website and/or the MyDay student portal.</p> <p>The College should also signpost the students to the Annual Complaints Handling reports via the Student Association’s social media and the MyDay student portal.</p>

3 DETAILED RECOMMENDATIONS

Management response	Responsibility and implementation date
<p>The College makes available details of its Complaints Handling Procedure on the website and the student induction checklist includes a section on how to complain. To supplement this an update will be made on the student portal 'MyDay' to ensure students are made aware of the recent changes. We already attempt to gather the views of all stakeholder complainers, including students, through a post complaint questionnaire.</p> <p>The College will annually signpost to students via social media and on MyDay as to the availability of the annual Complaints Handling report.</p>	<p><i>Responsible Officer:</i> Assistant Principal Performance and Skills</p> <p><i>Implementation Date:</i> 30 November 2021</p>

The following is a list of observations from our review

1. It should be noted that for a complaint sampled, the College passed incorrect information to the complainant. Specifically, the internal investigation confirmed that international fees are set at the discretion of the College and their fee policy, however the complainant was informed that fees are established by the Government.

This information has no impact on the outcome of the investigation thus we have not included this as a formal recommendation, however the College should ensure that all information provided is accurate.

5 AUDIT ARRANGEMENTS

The table below details the actual dates for our fieldwork and the reporting on the audit area under review. The timescales set out below will enable us to present our final report at the next Audit Committee meeting.

Audit stage	Date
Fieldwork start	22 March 2021
Closing meeting	29 March 2021
Draft report issued	1 April 2021
Receipt of management responses	30 April 2021
Final report issued	6 May 2021
Audit Committee	20 May 2021
Number of audit days	5

6 KEY PERSONNEL

We detail below our staff who undertook the review together with the College's staff we spoke to during our review.

Wylie & Bisset LLP			
Partner	Graham Gillespie	Partner	graham.gillespie@wyliebisset.com
Senior Manager	Stephen Pringle	Senior Internal Audit Manager	stephen.pringle@wyliebisset.com
Supervisor	Audrey Cowan	Internal Audit Supervisor	audrey.cowan@wyliebisset.com
Auditor	Siobhan Archibald	Internal Audit Senior	siobhan.archibald@wyliebisset.com

West College Scotland			
Key Contact	Cathy McNab	Assistant Principal	cathy.mcnab@wcs.ac.uk
	John Redman	Head of Quality & Professional Standards	john.redman@wcs.ac.uk
	We also spoke to the Quality Standards Co-ordinators, the Student Association President and the PA to the CEO and Principal		
Wylie & Bisset appreciates the time provided by all the individuals involved in this review and would like to thank them for their assistance and co-operation.			

APPENDICES

For each area of review, we assign a level of assurance in accordance with the following classification:

Assurance	Classification
Strong	Controls satisfactory, no major weaknesses found, no or only minor recommendations identified.
Substantial	Controls largely satisfactory although some weaknesses identified, recommendations for improvement made.
Weak	Controls unsatisfactory and major systems weaknesses identified that require to be addressed immediately.
No	No or very limited controls in place leaving the system open to significant error or abuse, recommendations made require to be implemented immediately.

A GRADING STRUCTURE

For each recommendation we assign a grading either as High, Medium, or Low priority depending on the degree of risk assessed as outlined below:

Grading	Classification
High	Major weakness that we consider needs to be brought to the attention of the Audit Committee and addressed by senior management of the College as a matter of urgency.
Medium	Significant issue or weakness which should be addressed by the College as soon as possible.
Low	Minor issue or weakness reported where management may wish to consider our recommendation.

Purpose of review

The purpose of this assignment is to review the processes in place for the management, monitoring and reporting of complaints. We will seek to provide assurance that the process is robust and that performance against targets are being monitored. We will also look to ensure that complaints are being addressed in line with SPSP requirements.

This review forms part of our 2020/21 Annual Internal Audit Plan.

Scope of review

Our objectives for this review are to ensure:

- The College has adequate policies and procedures in place in relation to complaints handling.
- Policies and procedures in place comply with the latest guidelines from the Scottish Public Services Ombudsman.
- There are strong controls in place for the handling of complaints, including monitoring performance against target and action taken when poor performance has been identified.
- There are adequate communication levels between the College and its students/staff in respect of the complaints handling process.

Limitation of scope

There are no limitations of scope.

Audit approach

Our approach to the review will be:

- Discuss with relevant staff the current arrangements in respect of complaints handling within the College.

- Obtain, review, and assess any documented policies and procedures in place in respect of complaints handling.
- Undertake sample testing of the complaints handling processes to ensure that complaints are being processed in line with documented policies and procedures, current legislation, and good practice.
- Comparison of the College's arrangements with the SPSO's guidance to ensure that these are compliant.
- Reviewing what communication the College has with its staff and students in respect of complaints.
- Obtaining and reviewing any feedback from students and staff regarding the College's complaints handling arrangements.

Potential key risks

The potential key risks associated with the area under review are:

- The lack of a Complaints Management policy / procedure which is subject to regular review could result in staff being unaware of their responsibilities in respect of complaints handling and/or not acting in a consistent and appropriate manner when handling complaints.
- The College is not complying with the guidelines set out by the SPSO which could lead to challenge, financial loss and reputational damage.
- There are inadequate controls in place for the handling of complaints, leading to complaints being handled in an inconsistent manner by staff and/or complaints not being resolved.
- There is no system for logging and tracking responses to ensure the College is monitoring its performance in relation to complaints handling.

