

**West College Scotland**  
**LEARNING, TEACHING AND QUALITY COMMITTEE**  
**WEDNESDAY 8 December 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 6 October 2021  
.1 Actions from the minutes Enclosed  
Enclosed
4. Matters arising from the Minutes  
(and not otherwise on the agenda)

**Main Items for Discussion and/or Approval**

- |   |         |      |
|---|---------|------|
| 5. Students Association Report  | Verbal  | AMcG |
| 6. New WCS Digital Strategy 2022 – <b>Restricted Item</b>                       | Paper 6 | AP   |
| 7. “Let’s Do Net Zero” - curriculum activities and the energy efficiency agenda | Paper 7 | RA   |

**Items for Information**

- |   |          |      |
|---|----------|------|
| 8. ELT Update   | Paper 8  | StG  |
| 9. Quality Standards Committee Minutes                                    | Paper 9  | CMac |
| 10. Strategic Risk Register   | Paper 10 | StG  |
| 11. Any Other Business<br>.1 LTQC Topical Suggestions for Board Briefings | Verbal   | MN   |
| 12. Date Next Meeting:<br>Wednesday 23 February 2022 at 4pm               |          |      |

## LEARNING, TEACHING AND QUALITY COMMITTEE

**Minutes:** Wednesday 6 October 2021.

**Present:** Mark Newlands (in the Chair), Gordon Hunt, Liz Connolly, Fiona McKerrell, Mark Gillan, Mark Hamilton, Ruth Binks.

**Attending:** Stephanie Graham (Vice Principal Educational Leadership), Cathy MacNab (Assistant Principal Performance and Skills), Iain Forster-Smith (Assistant Principal, Student Life and Skills), Sara Rae (Assistant Principal: Enterprise and Skills), Nathan Tyler ((Director Communication, Policy and Engagement), Shirley Gordon (Secretary to the Board), Waiyin Hatton (Chair of the Board).

**Apologies:** Abbie McGrath

### LM426 WELCOME

The Chair welcomed everyone to the meeting and noted apologies. Mr Newlands welcomed Mark Gillan to his first meeting as the newly elected Teaching Staff member and Mr Tyler as the recently appointed College Director of Communication, Policy and Engagement.

### LM427 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; Harvey McMillan, People and organisational development consultancy; Action Against Stalking; Colleges Scotland (Board member).

### LM428 MINUTES

The minutes of the meeting held on Wednesday 19 May 2021 **were approved**.

### LM429 ACTIONS FROM THE MINUTES

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

### LM430 MATTERS ARISING FROM THE MINUTES

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

### LM431 STUDENTS ASSOCIATION (SA) UPDATE

In Ms McGrath's (SA President) absence, Mr Newlands outlined the varied workload of the Students Association over recent months and noted that the overall objectives for the SA this year were mental health, wellbeing, and physical health. Furthermore, the SA was keen to raise exposure on social media and work closely with class reps. The Committee noted the planned events coming up and that the SA had been working with the NUS to ensure the best support for all students with meetings scheduled to take place with the NUS and Student Associations from colleges and universities from all over Scotland.

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

### LM432 REGIONAL OUTCOME AGREEMENT 2021-22 & SELF EVALUATION 2020-21

The Vice Principal Educational Leadership reported that the Regional Outcome Agreement 2021-22 would be an interim agreement in a similar format to 2020-21 and Guidance was published on 31 August 2021. It was required to be submitted by 30 November 2021 (alongside a self-evaluation report for 2020-21) and was required to ensure that an agreement was in place between the SFC and each university, college or

college region during this transition year which captured, at a high level, contributions, impact, and outcomes and provided assurance on use of allocated funding in AY 2021-22.

Ms Graham led the Committee through the key sector priorities and outcomes for students, economic recovery, and social renewal. She added that the SFC had recommended a new overarching National Impact Framework (NIF) be developed to ensure greater alignment with Scotland's National Performance Framework and the UN Sustainable Development Goals. That would be used in future agreements but for this transitional year, the SFC had issued a table to each institution with reduced 2019-20 KPI data, which was to be used to populate projections for 2021-22.

**The Committee discussed the ROA and agreed 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 2021. {ACTION – StG}**

**LM433 QUALITY - STUDENT PERFORMANCE 2020-21, FEEDBACK AND EXTERNAL REVIEW**

The Assistant Principal Performance and Skills provided a summary of:

- Qualifications Compliance – including approvals, externally accredited awards, verification outcomes, Internal Quality Assurance Panels, National Qualifications (Highers and National 5 awards) and actions to take forward into session 2021-22.
- Student Experience – including the work of the Student Association, Student Feedback 2020-21, and feedback from complaints.
- Student Outcome Performance Data - including the Student Outcomes / ROA template report and College Leavers Destinations summary.
- Professional Standards – including GTCS Lecturer Registration and supporting professionalism CPD for teaching staff.

The Chair thanked Mrs MacNab for the rich detail in the report and her presentation which provided insightful context. The Committee discussed the detail of the report with the following points clarified:

- As well as reflecting on sector-wide comparisons, the College focussed analysis on its own trends as it was important to note that demographics, size, and scale of Colleges differed, therefore, it was often challenging to directly compare like for like.
- Recognition that behind the wealth of performance data and analysis, lay many personal student stories and it would be useful to add some examples of these to showcase success. Ms Graham agreed and suggested that links be added to the report highlighting positive outcomes. **{ACTION – StG}**
- The Annual Complaints Handling Report 2020-21 would be circulated to all members as soon as it had been published. **{ACTION – CMacN}**
- Recognition that some course types adapted better than others when learning shifted from on-campus to online / remote during the pandemic. In relation to student feedback about that transition and associated impact, all curriculum teams received full details of responses concerning their own areas so that analysis / themes / solutions could be explored fully.
- 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 the ICT team in the College.
- A full analysis of trend outcomes and impact on key groups of students (multiple deprivation areas, care experienced, BME and disability) would be incorporated into the SFC self-evaluation report (discussed earlier and due for submission in November

2021). That data was actioned through the Equality and Diversity Committee who maintained oversight of outcome trends for students with protected characteristics.

- EIS/FELA, Colleges Scotland, GTCS and the Scottish Government were all fully supportive of the national level GTCS Lecturer Registration process and, as a result, from September 2021, all lecturers covered by the national agreement who held a TQFE or other GTC Scotland recognised teaching qualification, would receive an invitation to register with GTCS.
- The College offered and supported a range of accredited teaching and professional development qualifications. During 2021-21 this included TQFE where the College partnered with Aberdeen University for the first time.

**The Committee noted the report.**

**LM434 ALTERNATIVE INCOME 20-21 - PERFORMANCE AND IMPACT Restricted Item**

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]



**LM435 STUDENT ACTIVITY TARGETS AND ENROLMENT**

The Vice Principal Educational Leadership outlined credit activity outturn for 2020-21 and summarised targets, current enrolment, and activity plans for 201-22.

Ms Graham led the Committee through a summary of:

- Credits & student activity 2020-21.
- Credits and student activity 2021-22.
- Applications and Enrolments for 2021-22 courses.
- Plans to increase credit generation in 2021-22.

Ms Graham explained that the College was currently predicting a shortfall in core and ESF credits due to enrolments falling short of target and changes to credit guidance. Curriculum delivery was already being stretched to make up for credits that were reduced for the planned Distance Learning offering in response to discussions with the SFC. Given that, planning was now ongoing to identify how the shortfall could be addressed and Ms Graham summarised some of the actions being explored.

Ms Graham added that many other Colleges in Scotland were also experiencing a reduction in enrolments and work was ongoing through the sector Principal, VP and Finance groups to work with the SFC on mitigating the impact of an enrolment shortfall. The Committee welcomed engagement on this basis with the SFC going forward to explore opportunities and bring a sharper focus to be more pioneering in the different further education landscape that was evolving. The Principal added that Colleges Scotland was also conducting some survey work to help inform sector wide patterns and debate.

