WEST COLLEGE SCOTLAND

West College Scotland
Board of Management
Monday 7 February 2022 at 4.00p.m. via the Teams link circulated by the Secretary
Agenda

General Business

1. Welcome

2. Apologies

3. Declarations of Interests

4. Minutes of the meeting held on Monday 13 December 2021   Enclosed   WH
    .1 Minutes of the meeting held on Monday 24 January 2022   Enclosed   WH
    .2 Actions from the minutes   Enclosed   WH

5. Matters Arising from the minute
    (not otherwise on the agenda)

6. Students Association Report   Paper 6   AMcG

7. Chief Executive's Report   Paper 7   LC

8. Chair's Report   Paper 8   WH
    .1 Board Development Plan 2021 – Mid Year Review   Paper 8.1   WH
    .2 Board Internal Effectiveness Review 2022   Paper 8.2   WH
    .3 Model Code of Conduct for Members of Devolved Public Bodies   Paper 8.3   WH

Items for Decision / Approval

9. New WCS Digital Strategy 2022   Paper 9   StG

10. Strategic Risk Management   Paper 10   AMcD

Items for Discussion

11. Committee Chair Reports:
    .1 LTQ Committee   Paper 11.1   MN

12. Any Other Business

13. Date of Next Meeting:
    Monday 21 March 2022 at 4.00 p.m.

Items for Information / Noting

14. LTQ Committee - Minutes of the meeting held on Wednesday 8 December 2021

15. Board of Management:
    .1 Membership
    .2 Schedule of Business 2021/22
    .3 Dates of Board and Committee Meetings 2021/22

Shirley Gordon
Secretary to the Board

BOARD OF MANAGEMENT

Minutes: Monday 13 December 2021.

Present: Waiyin Hatton (Chair), Nick Allan, Graeme Bold, Liz Connolly, Jim Hannigan, Gordon Hunt, Linda Johnston, John Leburn, Grant Lyall, Abbie McGrath, Fiona McKerrell, Mark Newlands, Paul Sefton, Jane McKie, Ronald Leitch.

Attending: Amy McDonald (Vice Principal Operations), Shirley Gordon (Secretary to the Board), Alan Ritchie (Director Finance), Martin Joyce (Director Infrastructure), Natalie Smith (Director Organisational Development & HR), Nathan Tyler (Director Communication, Policy and Engagement).

Apologies: Douglas Bayley, Mark Gillan, Stephanie Graham (Vice Principal Educational Leadership).

Observing: Daniel McMahon.

BM761   WELCOME
The Chair welcomed everyone to the virtual Board meeting and thanked everyone for their attendance. Apologies were noted.

Dr Hatton introduced new Board members (Ronald Leitch and Jane McKie) attending their first Board meeting and whose 4-year terms started on 1 December 2021.   She also recorded her thanks to Daniel McMahon in attendance as an observer in advance of his term starting on 1 February 2022. The Board looked forward to working with the 3 new non-executive Board members.

BM762   DECLARATIONS OF INTERESTS
The following declarations of interest were recorded and **noted**:

- Waiyin Hatton: Wai Beyond, People and organisational development consultancy; Action Against Stalking; Harvey McMillan, People and organisational development consultancy; Colleges Scotland (Board member).
- Liz Connolly: Trustee of West College Scotland Foundation; Member of Developing the Young Workforce (DYW) West Regional Board.
- John Leburn: Trustee of West College Scotland Foundation.
- Jim Hannigan: University of Strathclyde and National Manufacturing Institute Scotland (NMIS); Chair of Developing the Young Workforce (DYW) West Regional Board.

BM763   MINUTES OF PREVIOUS MEETING
The minutes of the meeting held on Monday 4 October 2021 were **approved**.

BM764   ACTIONS FROM THE MINUTES
The Board **noted** the actions taken since the last meeting and **agreed** that the completed actions could now be removed.

BM765   MATTERS ARISING FROM THE MINUTES
There were no matters arising not otherwise on the agenda.

BM766   STUDENT ASSOCIATION REPORT
Abbie McGrath (President, WCS Student Association) summarised the activities of the Student Association (SA) since the last Board meeting. Ms McGrath highlighted the following:

- The SA was now operating at full capacity following the appointment of Ryan Robertson as VP of the Paisley Campus.
- During October, the SA held a Halloween dress up competition for students and staff with money raised for good causes. This was an excellent event and provided fun and interaction on campus. The SA also filmed a special feature film about the "West College Scotland Ghost" featuring students and staff and given its success, had decided to extend it with a release date soon featuring some prominent members of the College.
- Conclusion of the "Name the Bear" campaign which was set up to highlight issues of equality and raise funds for charities.
- Hosted the "Be Heard" open day event organised and run by the Students Association providing a platform for organisations to interact with students and provide guidance, advice, and support. The event was also joined by the College Student Wellbeing Advisors who provided information for students on support available within the College. Ms McGrath thanked all staff who had assisted in making the event a huge success.
- Supported the Estranged Students Solidarity Week which took place for universities, colleges, student unions / associations to reach out to those who were studying without family support. The campaign was well supported and ran from 22 to 26 November with a series of online events and seminars offering advice and support to students from around the country.
- Many exciting things planned for 2022 with enhanced engagement with class reps and a campaign for Health and Fitness with a "walk 5k a day for 30 days" campaign planned.

Ms McGrath summarised the health and wellbeing support services available to students during the Christmas / New Year break recognising that the holiday period can be a challenging time. The Board congratulated the SA for the raft of initiatives being progressed and looked forward to it building on this momentum into 2022.