- There is no reporting to management with regard to complaints figures, targets and trends which could result in poor performance not being addressed due to management not being aware of the situation.
- Complaints made to the College are not being responded to on a timely basis or there is no response at all, leading to a breach of the SPSO guidelines.
- There is poor communication between the College and its students/staff which could result in a lack of complaints reporting.

Present:

Cathy MacNab CM (Chair)	Assistant Principal Performance and Skills
Jackie McLellan JMcl	Head Care
Chris Haldane CH	Student Association Liaison Officer
Fiona Goggins FG	Quality Assurance & Examinations Manager
Margaret Scott MS	Head Business Development & Innovation
Susan Carton SC	Lecturer Business
Jim McAllister JMca	Head Hospitality, Tourism, Languages & Business
Johanne Porter JH	Quality Standards Co-ordinator
John Redman JR	Head Quality & Professional Standards
Kirsty Kenney KK	Quality Standards Co-ordinator
Paul McLaughlin PMcl	Head Creative Industries
Robin Chandler RC	Stakeholder Experience Co-ordinator
Suzanne Thompson ST	QEL Science
Fiona McKenzie FMck	Head of Schools and Communities
Vanessa Thompson VT	President WCS Students' Association

Apologies:

Steven Cairney SC	Quality Standards Co-Ordinator
Isobel Lightbody IL	CQL Childhood Practice
Caroline Cullen CC	CEL Beauty Therapy
Janise Maxwell JM	CEL Hairdressing & Make-up Artistry
Alison Dunne	QEL Engineering
Lorna Smith	TEL and Lecturer Social Science
Sue Price	CQL Health & Social Care

Item	Action	Responsibility
1	Welcome and apologies C MacNab welcomed everyone. Apologies were noted as above.	
2	Actions arising from last meeting – 11 February 2021 The minute of previous meeting was approved without amendment. <u>Proctoring Software</u> C MacNab updated the committee, solutions taking forward over the summer and a procuring software group to be set-up to take actions forward. <u>Coaching Programme</u> C. MacNab informed the committee that the CDN Coaching Programme was not suitable in supporting TEL development. Organisational Development and HR will take action on professional development and update the QSC going forward.	CM

Item	Action	Responsibility
3	<p data-bbox="245 170 384 199">Approvals</p> <p data-bbox="245 210 1305 277">The Committee approved the interim decisions of the Quality Department as per the Internal Approvals summary paper submitted by FG.</p> <p data-bbox="245 327 1305 432">Approval with a new awarding body is currently sought for the Welding Institute, and a new supplier adoption process awaiting authorisation. F Goggins agreed to update M. Scott if there is any delay in the process.</p>	FG
4	<p data-bbox="245 517 587 546">Reports from Verification</p> <p data-bbox="245 557 1305 667">A summary of EV activity to date was provided to Committee. The Committee is asked to note that most external verifications have been deferred with 9 visits pending that will be held remotely before the end of session.</p>	
5	<p data-bbox="245 831 555 860">Awarding Body Update</p> <p data-bbox="245 871 1305 976">FG presented a summary paper of awarding body activities. Fiona highlighted that COVID 19 modifications to assessment processes have been communicated to us by most awarding bodies.</p> <p data-bbox="245 987 1305 1205">SQA have implemented the Alternative Certification Model (ACM) for HNVO qualifications supported by strengthened Internal Quality Assurance arrangements. National Examinations results will be based on lecturer estimate of candidate assessment evidence available and be verified internally before being forwarded to SQA. SQA have to date confirmed sampling of candidate work for Higher Photography and Maths.</p> <p data-bbox="245 1216 1305 1361">SQA Resulting and student success outcomes – a 3 year trend of success data is available to help course teams finalise realistic and comparative outcomes for this year’s cohorts of students, in light of lecturer estimates for NQ awards and the removal of Graded Units from most HN awards.</p> <p data-bbox="245 1373 1305 1485">SQA have developed a new verification Centre Hub facilitating the process of securely uploading candidate assessment evidence electronically. This is expected to support a future reduction in visiting external verification.</p>	
	<p data-bbox="245 1608 325 1637">Other</p> <p data-bbox="245 1648 1305 1677">Nebosh have moved to open book national exams to support students.</p> <p data-bbox="245 1727 1305 1868">C&G have confirmed that they will no longer offer awards in Motor Vehicle Maintenance to Scottish centres, and we will now seek approval from the Institute of Motor Vehicles (IMI) to extend our current IMI provision in Greenock across the Paisley and Clydebank campuses.</p>	