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

**LM436 COMMITTEE REMIT, MEMBERSHIP AND DATES OF MEETINGS IN 2021/22**

Given this was the first LTQ Committee meeting of the academic session, the Secretary asked the Committee to consider and approve the CDC remit, current membership and 2021-22 meeting dates.

**The Committee approved its remit, membership and 2020-21 meeting dates and recommended approval to the Board of Ruth Binks' reappointment as a co-opted member for a further one year (1 March 2022 to 28 February 2023). {ACTION – MN}**

**LM437 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:

- Portfolio Reviews.
- Curriculum Strategy.
- CQL Development.
- Student Services.
- Schools.
- Community.
- NHS Academy Scotland.

- Awards.

**The report was noted.**

**LM438 Internal Audit Reports:  
a Covid-19 (Phase 1)  
b Complaint Handling**

The Vice Principal Educational Leadership's report explained that as part of the 2020-21 Internal Audit Plan, Wylie & Bisset had conducted two internal audit assignments which had a bearing on the remit of the LTQ Committee. Since the previous LTQC meeting, the Audit Committee had considered the following reports:

- Covid-19 (Phase 1)
- Complaint Handling

The Audit Committee had noted the content of the reports and approved the recommendations for inclusion and follow up review in the Rolling Audit Action Plan. The two internal audit reports were noted as were the proposed implementation dates for the recommendations.

**The Committee noted the contents of the internal audit reports.**

**LM439 QUALITY STANDARDS COMMITTEE MINUTES**

The 6 May 2021 minutes from the meeting of the Quality Standards Committee were submitted for the Committee's consideration.

**The Committee noted the 6 May 2021 minutes from the meeting of the Quality Standards Committee.**

**LM440 STRATEGIC RISK REGISTER**

The Vice Principal Educational Leadership's report 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. That 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. The latest update of the College Strategic Risk Register was considered by the Board at its meeting held on Monday 4 October 2021.

**The Committee 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.**

**LM441 ANY OTHER BUSINESS**

- LTQC Topical Suggestions for Board Briefings – Mr Newlands asked members to forward to him any suggested topics for Board deep dive sessions. **{ACTION – ALL MEMBERS}**
- Date of next meeting - Wednesday 8 December 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)
6 Oct 2021	LM432	Agreed a draft ROA to be circulated to the Committee, along with the 2020-21 Self Evaluation Report, for comment and approval prior to the submission date of 30 November 2021.	S Graham	Both documents duly circulated to all LTQC members	COMPLETE.
6 Oct 2021	LM433	Add some examples of personal student stories to showcase success - suggested that links be added to the Student Performance 2020-21, Feedback and External Review report highlighting positive outcomes.	S Graham		
6 Oct 2021	LM433	The Annual Complaints Handling Report 2020-21 be circulated to all members as soon as it had been published.	C MacNab	Duly circulated to all LTQC members on 1 November 2021.	COMPLETE.
6 Oct 2021	LM434	To celebrate success, a community outcome summary report be done to illustrate the impacts realised locally with staff, students, communities, and businesses to give that visibility. That would be an excellent opportunity to showcase the fantastic activities within the College to support College ambitions, support the business	S Rae		Consider at a future meeting.

		community and meet student needs.			
6 Oct 2021	LM434	Recommend approval to the Board of Ruth Binks' reappointment as a co-opted member for a further one year (1 March 2022 to 28 February 2023).	M Newlands	Will be presented for Board approval at meeting scheduled for 13 Dec 2021.	COMPLETE
19 May 2021 and 6 Oct 2021	LM425 and LM441	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	<b>Update from Educational Leadership Team (ELT)</b> - in respect of the 2019/20 External Verification (EV) Unsuccessful Visits, the Assistant Principal Performance and Skills agreed in future reports to include more detail and data about Unsuccessful Visits.	C MacNab		Future meeting after External Verification activity has taken place – Included within the Quality themed meeting in the Autumn.
From 9 July 2020 <b>FGPC</b>	FPM339	<b>Student Digital Poverty Procurement Approval Request</b> - evaluate by the Digital Strategy Group and feedback on its effectiveness to be provided to the Committee at a later date.	S Graham	Previously the responsibility of FGPC – but the evaluation falls under the remit of the LTQC so transferred to its Action List.	Future Meeting TBC when evaluation has taken place.





















































































<b>Meeting</b>	<b>LTQ</b>
<b>Date</b>	<b>Dec 08</b>
<b>Location</b>	<b>MS Teams</b>
<b>Title of Paper</b>	<b>“Let’s Do Net Zero”: curriculum activities and the energy efficiency agenda</b>
<b>Presented By</b>	<b>Rob Aitken</b>
<b>Recommendation to Members</b>	<b>For information and discussion</b>
<b>Appendix Attached</b>	<b>No</b>

## **PURPOSE**

To provide LTQ with a high-level summary of curriculum activities that relate to energy efficiency and carbon reduction, given the strong policy emphasis from Scottish Government and the recent United Nations Climate Change Conference that concluded in Glasgow on November 12<sup>th</sup>.

The paper is submitted for information and discussion.

## **1. BACKGROUND: Scotland and the climate emergency**

- 1.1. The pace, impact, and trajectory for climate change has become an unarguable priority for governments, societies, and industries across the globe. In 2019, the UK and Scottish Governments were amongst the first to declare a climate emergency, signalling that climate and the environment would become central to government policy going forwards
- 1.2. Arising from this, the Scottish Government committed to law their plans to reduce emissions of carbon dioxide and other greenhouse gases to 75% of baseline by 2030, “baseline” being defined as levels of these pollutants recorded in 1990. By 2045, neutrality should be achieved in the production and removal of these gases from the atmosphere (“net zero”)
- 1.3. The Scottish Greenhouse Gas Inventory (June 2021) estimates that a 51% fall in greenhouse gas emissions has been achieved to date against baseline. Promising as this appears, it has been achieved largely through changes in the energy supply sector where termination of the coal-fired generation of electricity and

reductions in the use of other fossil fuels has taken place. To backfill and meet rising demand, there has been growth of generating capacity from renewables and nuclear

- 1.4. Reductions in emissions have also come from business and from waste management (for example, by diversion of waste streams away from landfill and incineration, and towards recycling), but less progress has been made in other areas of the Scottish economy. Significant challenges can thus be anticipated in the years ahead
- 1.5. In 2019, the **domestic transport** sector made the largest contribution to overall greenhouse emissions in Scotland. This sector became the leading emitter in 2016 as outputs from energy generation declined
- 1.6. Emissions of greenhouse gases from the **residential sector** are dominated by the need for **heat generation**. Although a 22% reduction in emissions from baseline has been achieved through the switch to gas from low-efficiency solid and liquid fuels, occupied domestic dwellings still account for 15% of greenhouse gas emissions in Scotland
- 1.7. Some gains have also been secured through improved **energy efficiency in the residential sector**. The Scottish House Condition Survey 2019 noted that the share of dwellings rated EPC band C or better rose from 24% in 2010 to 51% in 2019
- 1.8. The issue of fuel poverty remains a significant issue across the country. Scottish Government defines fuel poverty as expenditure of more than 10% of household income on fuel once housing costs have been deducted, and overall household income at or below 90% of the UK Minimum Income Standard once childcare and other care costs are considered
- 1.9. In 2019, the Scottish House Condition Survey estimated that 25% of households were living in fuel poverty, a position likely to be exacerbated by current rises in wholesale energy prices and the economic impacts of the Covid pandemic. Efforts to decarbonise domestic heating need to take account of the financial challenges faced by a significant proportion of the population
- 1.10. The College is active in its support for decarbonisation of Scotland's economy through a range of education, training, and commercial provision that is focussed on the areas highlighted in bold at 1.5 – 1.7

## 2. CURRICULUM ACTIVITIES: Transport

- 2.1. The College delivers courses at a range of levels (full time learners, apprentice training, commercial provision) to support the move away from engine systems that are powered by the combustion of hydrocarbon fuels.