The Chair thanked the President, WCS Student Association for the update and the Board **noted** her report.

BM767 CHIEF EXECUTIVE'S REPORT

The Board received a written report from the Principal and Chief Executive, and Ms Connolly provided an update on the following:

- The new College sector Statement of Ambition launched on Friday 3 December 2021 by Jamie Hepburn MSP, Minister for Higher Education and Further Education, Youth Employment and Training. The Board noted that it was consistent with the College's strategy.
- The College's three successful applications to the UK Government's Community Renewal Fund with a combined grant value of £820,581.
- The Interim Regional Outcome Agreement 2021-22 and targets submitted to the SFC by 30 November 2021.
- On behalf of the sector, Colleges Scotland submitted to the Government a sector funding ask ahead of the Budget on the 9 December 2021 and the key asks were summarised.
- On Monday 15 November 2021, the College hosted a visit by Pam Gosal MSP, Shadow Minister for Further & Higher Education, Youth Employment & Training.
- Stuart McMillan, MSP had agreed to act as sponsor for a West College Scotland Holyrood Exhibition and Evening Reception.
- Covid 19 and confirmation that the College Mobilisation Group continued to meet on a fortnightly basis ensuring staff representatives were fully engaged with the College's approach to handling the situation.

- On 26 October 2021, Jamie Hepburn MSP, Minister for Higher Education and Further Education, Youth Employment and Training published his response to the SFC Review of Coherence and Sustainability.
- On 30 November 2021, the SFC published its report Resilience and Recovery: Colleges and Universities response to Covid 19.
- Negotiations for teaching and support staff pay awards were ongoing.

Ms Connolly clarified the outcomes from the budget on 9 December 2021 and summarised what they meant for the college sector. Discussions and meetings would continue with the Minister for Higher Education, Further Education, Youth Employment and Training regarding core funding and to reiterate the challenges for the sector.

The Board congratulated the College on its 5 awards at the CDN College Awards Ceremony on 9 December 2021. The broad range of awards won was a fantastic achievement and members congratulated all staff and asked that their pride and appreciation be passed on.

The Chair thanked the Principal for the update and the Board **noted** her report.

BM768 **CHAIR'S REPORT**
The Chair summarised her recent activities and meetings including:

- Three evenings of virtual graduations in November which were excellent and uplifting. Dr Hatton congratulated all graduates. The ceremonies had been viewed over 4,500 times which was a huge achievement.
- Attendance at a Standards Commission for Scotland training workshop on the Revised Model Code of Conduct.
- Ongoing involvement in the evolution of new College sector Statement of Ambition via Colleges Scotland.
- Appointment as Chair of Colleges Scotland Board early next year when the current Chair demitted office. Members extended their congratulations on this appointment.

The Chair's update was **noted.**

.1 Board Committees Update **- The Board homologated its decisions made by email in respect of standing Committee memberships, Chairs and Vice-chairs.**

BM769 **FINANCIAL STATEMENTS:**
.1 Internal Audit Annual Report 2020-21
The Director Finance presented the Internal Audit 2020-21 Annual Report, which formed part of the information which required to be reviewed in considering approval of the 2020-21 College Financial Statements. The Internal Audit Annual Report would also be submitted to the Scottish Funding Council (SFC), as that was required as part of the annual financial reporting pack.

Mr Ritchie explained that the report was considered and approved by the Audit Committee at the 8 September 2021 meeting. The key extract from the report was in relation to the overall internal audit opinion based on the work undertaken during the year which was *"We are satisfied that sufficient internal audit work has been undertaken to allow us to draw a conclusion as to the adequacy and effectiveness of the College's risk management, control and governance processes.*

In our opinion West College Scotland did have adequate and effective risk management, control and governance processes to manage its achievement of the College's objectives at the time of our audit work. In our opinion, the College has proper arrangements to

promote and secure value for money. However, we were only able to provide 'weak' assurance around the review of External Communications – Website. The College accepted all of the internal audit recommendations and will be undertaking the required actions to address the weaknesses identified. We were also asked to undertake additional work during the year as a result of an IT incident. From the work undertaken we were able to provide 'Strong' assurance on the College's response to the incident".

Mr Bold added that the Joint Audit and Corporate Development Committee meeting of 23 November 2021 considered this report and approved the content for presentation to the Board of Management. He thanked the internal auditor and the College Finance team for their help, courtesy and co-operation during the year.

The Board of Management approved the Internal Audit Annual Report 2020-21.

.2 2020-21 Annual Report from Audit Committee to the Board of Management
The Chair of the Audit Committee reported that the Annual Report to the Board of Management detailed the work carried out by the Audit Committee during the period 1 August 2020 to 31 July 2021 and summarised how this related to its core remit responsibilities.

Mr Bold explained that the Annual Report was a requirement of both the Scottish Funding Council (SFC) Financial Memorandum and the Scottish Public Finance Manual. This report complied with the requirements of these documents. He added that the Report was considered at the Joint Audit / Corporate Development Committee meeting on 23 November 2021, and it was agreed as a fair and accurate representation of the work undertaken by the Audit Committee during 2020-21.

The Board thanked the Audit Committee and Finance team for their rigour and diligence throughout a challenging year.

The Board of Management approved the Annual Report from the Audit Committee for the year ended 31 July 2021.