Item	Action	Responsibility
6	<p>IQA Panel Activities</p> <p>a. Implementation</p> <p>JR summarised current position regarding SQA IQA panel requirements for HNVQs and advised that initial course selections had been identified with Heads and CQLs to be notified week beginning 10th May. All IQA panels will be held via Microsoft Teams and folders created in each CQL area will facilitate the cross sharing of files.</p> <p>Invitations to MS Teams to be sent out once date/time confirmed.</p> <p>JR requested volunteers from this Committee to ensure ‘externality and independence’ in the review panel constitution, which is otherwise constitutes Quality and Curriculum members.</p> <p>J. McLellan raised concerns regarding the timescale and staff workload. CM stated that the timescales for IQA panels scheduling had been circulated and agreed much earlier in the year. CM to further discuss at ELT Meeting regarding team workload.</p>	CM
7	<p>Quality and Professional Standards Operational Plan 2021-22</p> <p>Key Targets</p> <p>JR updated the committee on the main priorities for the Quality and Professional Standards department for the forthcoming year. In summary these are</p> <ul style="list-style-type: none"> • Teaching Staff Professional Standards and development • Development of new Student Association for 2021-22 • Strengthening the Student Voice – via enhanced Stakeholder Feedback • Supporting Curriculum Teams with qualifications compliance, self-evaluation and in ensuring equality across course planning and delivery. • On-line access to all quality processes and procedures <p>The committee briefly discussed the information on the list of Internal Verifiers/Course Planners as it is not always apparent who the Internal Verifier is for an area or unit. Work commissioned by Capita some years ago to integrate the IV form with course planners and timetables in Unit e has not come to fruition. The quality department id represented on college wide initiatives now underway to better align our Unit e systems with user requirements.</p> <p>Professional Development Updates (CM)</p> <p>Lecturer e Handbook – for information and approval of approach</p> <p>CM updated the committee on the Lecturer e Handbook and requires feedback on the handbook. SC agreed the e Handbook is a good idea. Committee members requested to please return feedback to C MacNab by 20th May 2021.</p>	

Item	Action	Responsibility
8	<p>The Committee were advised of a new updated Complaints Handling Procedure for the college sector, which came into force on 1st April 2021. The new procedure further streamlines complaints handling across the public sector and requires that all staff are trained in how to handle complaints. This requirement is being factored into the HR and OD plans for 2021-22. A sector wide training tool is being developed by another college and the hope is that this will be shared across the sector.</p> <p>Other key changes include (1) the requirement to negotiate directly with a complainant to agree suitable resolutions to a complaint and (2) that any staff member mentioned in a complaint has the right to be notified.</p> <p>A student guide on how to complain is available via the college internet and on the My Day student intranet.</p>	
9	<p>An external audit of the college management of the CHP has resulted in several recommendations which will be taken forward during the session 21-22. The Committee will be kept informed of progress.</p>	JR
10	<p>CDL Outcomes 2019 – 2020 – for discussion</p> <p>C. MacNab updated the committee on the SFC return on College Leavers Destinations. Discussion followed around the challenges of the data collection when students have left us some 9 months before the collection period. It was agreed it is difficult to confirm destinations of students if not going onto further education. In summary, 95.4% of successful completers from 2019-20, who responded to the request for data, had moved into positive destinations – work or further study. An unexpected outcome of the move to virtual graduations ceremonies, impacted on the numbers of confirmed post course destinations. Previously Marketing staff supported the data collection when inviting students to the physical graduation ceremony, encouraging a response before issue of the invite - going forward we will look at alternative ways to capture data.</p>	JR
11	<p>Curriculum Evaluation – Portfolio Review</p> <p>CM advised the Committee that the annual cycle of curriculum evaluation would conclude in September 2021 with portfolio review meetings for teaching departments. The focus this year’s discussion, in view of the COVID pandemic impact, is on what areas of activity have been renewed repurposed or will be removed.</p>	
12	<p>College Sector 2019 – 2020 Performance Indicators (PIs) – for information</p> <p>C. MacNab informed the committee that benchmarking will be available between May and August 2021. This is later than normal and has been delayed by the SFC because of the impact of the COVID pandemic on the ability of students to successfully complete their courses. CM will bring the benchmark PIs back to the Committee when they become available.</p>	CM

Item	Action	Responsibility
13	<p>Student Association Update</p> <p>Vanessa Thompson updated the committee on SAAS funding up to 16 weeks, clarification required regarding timescale. Finance Department aware of the situation and seeking clarification. Head of Sectors require information as soon as possible regarding deferrals. C MacNab to discuss with ELT Group and S. Graham to discuss at VP Group.</p>	CM
14	<p>AOB</p> <p>RC updated the committee on the SSES survey and thanked staff for their response. The SSES return has been sent to the SFC within the required timescales and the sector benchmark report will be released soon. Early indications show that the overall student satisfaction rate is lower than in the past. RC will provide a summary update at next Committee meeting.</p>	RC
	<p>MS informed the committee that Distance Learning send out a Student Satisfaction Survey and is happy to share survey outcomes.</p>	MS
	<p>CM noted that this is the last QSC meeting for outgoing SA President, Vanessa Thompson. She thanked Vanessa for her dedication and commitment and wished her every success in the future.</p>	
	<p>Reflecting on the agenda, JMCA suggested the Lecturer e Handbook to include link to national/sector support.</p>	
15	<p>Date and time of next meeting: tba</p>	

TITLE: 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 Monday 4 October 2021 and a copy of this is 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

Probability		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
Impact		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

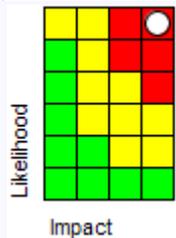
	Averse	Minimalist	Cautious	Open	Hungry
Finance					
Political					
Governance					
Competitive Environment					
Staffing and HR					
Student					
Reputational / External					
Infrastructure					
Learning and Teaching					
Digital					

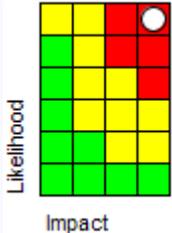
Classification	Description
AVERSE	Avoidance of risk and uncertainty is a key organisational objective.
MINIMALIST	Preference for ultra-safe business delivery options that have a low degree of inherent risk and only have a potential for limited reward.
CAUTIOUS	Preference for safe delivery options that 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.