- 2.2. The main areas of activity centre upon light motor vehicles. The College's Engineering sector does offer provision for heavy vehicles and rail – a small cohort of apprentices train with the College each year on plant maintenance *via* a contract with CITB, and apprentice training is delivered for Strathclyde Partnership for Transport – but decarbonisation of heavy road transport is in its infancy and electrification of rail is well-established
- 2.3. The College made significant investment in hybrid and fully electric vehicles in 2020 – 21 and further vehicles will be purchased in the current financial year. This is enabling Engineering to diversify course provision and prepare full time learners, apprentices, and commercial clients for an important and growing mode of domestic transportation
- 2.4. The shifts in skills requirements are illustrated by data released by Society of Motor Manufacturers and Traders in October 2021. SMMT data showed a 3% rise in overall vehicle sales over 2020, YTD, but significant falls in the sales of vehicles powered solely by diesel or petrol. Recent investment is enabling the College to respond to these radical shifts in the transport market and support decarbonisation
- 2.5. Course delivery and staff CPD to facilitate these shifts in emphasis are being supported by a series of packages developed in collaboration with the Energy Skills Partnership
- 2.6. Allied to this, the College delivers commercial courses on the installation of charging equipment for fully electric vehicles and plug-in hybrids, thereby addressing the some of the infrastructural challenges inherent in the transition to low emission transport that is underway. Courses are certified by City and Guilds. The acquisition of Tesla battery technology also enables electrical apprentices to engage with this aspect of technological change; in the future, electrical supply will move interchangeably between vehicles and domestic properties

### **3. CURRICULUM ACTIVITIES: Energy efficiency in residential properties and fuel poverty**

- 3.1. The age and diversity of housing stock across Scotland presents many challenges as householders, housing associations and local authorities seek to improve the energy efficiency of residential dwelling and address fuel poverty. In domestic properties, heat losses through the roof typically account for around a quarter of overall loss, but the largest share (35%) occurs through walls and windows
- 3.2. Since 2017, the College has partnered with A C Whyte, a company that works at scale with local authorities and housing associations across Scotland on the installation of external wall



insulation. External wall insulation is of particular value in improving the energy efficiency of high and intermediate rise flats that are central to Scottish social housing schemes. These measures also help tackle fuel poverty: the Scottish House Condition Survey concluded that 37% of local authority and housing association households experience fuel poverty

- 3.3. The Scottish Government has set out a Heat in Buildings Strategy and as part of this, is proposing to adopt new standards to ensure installers of other energy efficiency measures are suitably skilled to undertake the required works through retrofitting to older homes that are also a feature of the nation's housing stock
- 3.4. The College is developing programmes to support entry into this area installers and for inspection
- 3.5. Staff in Building Services have for some time, delivered education and training on Digital Homes. This work is being diversified in partnership with staff in Care to allow the remote monitoring of environmental conditions (temperature, carbon dioxide levels, humidity) and the movement of vulnerable members of the community in their homes
- 3.6. Older households are at particular risk of fuel poverty, estimates suggesting that more than half of single pensioners and 40% of pensioner couples are impacted. The Digital Homes initiative aims to provide training to help families, care providers and social housing organisations identify those at risk and provide support
- 3.7. Construction has also secured external funding for training facilities for "in roof" solar installation (the integration of solar panels into the structure of the roof for the generation of electricity or heat, thereby reducing the requirement for other energy inputs). This complements and extends the education and training on the installation, commissioning and maintenance of free-standing solar powered systems for the generation of electricity ("solar PV") and heating ("solar thermal"), provision that has been a feature of the portfolio for Building Services for some time

#### **4. CURRICULUM ACTIVITIES: Domestic heating**

- 4.1. Domestic central heating systems are now ubiquitous having undergone rapid expansion during the latter decades of the 20<sup>th</sup> Century. In 1970, around one third of UK homes had central heating systems; by 1990, that had risen to 80% and the current figure exceeds 95%
- 4.2. In Scotland, fuel sources for these systems have migrated away from low efficiency solid and liquid fuels, resulting in a 22% reduction in emissions of greenhouse gases from the residential sector against baseline. Nevertheless, the contribution of domestic

heating systems to the emission of greenhouse gases remains substantial (15% of the overall total) and around 2 million Scottish homes use gas as the primary source of heat.

- 4.3. Initiatives from Government aim to push the market towards renewable sources of energy for domestic heating. In its Heat and Buildings Strategy (October 2021), the UK Government has signalled an ambition to phase out the installation of new gas boilers by 2035 and with revisions to Building Standards, the Government aims to ensure that significant numbers of newly built homes will be fitted with heat pumps rather than combustion systems
- 4.4. The Scottish Government has set out similar ambitions in order to meet its net zero target but the challenge is significant: the 2021 Programme for Government set out a target of at least 124,000 zero emissions heat installations between 2021 and 2026, peaking at over 200,000 new systems per annum in the late-2020s. To put this workload into context, currently only around 280,000 Scottish homes (about 11% of all households) are using renewable or very low emissions heating systems (heat pumps, biomass boilers or electric storage heating systems)
- 4.5. To rise to this challenge, the College has invested in equipment to deliver education and training on air and ground source heat pump systems. Training for apprentices and commercial clients has been running for some time, enabling upskilling on the design, installation, and commissioning of these systems. In this way, the College aims to establish a regional workforce that is ready to deliver on this aspect of Government policy
- 4.6. Many consumers are likely to continue to use gas-fired heating systems through this period of transition. With that in mind, several projects across the UK are exploring the use of hydrogen as an alternative fuel source. Some pilots are looking to blend hydrogen into the natural gas supply at up to 20% thereby decreasing the climate impact of domestic, gas-fired heating systems. Many domestic gas boilers are able burn this energy mix if adjustment is made by qualified and suitably skilled gas engineers. In Fife, SGN's H100 project aims to go beyond this with a 100% hydrogen stream that from 2023, will eliminate carbon dioxide emissions from the 300 homes enrolled to the pilot
- 4.7. The College's Buildings Services department is supporting these transitions and "hydrogen ready" boiler systems have been purchased to support the training of apprentices and employees of key industry partners. This will prepare new entrants and established members of the workforce for a domestic heating market that is increasingly decarbonised

- 4.8. It is likely that heat pumps and hydrogen fuelled boiler systems will become increasingly dominant technologies for domestic heating as the decade progresses, but solar thermal will continue to be a component of the mix
- 4.9. The College has delivered education and training on the installation and commissioning of solar thermal systems for several years
- 4.10. To address day to day variation in levels of sunlight, the College's Building Services team have also been working with a commercial partner on heat batteries. These units have the capacity to store thermal energy through the transition of specially formulated materials between solid and liquid states. Transition releases heat instantaneously and for sustained periods of time; this can be used to heat domestic water supplies on demand
- 4.11. Apprentice training with these devices provides a further level of expertise to support domestic and commercial clients in the management of heating requirements in ways that are environmentally sustainable

## **5. NEXT STEPS**

- 5.1. Staff across the College will continue to support Scottish Government policy on greening of the economy and tackling fuel poverty in the communities that the College serves
- 5.2. Our goal is to equip established members of the workforce with the skills required for transition to net zero
- 5.3. It is also our aim to encourage young people into areas of work that are high-skilled, well remunerated and that can reduce the environmental impacts of the industries in which they work

## **6. FINANCIAL IMPLICATIONS**

- 6.1. There are no financial implications in this report – the report is provided for information only

## **7. STUDENT EXPERIENCE**

- 7.1. There are student experience implications associated with this paper
- 7.2. The provision summarised in the report highlights the steps the College is taking to prepare full time learners, apprentices and commercial clients for the changes implicit in a transition to net zero. Many aspects of the transition will impact on their day-to-day lives but in some cases, specific training will open up opportunities for employment in a decarbonised economy

## **8. HUMAN RESOURCES IMPLICATIONS**

- 8.1. There are no human resources implications associated with this paper.