.3 External Auditor Annual Report and Letter of Representation 2020-21
The Director Finance presented the external auditors (Mazars LLP) report on the Financial Statements for the year ended 31 July 2021. The report highlighted the outcome from the 2020-21 external audit review and included the letter of representation that the Board of Management would be requested to approve for signature.

Mr Ritchie summarised the Mazars 2020-21 external audit review and highlighted that the auditors anticipated issuing an unqualified opinion concerning the:

- Financial statements for the year ending 31 July 2021.
- Regularity of income and expenditure (in all material respects the expenditure and income recognised in the financial statements had been applied for the purposes intended).
- Remuneration and staff report, performance report and governance statement.

The external auditors also concluded that the College had:

- Effective arrangements, including budgetary control, that helped the Board members scrutinise finances.
- Adequate financial planning arrangements in place. The long-term operational funding gap previously identified by the College as well as a need for significant capital investment increases became more urgent. The College was reliant on the outcome

of dialogue with the Scottish Funding Council to ensure future capital investment was made and, therefore, the risk of the College not being financially sustainable was reduced.

- Governance arrangements in place that provided appropriate scrutiny of decisions made by the Board.
- An effective performance management framework in place that supported progress towards the achievement of value for money.

and this led to the Auditors anticipating the Report being unqualified. He added that the external auditor 2020-21 Annual report was considered at the joint meeting of the Audit and Corporate Development Committee on 23 November 2021 and approved for presentation to the Board of Management.

The Board was reassured that the external auditors communicated issues freely with the Audit Committee and provided scrutiny, constructive observations, implications, and recommendations in areas needing improvement as well as demonstrating an ongoing understanding of the uniqueness of the college sector. Mr Bold reflected that the Audit Committee also benefited from a recent change in membership as well as a change in external auditor in 2020 for added reassurance of no complacency.

The Board welcomed the Report and commended all those who had contributed to the achievement of the unqualified opinion.

The Board of Management approved:
- **Mazars Annual Report to the Board of Management and the Auditor General for Scotland on the external audit for the year ended 31 July 2021.**
- **The Letter of Representation for signing by the Chair of the Board of Management and the Principal.**

.4 Financial Statements for the Year Ending 31 July 2021
The Director Finance reported that the College Financial Statements for the year ended 31 July 2021 were considered by the Joint Audit and Corporate Development Committee on 23 November 2021, with the recommendation being that these be approved by the Board of Management. Mr Ritchie advised that the Financial Statements should be read in conjunction with the External Auditors Annual Report and Letter of Representation which were considered earlier. Mr Ritchie provided an overview of the 2020-21 Financial Statements which encompassed:

- Financial reporting requirements.
- The College's underlying adjusted operating position as of 31 July 2021.
- An overview of the final year end position, reconciling the College 2020-21 budget to the audited position as of 31 July 2021.
- Consideration of balance sheet movements.

Mr Leburn reported that the Joint Audit and Corporate Development Committee discussed the wealth of detail contained in the Performance and Accountability Reports at its meeting held on 23 November 2021 and he commended the open and transparent way in which the reports had been written. Mr Hannigan echoed this view.

The Board commended the positive outturn under such unprecedented circumstances due to the Covid-19 pandemic. Members recognised that the full impact of Covid-19 had had a material impact on the College over the course of 2020-21 and would likely continue to impact operations and finances moving into 2021-22. The College had, however, seen an increase in the level of commercial and other income over the course of the last quarter

of 2020-21 which it did not anticipate, and this had gone some way to mitigate the reduction in tuition fees, catering, nursery and other non-SFC income sources.

The Board of Management approved for signature by the Chair of the Board and the Principal, the West College Scotland Financial Statements for the year ended 31 July 2021.

BM770   **MANAGEMENT ACCOUNTS TO 31 OCTOBER 2021**
The Vice Principal Operations presented the Management Accounts for the three-month period to 31 October 2021.

Ms McDonald provided an overview of those factors with a potential to impact the accounts and drew these to the attention of the Board of Management. Several changes had been made to the presentation of the Management Accounts pack to assist the Board of Management / Committee members in understanding the operation of the College and the assumptions on which the College had based its out-turn position. She highlighted the following:

- Budget efficiencies to be achieved and the year-to-date position.
- Adjusted operating position of the College which was a key indicator of financial sustainability.
- Key risks which may have an impact on the financial position of the College.

Mr Leburn reported that the Corporate Development Committee discussed the accounts at its meeting held on 23 November 2021 and he commended the open and transparent way in which issues had been highlighted and was reassured they were being managed in a timely fashion by the Executive Team and in consultation with the SFC where appropriate.

The Board discussed the forecast to deliver an adjusted operating deficit of up to £(2,035,000), which would result in the financial deficit for the year increasing to £(4,914,000). Members were reassured that work would continue to reduce the operating deficit through the Budget Planning work already in progress. Members agreed it was essential to ensure financial sustainability of the College and, therefore, welcomed that work did not just cover the current financial year but looked ahead to the next 3 years.

The Board was informed of research work being jointly undertaken currently by Colleges Scotland / Colleges Development Network looking at the demographic shift in student enrolment in colleges and the outcomes of that work, when published, would help inform student recruitment and credit generation. The Board welcomed the ongoing national approach being taken (via Colleges Scotland / SFC / Scottish Government / Chairs Group / Principals Group) to work collaboratively to analyse trends and look for solutions longer term sector wide.

The Board of Management:
- **Noted the revised format of the Management Accounts pack.**
- **Noted the current 2021-22 adjusted operating position.**
- **Noted the cashflow position.**
- **Noted the Management Accounts to 31 October 2021.**

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

BM771 ESTATES STRATEGY (Restricted Item)

This item was deferred.