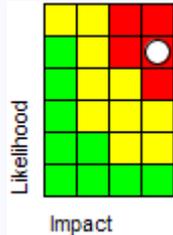
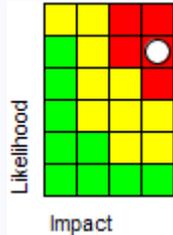
SR-02 Top 5 Strategic Risks

Risk No.	Risk Title	Risk Description	Proximity	Prior Net Score	Current Net Score	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.	Medium-term	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.	Medium-term	20	20	
03 WCS02	Estate and IT Investment	Failure to secure adequate short to medium term 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	20	
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	

Strategic Risk Register - SMT RISK REPORT

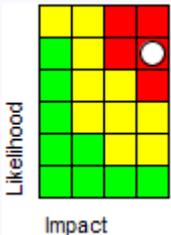
Risk Code & Title	01 WCS01 SFC Funding and Funding Methodology	
Risk Summary	Inability to clearly forecast the volatility and impact of SFC funding and funding methodology changes in relation to core-grant-in-aid, credit activity model; reduction in European funding; student support funding and estates maintenance.	
Risk Category	Finance	
Risk Appetite	Minimalist	
Proximity	Medium-term	
Probability & Impact	6	4
Gross Risk Score	24	 <p>A 5x5 grid risk matrix with 'Likelihood' on the vertical axis and 'Impact' on the horizontal axis. The grid is color-coded: green for low risk, yellow for medium risk, and red for high risk. A white circle is placed in the top-right cell (High Likelihood, High Impact).</p>
Internal Controls	Detail of 2021–22 SFC core funding for teaching, estate and student funding confirmed and paper provided to the Board of Management indicating the challenges this settlement poses for the College. Ongoing engagement with SFC on funding for estate investment and support for voluntary severance programme continues at SFC update meetings with Regional Outcome Agreement Manager.	
	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. An annual Estate Strategy update report is provided to the relevant Corporate Development Committee which includes progress towards achievement of objectives. The Estates Strategy is currently being refreshed with an updated Strategy to be provided to the Corporate Development Committee in December 2021. (Reviewed 31.08.21)	
	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 – Infrastructure Strategy, Sustainability Review, FES / Credit Review group (SAGE) and student funding. Additionally, the College currently Chairs two of the College Development Networks – Business Development Directors and the Finance groups which allows the College to gain an early understanding of issues likely to impact the organisation.	

	<p>The College has undertaken 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 in the Brexit transition there has not been any immediately impacts 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.</p>
	<p>The College through its membership of various groups, primarily the Business Development Directors and Finance Directors CDN groups, continues to access the latest Brexit 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.</p>
	<p>The College is awaiting the SFC FFR planning assumption (expected late August 2021) before amending its longer-term planning scenarios. ESF activity is scheduled to end on 31 July 2022 although the SFC are planning that College activity targets and funding will continue at prior year levels, subject to some form of 'normalisation'.</p> <p>The College continues to engage with the SFC on future funding arrangements post 31 July 2022 to ensure that its current planning assumptions remain valid. The Corporate Development Committee will be kept informed of any changes to future funding.</p>
	<p>Break-even adjusted operating position (excluding the costs of voluntary severance) budget approved for 2021-22 by the Board of Management on 14 June 2021 along with 3-year financial scenario plan. 2021-22 forecast is monitored by SMT and quarterly by the Board of Management through provision of management accounts.</p>
Probability & Impact Scores	<p>6 4</p> 
Net Risk Score	<p>24</p>
Trend	<p>■</p>
Latest Note	<p>The Senior Management Team considered that the impact and probability scores of this risk remained valid and not subject to change. Whilst the College has created a 2021-22 budget there is no guidance as to the planning assumptions beyond March 2022 which indicates that there remains a large degree of volatility in any planning assumptions. The SFC in recent discussions have indicated that they are not likely to publish 2022-23 and 2023-24 planning assumptions until late August. In addition, they have indicated a return to the 'price x volume' method of funding which may have an impact upon the College. For these reasons no change in the score was proposed.</p>
Managed By	<p>Vice Principal Educational Leadership</p>

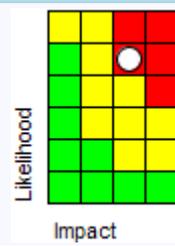
Risk Code & Title	02 WCS03 Estate Strategy	
Risk Summary	Failure to deliver Estate Strategy 2016–2026 objectives due to business cases for development of estate being delayed, with this having a resultant negative impact on the ability of the College to recruit students, retain staff and address legislative requirements.	
Risk Category	Infrastructure	
Risk Appetite	Open	
Proximity	Medium-term	
Probability & Impact	5	4
Gross Risk Score	20	
Internal Controls	Board of Management have approved the college Estate Strategy 2016–2026, with the Corporate Development 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 with a revised Strategy to be presented to the December 2021 Board of Management for approval. (Reviewed 31.08.21)	
	Initial Outline Business Cases (OBC) 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 received funding from the SFC to undertake a refresh of the Greenock OBC. A revised Greenock OBC will be presented to the October Board of Management meeting for consideration. Once approved the revised OBC will be delivered to the SFC with a request for consideration by the end of 2021. (Reviewed 31.08.21)	
	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. (Reviewed 31.08.21)	
	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		