## **9. LEGAL IMPLICATIONS**

- 9.1. There are no legal implications in this paper to those listed above.

## **10. REPUTATIONAL IMPLICATIONS**

- 10.1. There are reputational implications associated with this paper
- 10.2. The provision summarised in the report should support the College's reputation as a forward-thinking provider of education and training

## **11. COMMUNITY/PARTNERSHIP IMPACT**

- 11.1. There are no immediate community implications associated with this paper

## **12. EQUALITIES IMPLICATIONS**

- 12.1. There are no equality implications associated with this paper

## **13. ENVIRONMENT IMPLICATIONS**

- 13.1. There are environmental implications associated with this paper
- 13.2. The provision summarised in the report demonstrates the College's support for the Scottish Government's commitment to decarbonisation of the economy, mitigation of climate impacts, and transition to net zero

## **RECOMMENDATIONS**

The Committee is requested to:

*Note and discuss the information contained within this report.*

<b>Meeting</b>	Learning Teaching and Quality
<b>Date</b>	8 <sup>th</sup> December 2021
<b>Location</b>	MS Teams
<b>Title of Paper</b>	ELT update
<b>Presented By</b>	Stephanie Graham
<b>Recommendation to Members</b>	For information
<b>Appendix Attached</b>	No

## **PURPOSE**

To provide LTQ with a high-level summary of items of note for areas covered by the Educational Leadership Team since the last meeting.

### **1. Student recruitment and credit generation**

We received a letter from SFC on 30<sup>th</sup> November responding to the sector request for more flexibility in credit guidance for 2021-22 in light of predicted shortfalls in recruitment across most colleges. Their response now gives us some an opportunity to give our current students additional learning and guidance and claim credits for this activity. The late communication of this does give challenges as to how much we may give students when halfway through the academic year but we should be able to provide some valuable learning to help them progress to higher education or employment.

We have also just been informed that we can again claim STEM related activity for younger school pupils as previously (we lost around 2,000 credits last year with the credit guidance change). Again, receiving this communication is welcome, although it may be problematic arranging activity with schools at short notice to deliver within this academic year. These activities are normally planned well in advance to suit school timetables. Hopefully we will be able to generate some additional activity however to contribute to reducing the credit gap.

Our recruitment remains lower than previous years, although has been increased through some new November start programmes. We are hopeful that the good response to the Winter Start advertising and the SFC flexibility just received may make achieving our credit target more feasible. At this point, we have not assessed whether we can consider accepting the additional NTTF and YPG offer of credits.

## **2. Curriculum Planning and Reviews**

All CPR meetings are now concluded and a summary report will come to the February Learning, Teaching & Quality Committee under the meeting theme of curriculum planning.

## **3. Additional Funding**

We have been successful in three Community Renewal funding bids totalling £820k for two 'Care Academies', one in West Dunbartonshire and one Inverclyde. Also one 'Blue Economy' Inverclyde partnership project to support marine engineering and tourism training.

We also have been successful in securing funding through Renfrewshire Community Grants for a Chef School, Hospitality School and Employability provision.

## **4. Winter Start programmes**

We have received a good level of applications for our Winter Start (January & February) courses to date.

<https://www.westcollegescotland.ac.uk/courses/short-full-time-and-part-time-courses/>

There has been increased marketing and new approaches to managing applications with a small team of administrators overseeing the process. Our aim is to offer as many places as possible and alternative course options in areas where demand exceeds course availability, even if this is just a short online programme. We have estates challenges meeting demand in Construction with COVID restrictions and overall space available. We are however currently exploring how additional space may be created for 2022-23 courses.

To meet demand and provide relevant learning for Winter Start students, we have expanded our Transition 2 College programme on all campuses to provide vocational taster experiences and core employability skills to enable progression into courses for August.

## **5. Preparation for August 2022-23 courses**

Our applications for full time courses starting in August will go live in the middle of January. At this point we are finalising the prospectus and amending course descriptors where courses may have changed for next session.

## **6. University of West of Scotland**

We have met with senior staff from UWS to explore potential curriculum initiatives to better prepare our students for articulation or to share resources. Within these discussions, we have also looked at the potential for some partnership working in Greenock with the

possibility of a UWS presence on campus. Discussions are still at an early stage to scope out the initiative.

## **7. Awards**

The College won the Diversity in Education Award in the Herald Digital Transformation awards.

<https://www.westcollegescotland.ac.uk/college/news/2021/november/college-scoops-a-win-for-digital-diversity-at-the-herald-digital-transformation-awards-2021/>

## **7. NTTF National Care course**

Our Head of Care played a key role in the development of a national course for an introduction to a career in Social Care. This course is designed to help people who are unemployed or at risk of becoming unemployed explore opportunities in a growing job sector.

<https://www.westcollegescotland.ac.uk/college/news/2021/november/west-college-scotland-takes-lead-in-innovative-social-care-course/>

## **1. FINANCIAL IMPLICATIONS**

Our current lower recruitment and resulting credit gap for 2021-22 may have financial implications if not addressed in year.

Our success in securing additional funding is welcome although the funding will be fully committed to the projects and not contribute to reducing any financial deficit.

## **2. STUDENT EXPERIENCE**

The expanded November and Winter Start programme, plus the additional funded courses provide a wider range of options for student training and up skilling.

## **3. HUMAN RESOURCES IMPLICATIONS**

There are no particular Human Resource implications in this update

## **4. LEGAL IMPLICATIONS**

There are no legal implications in this update

## **5. REPUTATIONAL IMPLICATIONS**

There are no particular reputational implications in this update

## **6. COMMUNITY/PARTNERSHIP IMPACT**

There are no particular community/partnership implications in this update

**7. EQUALITIES IMPLICATIONS**

There are no particular equalities implications in this update

**8. ENVIRONMENTAL IMPLICATIONS**

There are no particular environmental implications in this update

**RECOMMENDATIONS**

The Committee is requested to:

*Note the information contained within this report.*



**Present:**

Cathy MacNab (Chair)	Assistant Principal
Abbie McGrath	Student Association President
Chris Haldane	Student Experience Co-ordinator
Fiona McKenzie	Head Learning Communities
Jim McAllister	Head Hospitality, Tourism, Languages & Business
Johanne Porter	Quality Standards Co-ordinator
John Redman	Head Quality & Professional Standards
Kirsty Kenney	Quality Standards Co-ordinator
Lesley Clark	Quality Standards Co-ordinator
Lorna Smith	TEL Social Science
Paul McLaughlin	Head Creative Industries
Robin Chandler	Stakeholder Experience Co-ordinator

**Apologies:**

Alison Dunne	QEL Engineering
Caroline Cullen	CEL Beauty
Fiona Goggins	Quality Assurance & Examinations Manager
Isobel Lightbody	CQL Childhood Practice
Jackie McLellan	Head Care
Janise Maxwell	CEL Hairdressing & Make-up Artistry
Susan Carton	Lecturer Business
Suzanne Thompson	QEL Science