BM772 COMMUNICATIONS STRATEGY

This item was deferred.

BM773 STRATEGIC RISK REGISTER REVIEW (Restricted Item)

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BM774   STAFF SURVEY RESULTS

The Director, Organisational Development & HR reported that the latest staff survey was conducted in May 2021 and she provided an overview of the results and action plan that the College had agreed to address the topics raised through the survey.

Mrs Smith led the Board through the detail of the survey and results (which consisted of questions under 8 themes) as well as the Action Plan that focused on the following 3 key areas:

- One College Culture
- Leadership
- Hybrid Working

The Action Plan would be delivered during the 2021/22 academic year, with most of the activity being completed before the next staff survey in May 2022 and Mrs Smith highlighted some actions already taken.

The Board of Management noted improvements across a number of areas and approved publication of the full results and action plan to staff.

BM775   BUSINESS TRANSFORMATION PLAN - ACTION PLAN Restricted Item

This item was deferred.

BM776   ESTATES OUTLINE BUSINESS CASE UPDATE Restricted Item

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BM777   PROCUREMENT APPROVAL Restricted Item

BM778   COMMITTEE CHAIR REPORTS:
.1 CD Committee
The Committee recommended approval to the Board of David Mark's reappointment as a co-opted member for a further one year (1 March 2022 to 29 February 2023) and **the Board approved this.**

.2 Audit Committee
The minutes of the meeting held on Wednesday 1 December 2021 provided a summary of discussion from the meeting which was **noted.**

.3 Joint CDC / Audit Committee
The minutes of the meeting held on Tuesday 23 November 2021 provided a summary of discussion from the meeting which was **noted.**

.4 LTQ Committee
The Committee recommended approval to the Board of Ruth Binks's reappointment as a co-opted member for a further one year (1 March 2022 to 29 February 2023) and **the Board approved this.**

.5 Remuneration Committee
The minutes of the meeting held on Monday 4 October 2021 provided a summary of discussion from the meeting which was **noted**.

BM779   ANY OTHER BUSINESS
a) The Board agreed to hold an extra meeting in January 2022 to discuss the following 3 items deferred from today's meeting:

- BM771   Estates Strategy
- BM772   Communications Strategy
- BM775   Business Transformation Plan - Action Plan

b) The Board agreed its topics for the 2022 strategy sessions as follows:

- Digital Strategy
- Risk Management
- Sustainability agenda in the College
- Commercial / Income Generation
- Performance Management
- Board Development / Annual Effectiveness Session

c) The Chair reported that it was the last meeting for both Jim Hannigan and Nick Allan as they would be demitting office on 31 January 2022 after serving two terms with WCS. On behalf of the Board and the Committees each had served, Dr Hatton indicated that there would be a separate opportunity later in 2022 to formally pay tribute to Jim and Nick.

d) Dr Hatton thanked everyone for their participation in a very busy meeting and wished all members a joyful festive break.

BM780   DATE OF NEXT MEETING
- Extra January meeting – to be arranged as per BM779a) above.
- Monday 7 February 2022 at 4.00 p.m.

BM781   ITEMS FOR INFORMATION / NOTING
The following items were submitted for information and **noted**:

- CD Committee - Minutes of the meeting held on Tuesday 23 November 2021
- Audit Committee - Minutes of the meeting held on Wednesday 1 December 2021
- Joint Audit / CD Committee - Minutes of the meeting held on Tuesday 23 November 2021
- LTQ Committee - Minutes of the meeting held on Wednesday 6 October 2021
- Remuneration Committee - Minutes of the meeting held on Monday 4 October 2021
- Board of Management – Membership and Schedule of Business 2021/22 and Dates of Board and Committee Meetings 2021/22.

BOARD OF MANAGEMENT

Minutes: Monday 24 January 2022.

Present: Waiyin Hatton (Chair), Douglas Bayley, Graeme Bold, Liz Connolly, Mark Gillan, Gordon Hunt, Linda Johnston, John Leburn, Grant Lyall, Abbie McGrath, Fiona McKerrell, Jane McKie, Mark Newlands, Paul Sefton.

Attending: Amy McDonald (Vice Principal Operations), Stephanie Graham (Vice Principal Educational Leadership), Shirley Gordon (Secretary to the Board), Nathan Tyler (Director Communication, Policy and Engagement).

Apologies: Nick Allan, Jim Hannigan, Ronald Leitch.

Observing: Daniel McMahon.

BM782   WELCOME
The Chair welcomed everyone to the virtual Board meeting and thanked everyone for their attendance to consider 3 items deferred from the 13 December 2021 Board meeting. Apologies were noted.

BM783   DECLARATIONS OF INTERESTS
The standing declarations of interests of members, as available on the Register of Interests on the College website, were **noted** as current. There were no specific interests declared with regard to the items on the agenda for the meeting.

BM784   ESTATES STRATEGY (Restricted Item)

[redacted]

BM785 **COMMUNICATIONS STRATEGY**

The Director Communications, Policy and Engagement delivered a presentation highlighting the core functions of the directorate and the key aims established to support delivery of the College strategy. He reported that objectives aligning with those aims had been set with work already started.

The Board welcomed these developments and exciting opportunities ahead. Mr Tyler confirmed that an evaluative approach would be taken to measure the effectiveness of the aims and feedback would be provided to the Corporate Development Committee.