Latest Note	<p>The Senior Management Team considered that the impact and probability scores of this risk remained valid and not subject to change.</p> <p>The updating of the Greenock outline business case remains ongoing with a paper being presented to the Board of Management in October 2021 for approval. Subsequently the OBC will be presented to the Scottish Funding Council for their comment. The College has continued to engage with the SFC in regard to this matter but until final approval is granted, and funding is made available the delivery of the Estate Strategy remains in question.</p> <p>A further aspect which will require to be considered is the impact of the Scottish Government's net-zero pledge. This has already had an impact on the investment required to complete the new Greenock campus and is likely to have an impact on the Paisley OBC as well. The College limited resources will in future require to be diverted to address the outcomes from the net-zero pledge.</p>
Managed By	Vice Principal Operations

Risk Code & Title	03 WCS02 Estate and IT Investment	
Risk Summary	Failure to secure adequate short to medium term 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	
Internal 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 on a rolling annual basis. (Reviewed 31.08.21)	
	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 the Board of Management and more recently in April 2021. The SFC have also received a copy of the condition survey report and presentation for their information. The Director of Infrastructure continues to engage with the SFC on the wider infrastructure issues impacting College operations as well as keeping them updated in the progress towards submission of revised Outline Business Cases for Greenock and Paisley. (Reviewed 31.08.21)	
	Outline Business Cases for Paisley and Greenock submitted to the SFC following Board of Management approval. The College has received funding from the SFC to undertake a refresh of the Greenock OBC during 2021. The updating of the Greenock outline business case remains ongoing with a paper being presented to the Board of Management in October 2021 for approval. Subsequently the OBC will be presented to the Scottish Funding Council for their comment. The College has continued to engage with the SFC in regard to this matter but until final approval is granted, and funding is made available the delivery of the Estate Strategy remains in question.	
	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. Principal and Director of Infrastructure formally updated the SFC at least twice a year on estate challenges faced by the College. (Reviewed 31.08.21)	

Probability & Impact Scores	5 4	
Net Risk Score	20	
Trend		
Latest Note	<p>The Senior Management Team considered that the impact and probability scores of this risk remained valid and not subject to change.</p> <p>As previously noted, the College estate lifecycle maintenance grant has reduced by £75k and the high priority maintenance grant has reduced by £783k for 2021–22. The Scottish Funding Council has provided a one-fund digital fund of £458k for 2021–22 but has indicated that this is only for that year as it is funded from covid consequential funds. So overall the College has seen a reduction of £400k in available funding with this reduction likely to increase in 2022–23. Due to these factors, the ability of the College to secure adequate future infrastructure investment remains weak and the risk score has not changed.</p>	
Managed By	Vice Principal Operations	

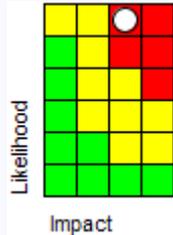
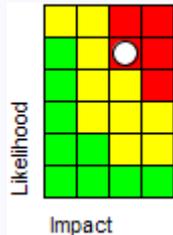
Risk Code & Title	04 WCS07 Impact upon Business Continuity Planning of Covid-19 pandemic	
Risk Summary	A material interruption to the service delivery of the College caused by inadequate business continuity planning, resulting in failure to delivery learning and teaching and achievement of required funding outcomes.	
Risk Category	Reputational/External	
Risk Appetite	Open	
Proximity	Medium-term	
Probability & Impact	6	4
Gross Risk Score	24	
Internal Controls	<p>Business Continuity Planning documents are available on the Intranet and available to all staff. College Incident Management Plan reviewed annually with the next updated scheduled to take place during the first quarter of 2021-22. Quarterly scenario testing involving teaching and support staff facilitated by external professional risk manager from Zurich Municipal to be restarted from August 2021. IT Cyber Response Plan currently being finalised based on Scottish Government guidance document.</p> <p>The impact of Covid-19 meant that the quarterly BCP scenario sessions were suspended. The College has been operating 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 which included adapting current operational procedures superseded the quarterly scenario sessions for 2020-21.</p> <p>During the first quarter of 2021-22, the College intends restarting the business continuity scenario planning sessions with involvement from both teaching and support staff. These sessions will continue to be externally facilitated by Zurich Municipal risk staff and the sessions and lessons learned shared with staff via the Business Continuity section of the intranet.</p> <p>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. (Reviewed 31.08.21)</p> <p>Good interaction with staff, trade unions and Student Associations with regular meetings taking place and information being supplied to all parties on a timely basis normally via the College intranet, with the use of the Homeworking Times publication being key.</p> <p>Continued engagement with Scottish Funding Council, Skills Development Scotland and other funding bodies to gain clarity on future funding and determine impacts upon College financial sustainability.</p> <p>The College is following sector wide guidance and working with Public Health Scotland, as required, having established processes and procedures in place around this. The College is able to react quickly to any future Government COVID measures which may be made and has already done so at the start of the new 2021/22 academic year which has seen students returning to our Campuses. Additionally,</p>	