Item	Action	Responsibility
1	<b>Welcome and apologies</b> C MacNab welcomed everyone to the meeting and apologies were noted as above.	
2	<b>Minute and actions arising from last meeting – 16 September 2021</b> Actions noted as complete and minute approved without amendment.	
3	<b>Approvals for session 2021-2022</b> J Redman talked through the list of approvals being sought, which had been uploaded to the QSC team site, and explained the reason behind each approval. It was noted that several of the approvals were in relation to the change from City & Guilds to IMI; a number were additional units / extensions to existing qualifications; two were group awards; and one was a new award.  Approval by committee members was provided.	
4	<b>Awarding Body Update</b> K Kenney gave a brief update on recent external verification visits. It was noted that 4 visits had taken place (3 good/strong, 1 with action points); and 8	

Item	Action	Responsibility
	visits are pending. The majority of visits are still being carried out remotely however IMI have carried out some onsite.	
	The exam timetable is taking shape and will be added to the Quality Portal, along with key dates, when available.	
	C MacNab wished to highlight the Colleges recent full approval from The Welding Institute and commented how prestigious this was.	
5	<b>Student Association Update</b>	
	A McGrath informed the committee that the Vice President for Paisley Campus had been elected and would be commencing shortly.	
	Focus groups haven't taken place yet due to class representatives requiring training (currently 100+). Training is available online however the majority have requested it in-person. C Haldane explained there are two types of training, one is for first time rep's and one is a refresher. Only 20 people have requested the full training which indicates the majority were class rep's last year / previous students. C Haldane will deliver the in-person training and report back at the next meeting.	C Haldane
	A key theme for the Student Association this session is mental health. A McGrath has been speaking with I Foster-Smith (Assistant Principal: Student Life and Skills) about 'chill-out' areas. Learner Development students have also requested sensory gardens. C MacNab commented that this was a great opportunity for cross curriculum work. F McKenzie stated that there were horticultural groups in the communities local to each campus who would be happy to help.	
6	<b>Complaints Handling 20121-22 Quarter 1</b>	
	In line with the new complaints handling procedure, complaints will now be reported in quarters. Quarter 1 (1 <sup>st</sup> August – 31 <sup>st</sup> October) saw 22 complaints received, 21 of which have now been closed. J Redman commented that this was in line with previous years.	
	J Redman referred to a data protection complaint, which highlighted the need to utilise the BCC (blind carbon copy) option on email messages.	
7	<b>Curriculum Strategy</b>	
	C MacNab drew the committee's attention to the Curriculum Strategy, and in particular the aim <i>"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."</i>	
	C MacNab commented that the current process for approvals and re-approvals was implemented after merger and the College is looking to strengthen this. There will be consultation on this and careful consideration on how this is managed without being too onerous for staff. She asked members to read over the strategy and feedback any comments to herself or J Redman.	

Item	Action	Responsibility
	To be added to the agenda as a standing item going forward.	C MacNab
8	<p><b>Outcomes and Key Actions from Portfolio Review</b> All Portfolio Reviews are now complete. The paperwork submitted by each curriculum area was condensed to focus on two main aims – areas of good practice; and identify key issues and challenges.</p> <p>Key themes that came through were:</p> <ul style="list-style-type: none"> <li>• Innovation and creativity by teaching staff in student engagement teaching techniques</li> <li>• Staff time constraints / skills challenges</li> <li>• Staff skill set</li> <li>• Improved retention but not attainment</li> </ul> <p>C MacNab informed the committee that a review of the Portfolio Review process will commence in the new year and asked for members' input. A project action group will be formed and the QSC will approve the process.</p> <p>Paper to be brought to the next meeting.</p>	C MacNab
9	<p><b>Application and Enrolment Report</b> To gain a better understanding of the disparity in the number of students applying and the number who enrolled, a mass survey was carried out with applicants. Some of the key themes identified were:</p> <ul style="list-style-type: none"> <li>• Systems / processes causing false numbers e.g. students being able to apply multiple times</li> <li>• Students applying for multiple levels regardless if entry requirements</li> <li>• Applicants didn't receive emails / enrolment links</li> <li>• Schools applying on behalf of students who weren't planning on attending College</li> <li>• Applicants changing their minds once they found out about online learning</li> </ul> <p>Focus groups will be set up to look at how we communicate with students. C MacNab thanked R Chandler and commented that it had been a worthwhile task which may be carried out again next session.</p>	
10	<p><b>Student Experience Survey Report</b> R Chandler highlighted some of the themes coming through in the current survey, which is due to close in a week. These were:</p> <ul style="list-style-type: none"> <li>• Returning students are more apprehensive about studying online</li> <li>• High percentage of new students are happy with their College experience</li> <li>• Issues accessing funding – various reasons</li> <li>• 40% felt communication with their lecturer could be better</li> </ul>	

Item	Action	Responsibility
	C MacNab stated that it is important to have focus group meetings to underpin what is coming through in the surveys.	
11	<p data-bbox="245 286 699 315"><b>Project Action Group: Assessment</b></p> <p data-bbox="245 324 1278 472">A project action group was recently formed to look at the use of proctoring software during assessments. The group was formed of a broad cross section of staff however there were two distinct schools of thought – one for the software and one not.</p> <p data-bbox="245 517 1150 586">J Redman has uploaded a report to the team site detailing the groups discussion, findings, and recommendations.</p> <ol data-bbox="288 631 1270 898" style="list-style-type: none"> <li data-bbox="288 631 1270 701">1. Guidance provided by Awarding Bodies is primary consideration; ALL options utilised must comply with ABB requirements.</li> <li data-bbox="288 710 1270 779">2. Decision on the use of proctoring software is taken at curriculum level, and Quality Department advised.</li> <li data-bbox="288 788 1270 898">3. Initial costs of this adoption should be borne by curriculum team selecting this option; thereafter potential to be absorbed into Quality budget.</li> </ol>	
	J McAllister agreed the decision should be made at curriculum level and commented that teams would need to explore the market to determine what best suited their needs, along with the variation in cost.	
	C MacNab stated that approval would be needed, along with central oversight to ensure that various software wasn't implemented. To be picked up again this time next year.	C MacNab
12	<p data-bbox="245 1256 730 1285"><b>Revision to Qualifications Procedure</b></p> <p data-bbox="245 1294 1278 1406">The Qualification Verification procedure is due for review. J Redman informed the committee that a change of name to Internal Verification procedure was proposed.</p> <p data-bbox="245 1451 1262 1520">C MacNab commented that the procedure was overarching for all activity and processes would be used to underpin individual needs.</p> <p data-bbox="245 1565 1278 1715">A query was raised over some of the terminology / processes in sections 2.2 and 2.5. C MacNab acknowledged the points made and stated the procedure would not be approved. J Redman to take these points into consideration and revise the procedure.</p>	J Redman
13	<p data-bbox="245 1760 571 1830"><b>AOB Feedback Questionnaire</b></p> <p data-bbox="245 1839 1278 1951">C MacNab asked the committee, if they hadn't already done so, to complete and return the feedback questionnaire that was recently issued. It is important that members share their views on whether the committee is meeting its aims.</p>	All members
	<b>Future Meetings</b>	

Item	Action	Responsibility
14	<b>Date of Next Meeting</b> Thursday 10 <sup>th</sup> February 2022	

DRAFT

<b>Meeting</b>	Learning Teaching and Quality Committee
<b>Date</b>	8 December 2021
<b>Location</b>	MS Teams
<b>Title of Paper</b>	Strategic Risk Register
<b>Presented By</b>	Stephanie Graham
<b>Recommendation to Members</b>	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.
<b>Appendix Attached</b>	Yes  Strategic Risk Register

#### **PURPOSE**

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 is attached.