The Board discussed the various social platforms available to the College to enhance and promote its brand. Members and the Student Association recognised their role as brand ambassadors and offered support to maximise the College profile on stakeholder appropriate platforms to enhance recruitment, reputational and commercial opportunities. Mr Tyler welcomed that inclusive and comprehensive approach and would make contact directly with Board members and the Student Association President / Vice President to promote the College as the provider of choice for high quality further education, skills provision, and training in the West of Scotland region, and raise the profile of its online provision, thereby expanding its geographical reach and flexible offering. Mr Tyler also agreed that the input of students themselves was critical to influence the marketing approaches developed to meet changes in their learning expectations.

Mr Tyler summarised how Internal Communications would be strengthened to improve the College's internal communications provision and delivery, supporting workforce recruitment and retention.

The Board of Management welcomed and noted developments.

BM786 **BUSINESS TRANSFORMATION PLAN - ACTION PLAN** Restricted Item

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BM787   **ANY OTHER BUSINESS**
No other business items were raised.

BM788   **DATE OF NEXT MEETING**
Monday 7 February 2022 at 4.00 p.m.

Board of Management: Actions from the Minutes

Date of meeting	Min Ref	Matter for Action	Responsible Person	Action Taken	Timescale (where applicable)
4 Oct 2021	BM749	Business Transformation Plan - The Board would have sight of the Action Plan at its meeting in December 2021.	A McDonald		**COMPLETE** Dec 2021 Board agenda item (deferred to Jan 22 meeting).
4 Oct 2021	BM749	Business Transformation Plan – SFC to be invited to a future Board meeting.	L Connolly	Consider best time.	Ongoing.
14 June 2021	BM731	Ms Graham reported that the exact number of deferrals was still being analysed and agreed to circulate this detail to Board members when available.	S Graham	A deferral report was considered at the LTQC on 6 October 21. Almost all courses were completed with no deferral required. In this session 151 students have undertaken deferral activity to complete courses in Care, Hairdressing, Beauty, Make Up Artistry, Acting & Business. The majority (120) were in Care where placements have now been completed to enable students to achieve their awards.	**COMPLETE**
23 March 2020	BM619	KPIs - some analysis work to be undertaken to review overall performance prior to the coronavirus pandemic so that new base and pro-rata performance indicators would be available.	S Graham	Trend data was presented to LTQC on 6 October 21 covering pre pandemic, 2019-20 and 2020-21 KPIs. Trends indicated no particular differential during COVID impacted years, but attainment improvement targets not	**COMPLETE**

				achieved. Will be included in Board session on Performance.	

WEST COLLEGE SCOTLAND

Agenda Item 6

Meeting	Board
Date	7 February 2022
Location	MS Teams
Title of Paper	Students' Association Report.
Presented By	Abbie McGrath, President, Students Association.
Recommendation to Members	The Board is invited to consider and note the report from the Students' Association on recent activities.
Appendix Attached	No

WCS Students' Association

The Students' Association (SA) are delighted that all three campuses have students returning to some sort of normality after the necessary guidance following the most recent Covid-19 outbreak at the tail end of 2021. Our students have communicated in numbers their desire to return to a face-to-face model where possible.

During December 2021 we engaged with students and supported them during a stressful period for us all. We would like to thank the staff for their hard work and understanding to allow students to progress. The SA tried to keep things fun and had a Christmas quiz and also kept in touch with class reps in order provide extra support.

For 2022, we have many exciting campaigns and events which we are delighted to announce;

February –   LGBT + History Month
March –   Nutrition & Hydration Week (14-20 March 22)
                 World Sleep Day (20th March 22)
April –   Stress Awareness Month
May –   National Walking Month – 5k a day for 30 days
                 Mental Health Awareness Week (9-15 May 22)
June -   Pride Month

These campaigns and events will be organised and promoted in conjunction with the organisers as well as universities, colleges, student unions / associations. We hope that these campaigns can be promoted on campus as well as access to a series of online events and seminars offering advice and support to students from around the country.

The SA are also now in a position to spend some of the additional funds made available by the government in 2021 to support students and aid in their development and mental wellbeing. We are continuing discussions on where some of these funds can be placed however we have already committed funds to the library, allowed access for students to My Health Scotland campaign and allowed students within the sports departments to be first aid trained. We hope to update you further at the next meeting on further progress.

Some funds have also been committed to a new innovative idea initiated by the SA which will increase the capacity to reach students. We are working with an external company to install a program which can make identification of class reps to be made through star portal registers. This in turn would allow class reps to be identified and contacted with greater ease. It will also open up a channel for student engagement team to issue surveys and get vital feedback from students to improve their overall college experience.

Finally, the SA will continue to update students on any changes to current regulations and will offer support and guidance to anyone who requires it.

We are available for all students through email, phone and social media platforms and continue to provide any support and guidance that is required.

Many thanks
Student Association.

WEST COLLEGE
SCOTLAND

Meeting	Board Meeting
Date	7th February 2022
Location	MS Teams
Title of Paper	Chief Executives Report
Presented By	Liz Connolly, Principal and Chief Executive
Recommendation to Members	The Board is asked to note the contents of this paper
Appendix Attached	No

PURPOSE

The Principal has provided a report on a range of matters. This report is for discussion and noting.

1.   **BACKGROUND**

The Principal has provided a report on significant issues/activities since the last Board meeting.

2.   **FURTHER DETAILS ON THE REPORT TOPIC**

2.1   The draft Interim **Regional Outcome Agreement** 2021-22, previously shared with the Board, was submitted to SFC by the deadline of 30 November. The SFC guidance states that the ROA will be signed off and published in January.