	<p>engagement with staff associations enables staff feedback to be acted upon timeously. Risk mitigations in place go beyond those currently set out Nationally and this will continue to be the case to ensure staff and students are able to work and study in a safe environment. Actions continuing to support this approach lockdown include:</p> <ul style="list-style-type: none"> • Weekly COVID -19 SMT overview meetings supported by groups empowered to deliver overall objective of safe working and study environments • Regular communications and guidance to staff and students through our intranet • 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 will continue to assess the impact of any deferral of teaching activity on student achievement of qualifications; and • On-going monitoring of supply chains based upon risk analysis supplied by APUC. <p>The delivery of the work streams associated with the College Digital Strategy will ensure that the needs of both students and staff are addressed in relation to learning and teaching and delivery of support services.</p> <p>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.</p> <p>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</p> <p>Student Intranet pages for HWL: http://student.westcollegescotland.ac.uk/index.php/advice/corona-virus/</p> <p>Staff Health and Wellbeing strategy: https://intranet.westcollegescotland.ac.uk/reference/reference/Health%20and%20Wellbeing%20Strategy.pdf#search=prosper</p>
Probability & Impact Scores	<p>5 3</p> 
Net Risk Score	<p>15</p>
Trend	<p>■</p>
Latest Note	<p>The Senior Management Team considered that the impact and probability scores of this risk remained valid and not subject to change.</p> <p>The College has reacted positively to the operational challenges presented by Covid-19 and this was confirmed by the internal auditors as part of the work carried out to deliver the 2020-21 internal audit</p>

plan. The College Business Continuity Planning arrangements will also be subject to internal audit review as part of the 2021–22 plan.

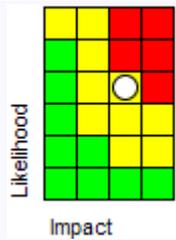
However, at this time the College is only just returning to some form of normal operation and therefore does not feel it appropriate to reduce the impact or probability score associated with this risk. It will be reviewed during the first quarter of 2021–22 in light of any impacts with the return to campus-based teaching.

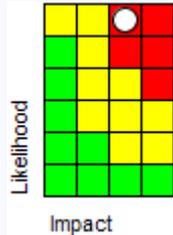
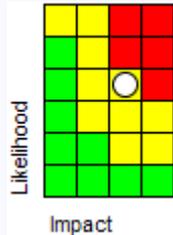
Managed By Vice Principal Operations

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	
Internal 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 Learning, Teaching and Quality Committee.	
	2020-21 alternative income budget and forecast agreed and monitored by the Learning, Teaching and Quality Committee.	
	Operation planning combined with Curriculum Development Planning procedure used to identify potential opportunities for income growth.	
	The College has a detailed one-year budget and three-year financial plan in place in accordance with Audit Scotland requirements. The budget and annual forecast is reviewed monthly and updated based upon the latest intelligence. The updates are incorporated into the monthly Management Accounts which are reviewed by the Senior Management Team before being presented to the Corporate Development Committee and Board of Management.	
	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 Learning, Teaching and Quality Committee on partnership working with local employers and stakeholders.	
Probability & Impact Scores	Adaption of course portfolio to meet student / employer needs undertaken in line with updated Portfolio Review Guidance produced for July 2021.	
	5	3
		

Net Risk Score	15
Trend	
Latest Note	<p>The Senior Management Team considered that the impact and probability scores of this risk remained valid and not subject to change.</p> <p>The College has seen a positive end to the 2020–21 financial year with the level of alternative business activity generated by the College exceeding forecasts. This increase is anticipated to provide a sound basis for the start of 2021–22. The College is minded to reduce the probability associated with this risk but is unwilling to do so until the end of the first quarter. The impact across the Scottish economy of the return to normal activity and the withdrawal of the staff furlough scheme have still to be established.</p>
Managed By	Vice Principal Educational Leadership

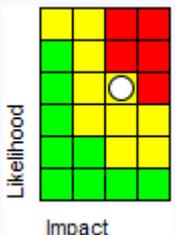
Risk Code & Title	06 WCS04 SFC Regional Outcome Agreement	
Risk Summary	Failure to deliver SFC Regional Outcome Agreement targets at a time of limited resource, competition and challenging economic environment due to Covid-19, results in future credit and/or funding adjustments.	
Risk Category	Learning and Teaching	
Risk Appetite	Open	
Proximity	Longer-term	
Probability & Impact	5	4
Gross Risk Score	20	
Internal Controls	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.	
	The College has undertaken 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 in the Brexit transition there has not been any immediately impacts 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 through its membership of various groups, primarily the Business Development Directors and Finance Directors CDN groups, continues to access the latest Brexit 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.	
	The College is awaiting the SFC FFR planning assumption (expected late August 2021) before amending its longer-term planning scenarios. ESF activity is scheduled to end on 31 July 2022 although the SFC are planning that College activity targets and funding will continue at prior year levels, subject to some form of 'normalisation'.	
	The College continues to engage with the SFC on future funding arrangements post 31 July 2022 to ensure that its current planning assumptions remain valid. The Corporate Development Committee will be kept informed of any changes to future funding.	
	Effective ROA monitoring and reporting procedures in place, including operational planning process, and monitoring through the Board of Management and all Committees. At present no ROA is in place since SFC have not issued guidance for completion for 2021-22 document	
	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.		