# **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
<b>Impact</b>		Negligible	Marginal	Critical	Catastrophic

**Risk Score:** the overall risk level.

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

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

**Trend:** after controls and mitigating actions are considered



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

## Risk Appetite

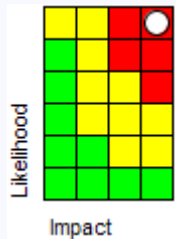
	Averse	Minimalist	Cautious	Open	Hungry
Finance					
Political					
Governance					
Competitive Environment					
Staffing and HR					
Student					
Reputational / External					
Infrastructure					
Learning and Teaching					
Digital					

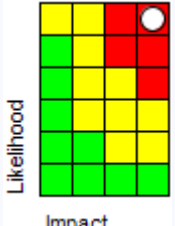
Classification	Description
<b>AVERSE</b>	Avoidance of risk and uncertainty is a key organisational objective.
<b>MINIMALIST</b>	Preference for ultra-safe business delivery options that have a low degree of inherent risk and only have a potential for limited reward.
<b>CAUTIOUS</b>	Preference for safe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

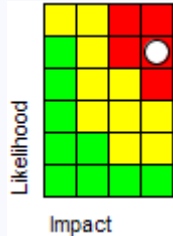
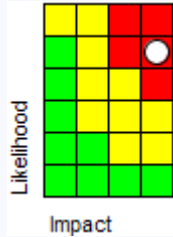

# Top 5 Strategic Risks

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 and retain staff.	Medium-term	20	20	
03 WCS02	Estate and IT Investment	Failure to secure adequate medium term funding from the Scottish Government Capital Programme 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 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	15	12	
05 WCS04	SFC Regional Outcome Agreement	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.	Longer-term	12	12	

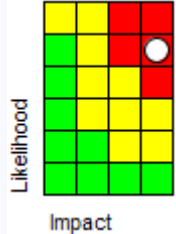
# Strategic Risk Register - SMT RISK REPORT

<b>Risk Code &amp; Title</b>	01 WCS01 SFC Funding and Funding Methodology	
<b>Risk Summary</b>	Inability to clearly forecast the volatility and impact of SFC funding and funding methodology changes in relation to core-grant-in-aid, credit activity model; reduction in European funding; student support funding and estates maintenance.	
<b>Risk Category</b>	Finance	
<b>Risk Appetite</b>	Minimalist	
<b>Proximity</b>	Medium-term	
<b>Probability &amp; Impact</b>	6	4
<b>Gross Risk Score</b>	24	 <p>A 5x5 risk matrix grid 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>
<b>Internal Controls</b>	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.	
	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 early 2022.	
	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.	
	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.	

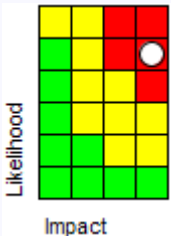

	<p>The College through its membership of various groups, primarily the Business Development Directors and Finance Directors CDN groups, continues to access the latest Brexit intelligence specific to the College sector. The College continues to consider and review developments especially in relation to students / staff and access to exchange programme funding.</p> <p>The College has received and reviewed the SFC FFR planning assumption for the next three years. An updated financial forecast return has been submitted in draft to the SFC which is still subject to review. 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.</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>
<b>Probability &amp; Impact Scores</b>	<p>6                      4</p> 
<b>Net Risk Score</b>	<p>24</p>
<b>Trend</b>	<p>■</p>
<b>Latest Note</b>	<p>SMT review concluded that this remains the most significant risk faced by the College. The SFC are not able to provide a clear forecast beyond March 2022 which means the volatility and impact of SFC funding remains. There continues to be no clear time line for discussion on revisions to the funding methodology and the impact of any future reduction in European funding; student support funding and estates maintenance remains unclear.</p>
<b>Managed By</b>	<p>Vice Principal Educational Leadership</p>

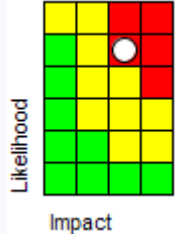
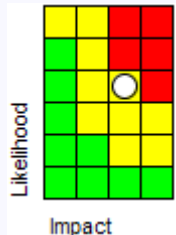
<b>Risk Code &amp; Title</b>	02 WCS03 Estate Strategy	
<b>Risk Summary</b>	Failure to deliver Estate Strategy 2016–2026 objectives due to business cases for development of estate being delayed, with this having a resultant negative impact on the ability of the College to recruit students and retain staff.	
<b>Risk Category</b>	Infrastructure	
<b>Risk Appetite</b>	Open	
<b>Proximity</b>	Medium-term	
<b>Probability &amp; Impact</b>	5	4
<b>Gross Risk Score</b>	20	
<b>Internal Controls</b>	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 Board of Management for approval.	
	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 was presented to the October Board of Management meeting for consideration. This revision will be subject to further changes requested by the SFC and will be submitted in due course.	
	Update report provided to each meeting of the Corporate Development Committee which indicates how the College has prioritised the use of SFC estate maintenance funding to address the College 2019 Estate Condition Survey results.	
	Corporate Development Committee receive an Update Report at each meeting on College engagement with stakeholders including SFC, Scottish Futures Trust, local councils and other key stakeholders.	
<b>Probability &amp; Impact Scores</b>	5	4
		
<b>Net Risk Score</b>	20	
<b>Trend</b>		


<b>Latest Note</b>	<p>SMT review concluded that the risk remains and the scoring is reflective of the risk faced by the College.</p> <p>The risk text was updated to remove legislative requirement as this is a requirement, changed from</p> <p><i>'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.'</i></p> <p>to</p> <p><i>'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 and retain staff.'</i></p>
<b>Managed By</b>	Principal & Chief Executive Officer

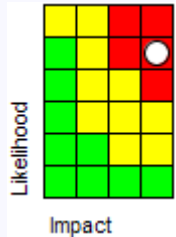
<b>Risk Code &amp; Title</b>	03 WCS02 Estate and IT Investment	
<b>Risk Summary</b>	Failure to secure adequate medium term funding from the Scottish Government Capital Programme for future investment or refurbishment of IT and physical infrastructure resulting in increased maintenance costs or loss of students due to failing facilities.	
<b>Risk Category</b>	Infrastructure	
<b>Risk Appetite</b>	Open	
<b>Proximity</b>	Medium-term	
<b>Probability &amp; Impact</b>	5	4
<b>Gross Risk Score</b>	20	
<b>Internal Controls</b>	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.	
	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.	
	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 presented to the Board of Management in October 2021 for approval. The SFC subsequently presented further amendments and these are currently being worked through. The OBC will be presented to the Scottish Funding Council for their comment following these updates. 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.	

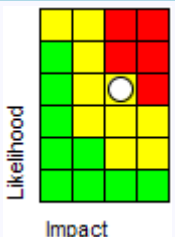


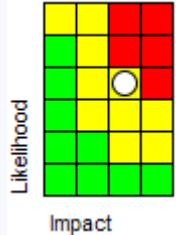
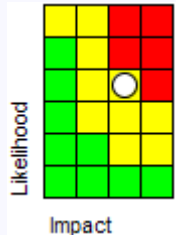

<b>Probability &amp; Impact Scores</b>	5                      4	
<b>Net Risk Score</b>	20	
<b>Trend</b>		
<b>Latest Note</b>	<p>SMT review concluded that the risk remains and the current risk score is reflective of the quantum of the overall risk.</p> <p>The risk text was updated to clearly state the risk faced by the College with text changed from</p> <p><i>'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.'</i></p> <p>to</p> <p><i>'Failure to secure adequate medium term funding from the Scottish Government Capital Programme for future investment or refurbishment of IT and physical infrastructure resulting in increased maintenance costs or loss of students due to failing facilities.'</i></p>	
<b>Managed By</b>	Principal & Chief Executive Officer	