The Vice Principal Educational Leadership is scheduled to meet with the SFC to discuss the ROA on Monday 7th February. Any further updates will be provided to the Board at the meeting.

2.2   The original EIS-FELA **National Pay Claim** for session 2021-22 was for a consolidated flat rate pay rise of £2,000 on all national salary scale points for unpromoted and promoted lecturers, effective from 1 September 2021. On Thursday 2 December 2021 the management side tabled its final offer to the staff side. The offer was a consolidated Pay Award of £850 for all unpromoted and promoted lecturer scale points and a recognition award of £150 as a one-off payment in 2021-22. The staff

side advised it would present this to its Executive Committee meeting scheduled to take place on Friday 3 December 2021. The offer was rejected by the Executive Committee.

On Thursday 16 December 2021, the management side advised the staff side that the pay offer made on Thursday 2 December 2021, was the final offer for 2021-22. The staff side was asked to reconsider its position on the rejection of the offer. The staff side advised that although the EIS-FELA Executive Committee had rejected the offer, it would share the offer with its members. It was agreed that both sides would communicate with its respective membership, and meet again in January 2022, once clarification on the budget announcement has been received from the Scottish Funding Council. The next Lecturing pay claim meeting is anticipated to take place on Thursday 27 January 2022. Any further updates will be provided at the Board meeting.

2.3   The support staff side (UNISON, UNITE and GMB) submitted its 2021-22 **National Pay and Terms and Conditions Claim** on Tuesday 3 August 2021. The pay element of the claim for 2021-22 was a consolidated flat rated pay rise of £2000 on all salary points. The Terms and Conditions elements included many areas that have previously been requested – a four-day working week, annual leave levelling of 49 days, mental health first aiders and a National Flexitime scheme. An initial offer of public sector pay was rejected by the staff side, following which a dedicated day to have discussions on the various elements of the Support Staff Pay and Terms and Conditions claim was scheduled on Wednesday 27 October 2021.

Following this a revised Support Staff Pay and Terms and Conditions offer was issued to the staff side in advance of the NJNC. The pay element of this offer was the same as the lecturing offer, namely a consolidated award of £850 on all salary points and an unconsolidated recognition award of £150. At a meeting held on Wednesday 8 December the staff side advised that it would like to continue discussions and await the outcome of the budget announcement that was due to take place on Thursday 9 December 2021. This was agreed. The next pay claim meeting is scheduled to take place on Wednesday 26 January 2022. Any further updates will be provided at the Board meeting.

2.4

[REDACTED]

2.5 The draft **Scottish Government budget for 2022-23** was published on 9th December 2021. The Revenue available to the sector as a result of the budget is described as a flat cash position but represents a real-terms cut to the core budget of £23.9m in AY2022/23 due to inflation, even before rising costs related to increased pay and rising energy costs are taken into account.

The sector was already facing a series of cost pressures prior to the impact of COVID-19, including increasing cost pressures from cost of living pay awards, employers' pension contributions, maintaining the college estate and the UK's exit from the European Union.

Colleges received COVID consequentials in early 2021 to support deferred students, Foundation Apprenticeships, mental health and wellbeing initiatives and the provision of digital equipment for students. This funding has not been continued into 2022/23, leaving the sector with a further reduction of £28m on its baseline budget compared to AY 2021/22. This is in addition to the cost of inflation.

The total reduction in the college budget for 2022/23 is therefore estimated at £51.9m. Colleges Scotland has been liaising with both Scottish Government and the Scottish Funding Council (SFC) since the Draft Budget announcement in order to fully understand the implications of the Draft Budget for the sector.

In addition to Colleges Scotland meeting with the SFC regularly including to propose a number of mitigations for both the current AY (2021/22) and 2022/23, the Finance Directors have also met with senior staff at the SFC. On Tuesday 18 January 2022, representatives from the college sector (Chair, Lead Principals, Finance Directors and Colleges Scotland) met with Karen Watt and the senior team at the SFC, to receive an update on where discussions with Scottish Government were at, and to provide views and input from the sector. College sector representatives and Colleges Scotland also met with the Minister for Higher Education and Further Education, Youth Employment and Training, Jamie Hepburn MSP on Thursday 20 January 2022.

2.6 Following the publication of the SFC's Review of Coherent Provision and Sustainability in June 2021, the Scottish Government subsequently responded in support of all the recommendations except one. The

recommendations accepted included the development of a **statement of strategic intent** for the college sector. The Scottish Government is in the process of creating a team within the college policy directorate to coordinate this work.

Colleges Scotland has been in contact with both Scottish Government and the SFC to offer support and to highlight that the sector has already produced substantive pieces of work (e.g. Cumberford – Little report, College of the Future report, Colleges Scotland Statement of Ambition) and that it is important that these form part of the narrative. Colleges Scotland strongly suggested that the Minister coordinates this work in parallel with the preparation for the Resource Spending review in May 2022 however it is understood that the Scottish Government is working on a timescale of around 18 months.

2.7 In the Scottish Government's Programme for Government published in September 2021, there was a commitment for the SFC to publish a **college infrastructure strategy**. Colleges Scotland has established an agreement with the SFC to co-create the strategy and work is underway on this, including five workshops to be held with representatives from across the college sector in early February. Colleges Scotland has also established an Infrastructure Advisory Group, chaired by Angela McCusker (Chair of Dundee and Angus College) in her capacity as chair of the Funding and Finance Committee. Membership is drawn from across the college sector. I am a member of this group and will be attending one of the workshop sessions.