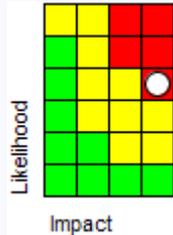
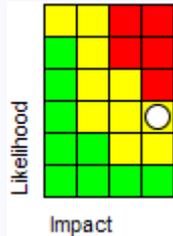
	<p>Blended approach to delivery of teaching and learning including online learning allowing College to address changes in recruitment and delivery.</p> <p>Curriculum offering is reviewed to ensure employer and student needs are met and appropriate courses delivered. Curriculum Planning & Review process updated for 2021–22 to bring in line with the Curriculum Strategy.</p> <p>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. No 2021–22 ROA Guidance published by SFC and therefore draft ROA cannot be started (July 21)</p> <p>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.</p> <p>Adaption of course portfolio to meet student / employer needs undertaken in line with updated Portfolio Review Guidance produced for July 2021.</p> <p>Approved by Board of Management in June 2021. Document shared with Heads at a specific session in August. Action plan for 2021–22 completed by ELT and Curriculum Strategy published on the Intranet for staff 24 Aug.</p>
Probability & Impact Scores	<p>4 3</p> 
Net Risk Score	12
Trend	
Latest Note	<p>The Senior Management Team considered that the impact and probability scores of this risk remained valid and not subject to change.</p> <p>The College anticipates achieving all required 2020–21 Regional Outcome Agreement objectives. The level of core and ESF credit activity will be in line with the 2020–21 budget and forecast. The late provision (March 2021) of additional Young person Guarantee and National Transitional Training funding meant that the College was unable to fulfil all its allocated activity despite the best efforts of the staff concerned. This will be discussed with the Scottish Funding Council.</p> <p>The future ROA framework remains uncertain and therefore the College will keep the current impact and probability scores under review as further guidance becomes available.</p>
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	
Internal Controls	The College is represented at a senior level on the national Employers Association and at the staff National Joint Negotiating Committees (NJNC). Update reports provided to both the Senior Management Team and Board of Management Committees on material issues likely to impact the College and the wider sector.	
	Financial assessment / planning scenarios on the impact of support staff job evaluation included within the 2021-22 budget and three-year forecast. Updates received from the Employers Association discussed with auditors to ensure treatment of impact is consistent with the wider sector. Senior staff participate in national bargaining groups and therefore College is informed of potential future impacts.	
	The College Business Continuity Plan intranet section 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. The Director OD&HR will review the current approach and determine any changes required during 2021/22 to ensure that the College is able to plan to meet the longer-term needs of the College.	
Probability & Impact Scores	4	3
		
Net Risk Score	12	
Trend		

Latest Note	<p>The Senior Management Team considered that the impact and probability scores of this risk remained valid and not subject to change.</p>
	<p>The sector has received pay claims from both the teaching (average request of 3.8% increase) and support staff (average request of 6.8% increase) for 2021–22. The support staff have also requested consideration of several conditions of service including a 4–day week and improved allowances. Clearly these requests are unaffordable against the current increase in the sectors core teaching grant of 2.4%.</p> <p>Unless there is significant downward movement in the staff claims these factors are likely to lead to industrial unrest and potentially strike action. At this time negotiations are ongoing and therefore the College is not minded to amend the impact or probability scores at this time.</p>
Managed By	Chief Executive and Principal

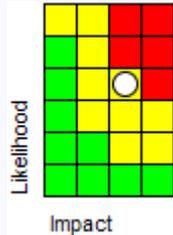
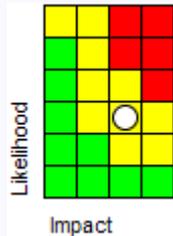
Risk Code & Title	08 WCS06 Digital Ambitions and IT Systems	
Risk Summary	Failure to adequately maintain or acquire and use IT systems and infrastructure effectively results in a failure to deliver / support the digital ambitions of the College.	
Risk Category	Digital	
Risk Appetite	Hungry	
Proximity	Medium-term	
Probability & Impact	4	4
Gross Risk Score	16	
Internal Controls	IT Strategy, Policies, Procedures and system access processes in place. The Corporate Development Committee has reviewed progress achieved in delivering the previous IT Strategy on an annual basis. New IT Strategy for 2021–25 has been agreed and approved. (Reviewed 31.08.21)	
	Staff and student feedback and evaluation procedures in place. Action planning in place to address issues raised through feedback mechanisms.	
	IT Contingency Planning in place with regular reviews and updates undertaken. Linked to Business Continuity Planning and Cyber Resiliency + Cyber Essentials Plus. (Reviewed 31.08.21)	
	College to renew Cyber Essentials Plus accreditation annually. (Completed and achieved for 2021). Work completed on stage one of the Scottish Government Cyber Resiliency Framework. (Reviewed 31.08.21)	
	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. Work on the National Digital SLWG phase 2 has commenced with the College being an active member of the Group. Reports are regularly provided to senior management team on activities undertaken.	
	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		

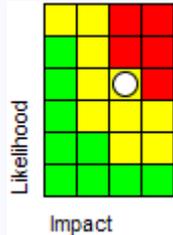
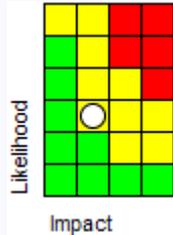
	<p>whole session 2020–21. This incorporates monthly <i>BRAG</i> rating and selected Internal Quality Assurance panels which monitor the correct application of awarding body guidance against qualifications and will provide early flags for student groups where deferral of their qualification into 2021–22 may be deemed necessary.</p> <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	<p>4 3</p> 
Net Risk Score	<p>12</p>
Trend	<p>■</p>
Latest Note	<p>The Senior Management Team considered that the impact and probability scores of this risk remained valid and not subject to change.</p> <p>The College has been given £458k of Digital Capacity building funds for 2021–22 which will assist the organisation in achieving some of its Digital Strategy objectives. However, it has been made clear that this funding is a one off for 2021–22 only as it is coming from covid consequential funds. This therefore calls into question the ability of the College to maintain the level of digital activity beyond July 2022 and may have an impact on delivery of the Regional Outcome Agreement objectives in future years. As the future funding of digital provision is uncertain at this time, the College will monitor the situation and amend the risk score in the future.</p>
Managed By	<p>Vice Principal Operations</p>