<b>Risk Code &amp; Title</b>	04 WCS11 Alternative Income Growth	
<b>Risk Summary</b>	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.	
<b>Risk Category</b>	Competitive Environment	
<b>Risk Appetite</b>	Open	
<b>Proximity</b>	Longer-term	
<b>Probability &amp; Impact</b>	5	3
<b>Gross Risk Score</b>	15	
<b>Internal Controls</b>	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.	
	2021-22 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.	
<b>Probability &amp; Impact Scores</b>	Adaption of course portfolio to meet student / employer needs undertaken in line with updated Portfolio Review Guidance produced for July 2021.	
	4	3
		

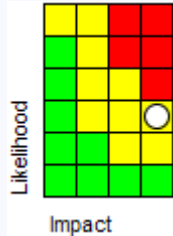
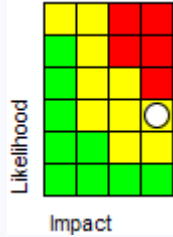
<b>Net Risk Score</b>	12
<b>Trend</b>	
<b>Latest Note</b>	SMT review concluded that the College has been able to generate a consistent level of alternative income despite the impact of external factors which resulted in income remaining stable and delivery of College ROA objectives. Due to this the probability of the risk was reduced from 5 (very likely) to 4 (likely) with the option to reduce this further depending on future circumstances.
<b>Managed By</b>	Vice Principal Educational Leadership

<b>Risk Code &amp; Title</b>	05 WCS04 SFC Regional Outcome Agreement	
<b>Risk Summary</b>	Failure to deliver SFC Regional Outcome Agreement targets at a time of limited resource, competition and challenging economic environment due to Covid-19, results in future credit and/or funding adjustments.	
<b>Risk Category</b>	Learning and Teaching	
<b>Risk Appetite</b>	Open	
<b>Proximity</b>	Longer-term	
<b>Probability &amp; Impact</b>	5	4
<b>Gross Risk Score</b>	20	
<b>Internal Controls</b>	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 has received and reviewed the SFC FFR planning assumption for the next three years. An updated financial forecast return has been submitted in draft to the SFC which is still subject to review. 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. ROA guidance for 2021-22 provided by SFC and report to be presented to the December Board of Management on ROA arrangements for 2021-22.	
	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.	

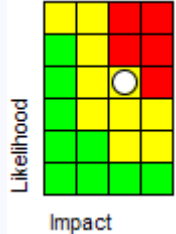
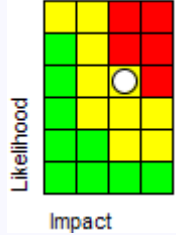

	<p>Blended approach to delivery of teaching and learning including online learning allowing College to address changes in recruitment and delivery.</p> <p>Curriculum offering is reviewed to ensure employer and student needs are met and appropriate courses delivered. Curriculum Planning &amp; Review process updated for 2021–22 to bring in line with the Curriculum Strategy.</p> <p>2021–22 Interim ROA finalised following receipt of revised SFC guidance on monitoring of 2021–22 outcomes given impact of Covid–19. Board of Management to approve Interim 2021–22 ROA at December 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.</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. Communication and Marketing Strategy to be considered by the November Corporate Development Committee and then by the December 2021 Board of Management.</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 2021 . Action plan for 2021–22 completed by ELT and Curriculum Strategy published on the Intranet for staff 24 Aug.  <a href="https://intranet.westcollegescotland.ac.uk/reference/Strategy/WCS%20Curriculum%20Strategy%202021-26.pdf">https://intranet.westcollegescotland.ac.uk/reference/Strategy/WCS%20Curriculum%20Strategy%202021-26.pdf</a></p>
<b>Probability &amp; Impact Scores</b>	<p>4                      3</p> 
<b>Net Risk Score</b>	<p>12</p>
<b>Trend</b>	<p>■</p>
<b>Latest Note</b>	<p>SMT review concluded that despite enrolment challenges being faced by the College, the ability to deliver on the core objectives of the SFC Regional Outcome Agreement will still be achieved. There is a risk to the reputation of the College if the enrolment targets were missed for several years but that is not expected to the case, hence the score remained as per previous assessment.</p>
<b>Managed By</b>	<p>Chief Executive and Principal</p>

<b>Risk Code &amp; Title</b>	06 WCS05 National Pay Bargaining	
<b>Risk Summary</b>	Impact and outcome of National Pay Bargaining for both teaching and support staff has an adverse effect on either efficiency of delivery or budget.	
<b>Risk Category</b>	Staffing and HR	
<b>Risk Appetite</b>	Open	
<b>Proximity</b>	Medium-term	
<b>Probability &amp; Impact</b>	4	3
<b>Gross Risk Score</b>	12	
<b>Internal Controls</b>	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 <a href="#">Business Continuity Plan intranet section</a> 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.	
<b>Probability &amp; Impact Scores</b>	4	3
		
<b>Net Risk Score</b>	12	
<b>Trend</b>		

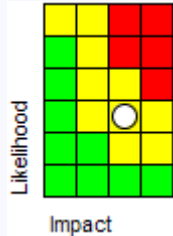
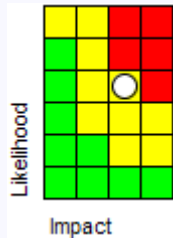
<b>Latest Note</b>	SMT review concluded that the impact and outcome of National Pay Bargaining for staff is at the present moment in a state of flux. It was noted that College is struggling to attract staff in certain areas and this will have an adverse effect on either efficiency of delivery or budget. The reason from this struggle is not clear so the risk scoring and text has remained as per previous assessment.
<b>Managed By</b>	Chief Executive and Principal

<b>Risk Code &amp; Title</b>	07 WCS15 College Budget Action Plan	
<b>Risk Summary</b>	Failure to deliver the financial and/or non-financial objectives outlined in the College Budget Action Plan.	
<b>Risk Category</b>	Governance	
<b>Risk Appetite</b>	Cautious	
<b>Proximity</b>	Longer-term	
<b>Probability &amp; Impact</b>	3	4
<b>Gross Risk Score</b>	12	
<b>Internal Controls</b>	<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>	
<b>Probability &amp; Impact Scores</b>	3	4
<b>Net Risk Score</b>	12	
<b>Trend</b>	■	
<b>Latest Note</b>	<p>SMT view that the CTP has been delivered and that the objective now is to deliver the College Budget Action Plan with the risk of failure remaining as the same scoring as previous risk.</p> <p>Title changed from 'College Transformation Plan' to 'College Budget Action Plan' with the text changed from 'Failure to deliver the financial and/or non-financial objectives outlined in the College Transformation Plan "Future Proofing Our College".' to 'Failure to deliver the financial and/or non-financial objectives outlined in the College Budget Action Plan.'</p>	
<b>Managed By</b>	Chief Executive and Principal	

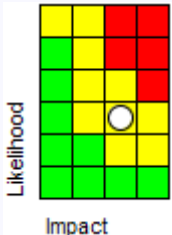



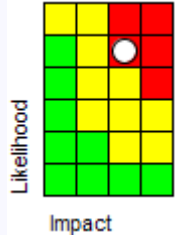
<b>Risk Code &amp; Title</b>	08 WCS16 Cyber Resilience	
<b>Risk Summary</b>	The College fails to properly prepare for either an internal or external cyber-attack due to poor procedures or system failures resulting in a loss of data, funding and/or stakeholder trust.	
<b>Risk Category</b>	Digital	
<b>Risk Appetite</b>	Cautious	
<b>Proximity</b>	Immediate	
<b>Probability &amp; Impact</b>	4	3
<b>Gross Risk Score</b>	12	
<b>Internal Controls</b>	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.	
	IT Contingency Planning in place with regular reviews and updates undertaken. Linked to Business Continuity Planning and Cyber Resiliency + Cyber Essentials Plus.	
	College renewing Cyber Essentials Plus accreditation annually. (Completed and achieved for 2021). Work completed on stage one of the Scottish Government Cyber Resiliency Framework with further review work currently being 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.	
	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.	
<b>Probability &amp; Impact Scores</b>	4	3
		