2.8 Additional Covid restrictions which were put in place in December across society are now being relaxed. At the time of writing, we are awaiting an update of the Government advice to Colleges and we continue with the mitigations that are already in place. The **College Mobilisation Group** continues to meet on a fortnightly basis ensuring staff representatives are fully engaged with the College's approach to handling the situation.

2.9 Audit Scotland has recently published a report on the Governments approach to **planning for skills**. The report identifies a number of concerns. The report can be accessed here.

3. STUDENT EXPERIENCE

3.1 There are no direct student experience implications associated with this report.

4. HUMAN RESOURCES IMPLICATIONS

4.1 There are no direct human resources implications associated with this report.

5.   LEGAL IMPLICATIONS

5.1   There are no direct legal implications in this report.

6.   REPUTATIONAL IMPLICATIONS

6.1   There are no direct reputational implications associated with this report.

7.   COMMUNITY/PARTNERSHIP IMPACT

7.1   There are no direct community implications associated with this report.

8.   EQUALITIES IMPLICATIONS

8.1   There are no direct equality implications associated with this report.

9.   ENVIRONMENT IMPLICATIONS

9.1   There are no direct environmental implications associated with this report.

RECOMMENDATION

The Board is requested to note the contents of this report.

WEST COLLEGE SCOTLAND

Agenda Item 8

Meeting	Board
Date	7 February 2022
Location	MS Teams
Title of Paper	Chair's Report.
Presented By	Dr Waiyin Hatton, Chair of Board of Management.
Recommendation to Members	The Board is invited to note the update from the Chair.
Appendix Attached	No

First of all, welcome back after the festive break and to Daniel McMahon attending his first meeting as a member of the Board.

Separate agenda items are detailed under the following for consideration and approval by the Board:
8.1 Board Development Plan 2021 – Mid Year Review
8.2 Board Internal Effectiveness Review 2022
8.3 Model Code of Conduct for Members of Devolved Public Bodies

In parallel with WCS commitments and regular meetings, much of my energy has been representing the College on and contributing to Colleges Scotland (CS) in the following areas since the last Board meeting:

Budget for College Sector:
CS Board meeting 27 January 2022 to agree the approach in submission of the sector's multi-year funding requirements to Scottish Government in their forthcoming budget setting. Personal contributions included need to provide tangible examples/figures on the risks of not having a realistic settlement, e.g. flat-cash settlement equating to funding cut of £52 million and resulting impact on the reduction in the number of students and staff to meet this gap; inability to maintain health and safety standards with risks of closures of buildings/campuses across the sector. Colleges Scotland issued a press release on 25 January 2022 on this issue in the Herald newspaper and a detailed engagement plan is in place with a wide range of stakeholders and influencers to support the request for a realistic settlement. These include NUS Scotland and organisations representing employees.

Strategic Priorities for Colleges Scotland:
Work was initiated in November 2020 and culminated in the Colleges Scotland Board approval on 27 January 2022 of 3 Strategic Pillars – Lead and Influence Policy; Raise Profile and Enhance Reputation of Scotland's Colleges Sector; and Be an Enabler, Supporter and Connector of the Sector

Membership, Both Internally and Externally. Developing the pillars was through three interdependent workstreams on Creation of Think Tank/s; Stakeholder Management and Engagement; and Creating Policies and Priorities. I am a member of the Strategy Group, Think Tank workstream and Governance Group, contributing to the new model will operate. Integral to the Review is the need to prioritise the sector's aspirations through Colleges Scotland as resources are limited in terms of subscription income and staffing, and decisions will have to be made on what needs to be done and what needs to stop. The plan is to present the detailed draft Strategy, including Operating Model, Resource Plan and Migration Plan to the CS Board on 23 March 2022. Outcomes and outputs of the Review will result in transformation of the way Colleges Scotland currently operates. The aim is to have an organisation which enables the sector to lead, not be lead, and to do so through engagement of the 'college family', stakeholders and advocates.

Meeting	Board of Management – **Agenda Item 8.1**
Date	7 February 2022
Location	MS Teams
Title of Paper	Board Development Plan 2021 – Mid Year Review
Presented By	Dr Waiyin Hatton, Chair of Board of Management
Recommendation to Members	The Board is asked to discuss and note progress made with its Board Development Plan 2021.
Appendix Attached	Yes Board Development Action Plan 2021

PURPOSE

The purpose of this report is to discuss and note progress made with the Board Development Plan 2021.

1. BACKGROUND

1.1 The Board is required to conduct an annual Internal Effectiveness Review as well as update its annual Development Action Plan.

1.2 The Board is asked to note its Board Development Plan 2021 attached and discuss progress made since its approval at the June 2021 Board meeting.

1.3 Attached at Appendix A is the Board Development Action Plan 2021 with a column added summarising progress made so far.

Next Steps

1.4 A separate session for the Board will be held to discuss the formulation of a 2022 Board Development Action Plan as well as the results from the Board Internal Effectiveness Review survey to be held later in the year (as summarised at Item 8.2). Together with outputs from the Chair and Board members 1:1 discussions throughout 2021, these will be used to inform a 2022 Board of Management Development Action Plan. This session has been arranged for Monday 25 April 2022 (2 till 4pm).