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	
Internal 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 and consider the level of third-party distance learning.</p> <p>Board of Management have approved the Plan and financial objectives are monitored through the Corporate Development Committee. Board of Management monitor overall plan achievement.</p>	
Probability & Impact Scores	3	4
		
Net Risk Score	12	
Trend	■	
Latest Note	<p>The Senior Management Team considered that the impact and probability scores of this risk remained valid and not subject to change.</p> <p>The College believes it has delivered on the objectives set in the Business Transformation Plan agreed with the Scottish Funding Council (SFC). It is currently undertaking work to establish the outputs from the plan and a report will be presented to the October 2021 Board of Management meeting. If as anticipated the financial and non-financial objectives have been achieved the College will look to engage with the SFC to close off the Business Transformation Plan and move to business as normal. The status and scoring associated with the risk will be reviewed after the October Board meeting and meeting with the SFC.</p>	
Managed By	Chief Executive and Principal	

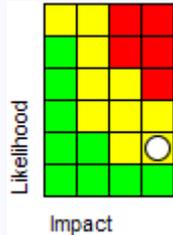
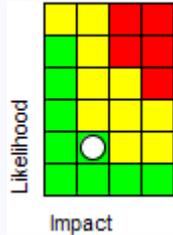
Risk Code & Title	10 WCS16 Cyber Resilience	
Risk Summary	The College fails to properly prepare for either an internal or external cyber-attack due to poor procedures or system failures resulting in a loss of data, funding and/or stakeholder trust.	
Risk Category	Digital	
Risk Appetite	Cautious	
Proximity	Immediate	
Probability & Impact		
Gross Risk Score		
Internal Controls	IT Strategy, Policies, Procedures and system access processes in place. The Corporate Development Committee has reviewed progress achieved in delivering the previous IT Strategy on an annual basis. New IT Strategy for 2021–25 has been agreed and approved. (Reviewed 31.08.21)	
	IT Contingency Planning in place with regular reviews and updates undertaken. Linked to Business Continuity Planning and Cyber Resiliency + Cyber Essentials Plus. (Reviewed 31.08.21)	
	College to renew Cyber Essentials Plus accreditation annually. (Completed and achieved for 2021). Work completed on stage one of the Scottish Government Cyber Resiliency Framework. (Reviewed 31.08.21)	
	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 has completed the first stage of the Scottish Government Cyber Resiliency Toolkit which was reported to 01 June 2021 CDC. 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). An Action Plan is being developed to achieve compliance with this framework with updates being brought to subsequent Corporate Development Committee meetings.	
Probability & Impact Scores	4	3
Net Risk Score	12	
Trend		

Latest Note	<p>The Senior Management Team considered that the impact and probability scores of this risk remained valid and not subject to change.</p> <p>Following the January 2021 ransomware incident, the College employed an external consultancy to undertake a review of the vulnerability of the college network. The report received as a result of this work resulted in several actions being taken by the College to strengthen the IT network security arrangements. The Corporate Development Committee have been kept apprised of the work being undertaken.</p> <p>The College believes it is in a position where it is as well prepared as possible in relation to future cyber-attacks. However, given the recent prevalence of cyber-attacks on public bodies the College does not feel that the risk probability can be reduced at this time. The risk will be subject to further review in the coming months.</p>
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	
Internal Controls	Approved Workforce Plan in place and review of existing approach to be undertaken by Director OD&HR during 2021-22.	
	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		
Latest Note	The Senior Management Team considered that the impact and probability scores of this risk remained valid and not subject to change. Currently the Senior Management Team believe that the level of industrial relations within the College are on a par with the latter half of 2020-21. The College continues to engage on a proactive basis with both support and teaching staff unions and the results of the recent staff survey presented a positive picture of ongoing relations. There are actions to be taken to enhance staff relations and these will be implemented over the course of 2021-22.	
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	
Internal Controls	Board of Management approved College Workforce Plan in place and annual update report provided to Corporate Development Committee. Director OD&HR will review the current approach during 2021/22 to ensure it is enabling the College to meet requirements for future delivery.	
	Detailed teaching resource planning through use of curriculum mapping tool (CMAP) CMAP for 2021-22 completed for budget and being updated following recruitment (July 21)	
	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		
Latest Note	The Senior Management Team considered that the impact and probability scores of this risk remained valid and not subject to change.	

	<p>The College is currently working to implement the current workforce plan. In conjunction with this work the College is also updating the College People Strategy which will include several revised workforce planning objectives. The College will also be piloting the revised Continuing Professional Development scheme in early 2022 as part of overall work force planning.</p>
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	
Internal Controls	Detailed resource planning involving all relevant parties at key stages to address any issues in advance of project start date. (Reviewed 31.08.21)	
	Consideration of increased staff resources through recruitment of additional Project Manager to address any significant increase in level of expenditure and complexity of projects being undertaken. (Reviewed 31.08.21)	
	Embedded project / estate team with knowledge base that allows issues to be proactively identified and addressed. (Reviewed 31.08.21)	
	Continued use of external professional advisors (where required) to provide oversight, support and review of proposed activities / plans. (Reviewed 31.08.21)	
Probability & Impact Scores	2	2
		
Net Risk Score	4	
Trend		
Latest Note	The Senior Management Team considered that the impact and probability scores of this risk remained valid and not subject to change. The College is undertaking several major projects (new roof at Paisley and new windows at Greenock) which will likely have some impact on normal operations. The work is being planned to minimise any disruption to learning and teaching. At this time there is no indications that this work cannot be contained to ensure minimal disruption to College life.	
Managed By	Vice Principal Operations	