<b>Net Risk Score</b>	12	
<b>Trend</b>		

<b>Latest Note</b>	Following review by SMT the risk description and scoring to remain as stated. Work undertaken following incident earlier in the year combined with the work being undertaken to address the Scottish Government Cyber Resilience Framework provides a degree of assurance regarding the controls in place at the College. The risk will always be present, as it is for all organisations, and the College believes it is in a positive position to address the risk.
<b>Managed By</b>	Principal & Chief Executive Officer

<b>Risk Code &amp; Title</b>	09 WCS09 Staff Relations	
<b>Risk Summary</b>	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.	
<b>Risk Category</b>	Staffing and HR	
<b>Risk Appetite</b>	Open	
<b>Proximity</b>	Longer-term	
<b>Probability &amp; Impact</b>	3	3
<b>Gross Risk Score</b>	9	
<b>Internal Controls</b>	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.	
<b>Probability &amp; Impact Scores</b>	4	3
		
<b>Net Risk Score</b>	12	
<b>Trend</b>	↑	
<b>Latest Note</b>	The industrial relations landscape is becoming more challenging with negotiations at a national level now likely to have an impact locally. The College continues to maintain good local relationships however the external factors which the College cannot control are now felt to have a negative impact on previously good local relationships. The financial challenges faced by the College and the actions required to address the financial challenge will also lead to a potential straining of relationships.	
<b>Managed By</b>	Chief Executive and Principal	

<b>Risk Code &amp; Title</b>	10 WCS06 Digital Ambitions and IT Systems	
<b>Risk Summary</b>	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.	
<b>Risk Category</b>	Digital	
<b>Risk Appetite</b>	Hungry	
<b>Proximity</b>	Medium-term	
<b>Probability &amp; Impact</b>	4	3
<b>Gross Risk Score</b>	12	
<b>Internal Controls</b>	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.	
	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.	
	College renewing Cyber Essentials Plus accreditation annually. (Completed and achieved for 2021). Work completed on stage one of the Scottish Government Cyber Resiliency Framework with further review work currently being undertaken.	
	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. Since June 2021, we have representation in the additional national groups: Scottish Funding Council Digital Reference Group and the CDN Digital Capability Research Group. the findings of the latter which have concluded their first phase with the Report Findings being shared with SMT and heads seeking feedback.	
	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.	

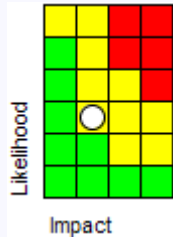
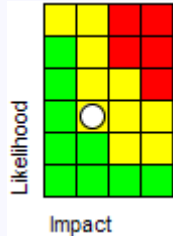

	<p>Systems are in place for early identification and monitoring of provision deemed to be at risk of non-completion. Enhanced internal quality assurance on qualifications progress has been in place for the whole session 2020–21 and is continuing into 2021–22. This incorporates monthly <i>BRAG</i> rating and selected Internal Quality Assurance panels which monitor the correct application of awarding body guidance against qualifications.</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>
<b>Probability &amp; Impact Scores</b>	<p>3                      3</p> 
<b>Net Risk Score</b>	<p>9</p>
<b>Trend</b>	
<b>Latest Note</b>	<p>SMT review concluded that the Digital and IT strategies have proven to be adequate vehicles to deliver on the digital and IT ambitions of the College especially regarding equipping students and staff. This belief has been cemented by the receipt of several awards by the College for its work in this area. The transition from server based provision to cloud based which is currently underway will only further reduce the risk in this area.</p>
<b>Managed By</b>	<p>Principal &amp; Chief Executive Officer</p>

<b>Risk Code &amp; Title</b>	11 WCS07 <b>Impact upon Business Continuity Planning of Covid-19 pandemic</b>	
<b>Risk Summary</b>	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.	
<b>Risk Category</b>	Reputational/External	
<b>Risk Appetite</b>	Open	
<b>Proximity</b>	Medium-term	
<b>Probability &amp; Impact</b>	5	3
<b>Gross Risk Score</b>	15	
<b>Internal Controls</b>	<p><a href="#">Business Continuity Planning documents are available on the Intranet</a> 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"> <li>• Weekly COVID -19 SMT overview meetings supported by groups empowered to deliver overall objective of safe working and study environments</li> <li>• Regular communications and guidance to staff and students through our intranet</li> <li>• Continued development of online materials across all areas of learning and teaching</li> <li>• Continued dispersal of IT equipment to support students where there is an identified need</li> <li>• Engagement with SFC and awarding bodies will continue to assess the impact of any deferral of teaching activity on student achievement of qualifications; and</li> <li>• On-going monitoring of supply chains based upon risk analysis supplied by APUC.</li> </ul> <p>The delivery of the 13 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>2021-2022 focus is on sustainable approaches and innovation around digital now that workstream work has completed. (1 Sept 2021)</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 &amp; Safety Committees. Student Health and Wellbeing strategy: <a href="https://www.westcollegescotland.ac.uk/media/213570/student-health-wellbeing-strategy.pdf">https://www.westcollegescotland.ac.uk/media/213570/student-health-wellbeing-strategy.pdf</a></p> <p>Student Intranet pages for HWL: <a href="http://student.westcollegescotland.ac.uk/index.php/advice/corona-virus/">http://student.westcollegescotland.ac.uk/index.php/advice/corona-virus/</a></p> <p>Staff Health and Wellbeing strategy: <a href="https://intranet.westcollegescotland.ac.uk/reference/reference/Health%20and%20Wellbeing%20Strategy.pdf#search=prosper">https://intranet.westcollegescotland.ac.uk/reference/reference/Health%20and%20Wellbeing%20Strategy.pdf#search=prosper</a></p>
<b>Probability &amp; Impact Scores</b>	<p>4                      2</p> 
<b>Net Risk Score</b>	<p>8</p>
<b>Trend</b>	<p>↓</p>
<b>Latest Note</b>	<p>Review concluded that the impact and probability of a material interruption to the service delivery of the College caused by inadequate business continuity planning has reduced. Consequently the impact was reduced from 3 (critical) to 2 (marginal) and the probability was also reduced from 5 (very likely) to 4 (likely).</p>

	It was noted that the longer term impact on staff was not yet fully known but the College was in other aspects operating from a position of knowledge having come through the last two years. There is a question as to how long the resilience of staff especially if level of absence rises. Good planning in place and to be reviewed at next assessment date.
<b>Managed By</b>	Principal & Chief Executive Officer



<b>Risk Code &amp; Title</b>	12 WCS10 Workforce Planning	
<b>Risk Summary</b>	Failure to embed Workforce Plan resulting in lack of appropriate resources and skills being developed to achieve College strategic objectives and outcomes	
<b>Risk Category</b>	Staffing and HR	
<b>Risk Appetite</b>	Open	
<b>Proximity</b>	Longer-term	
<b>Probability &amp; Impact</b>	3	2
<b>Gross Risk Score</b>	6	
		
<b>Internal Controls</b>	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.	
<b>Probability &amp; Impact Scores</b>	3	2
		
<b>Net Risk Score</b>	6	
<b>Trend</b>		
<b>Latest Note</b>	Following SMT review the SMT consider the risk still to be valid and the score to remain as noted. Implementation of the College workforce plan is becoming more critical given the difficulties to recruit	

	into certain positions and the reskilling of current staff which is required. Work is underway to implement the workforce plan.
<b>Managed By</b>	Chief Executive and Principal