2. FINANCIAL IMPLICATIONS

2.1 There are no financial implications in this report.

3. STUDENT EXPERIENCE

3.1 There are no student experience implications associated with this report.

4. HUMAN RESOURCES IMPLICATIONS

4.1 There are no human resources implications associated with this report.

5. LEGAL IMPLICATIONS

5.1 There are no legal implications in this report.

6. REPUTATIONAL IMPLICATIONS

6.1 There are no reputational implications associated with this report.

7. COMMUNITY/PARTNERSHIP IMPACT

7.1 There are no community implications associated with this report.

8. EQUALITIES IMPLICATIONS

8.1 There are no equality implications associated with this report.

9. ENVIRONMENT IMPLICATIONS

9.1 There are no environmental implications associated with this report.

RECOMMENDATION

The Board is asked to discuss and note progress made with the Board Development Plan 2021.

BOARD DEVELOPMENT ACTION PLAN 2021

The actions below are categorised under the areas of the March 2021 survey on Board Effectiveness.:

Board Effectiveness Themes and associated developments	Actions required	Leads	When	Mid-year Review / Progress as at Feb 2022
1. Board meetings				
1.1 Board to focus on bigger picture.	Agenda items focus on strategic level - implementation as per Realignment of Committees actions approved by the Board in February 2021.	Chairs of Board and Committees; Principal and Executives.	Ongoing.	Refocused approach in place and ongoing rigour to ensure embedded.
1.2 Refresh strategic direction and priorities.	Continuation of themed Board strategy sessions introduced in late 2020.	Chairs of Board and Committees; Principal and Executives.	Ongoing.	Sessions in 2021 included the SFC Review of Coherent Provision and Sustainability, Estates (April 21), Finance (May 21) and Greenock and Paisley OBCs (Aug 21). See also 2.1.
1.3 New WCS business and funding model.	Review and agree future actions.	Principal.	When outputs from SFC Review of FE and HE is known.	• Awaiting SFC thinking on sector funding model. • College developing 3-year financial plan shaping deliverable capacity to financial affordability.
2. Board Committees				
2.1 Review strategic direction and priorities.	Identification and facilitation of themed Board strategy sessions to deep-dive and/or inform strategic directions.	Chairs of Committees and respective Vice-principals.	Ongoing.	See also 1.2. Sessions identified for 2022 were approved at the December 2021 Board meeting and include: • Digital Strategy

				- Risk Management - Sustainability agenda in the College - Commercial / Income Generation - Performance Management - Overview of progress on strategic delivery – considering all outcomes and how the areas under review come together collectively.
3. Board Membership and Contribution				
3.1 Post-SFC Review – clarity on roles/priorities/interaction between secondary and tertiary education.	Board development session on implications of SFC Review on WCS' role.	Principal.	When outputs from SFC Review of FE and HE is known.	Still awaiting next steps from SFC.
3.2 Board member engagement during remote working.	Creation of more opportunities for interaction between Chair and members.	Chair.	Ongoing.	- Chair, Vice-chair and Chairs of Committees collectively engaged for first time in population of new members on the respective Committees. - Board members invited to suggest themes for programme of strategic sessions (2.1 above refers) to increase engagement. - On campus tours and opportunity to meet staff and students getting a feel for the learning environment to be arranged.

3.3 Board member development.	Identification of development areas and continued promotion of CDN programmes/events.	Chair's 1:1s Board Secretary	Ongoing.	• CDN "Events Round-Up" notifications circulated to all BMs throughout the year offering a wide range of courses, events, webinars and podcasts to support development. • CDN "Leadership Insights" email bulletin circulated to all BMs throughout the year which highlights key developments in the college sector designed for college chairs, board members, leaders and senior managers.
4. Leadership and Strategy				
4.1 Provision of assurance through integrated performance reporting against achievement of strategic and priority objectives.	Implementation of Balance-scorecard/equivalent and dashboard reporting to Committees and the Board; reports using information derived from data.	Principal and Vice-principals.	As per timeframe for implementation of Pentana project.	Introduction of Power BI developed management reporting at start of 2022, will enable more integrated performance reporting to Board, opportunity to see data live and understand the value of this information to support and assist future decision making.
4.2 Building Board capacity.	Board development session on integrated/balanced-scorecard reporting.	Principal.	As per timeframe for implementation of Pentana project.	Progress once Power BI Management Reporting and the Pentana database are embedded.
4.3 Focused monitoring.	Agreement of 3 to 4 key areas of focus in reporting to the Board.	Sub-group of Board members and Executives.	Academic year 2021/22.	To be arranged.

4.4 Improving economic and social well-being in the West Region.	Resume face-to-face engagement when pandemic permits, e.g. partnership events; WCS hosting business/Chamber events.	Chair and Principal.	As per calendar to be planned.	Resume face-to-face engagement when pandemic permits.
5. Student Experience				
5.1 Maximising student voice at Board and Committee meetings.	Review induction programme for new Student Association Board members.	Chair and Board Secretary.	September 2021.	• New SA President and Vice President received induction including 1:1 sessions with Chair and senior team as well as a detailed induction documentation pack. • Agreed at the Dec 21 LTQC that the Principal would discuss with the Quality and Professional Standards Team (who provided support to the SA) how best the SA President's contribution at Committee and Board meetings could be maximised. • A non-executive member offered to mentor the SA President if that support would be helpful. • Board Secretary discussed with SA President any further input / support that may be useful.

Meeting	Board of Management - **Agenda Item 8.2**
Date	7 February 2022
Location	MS Teams
Title of Paper	Board Internal Effectiveness Review 2022
Presented By	Dr Waiyin Hatton, Chair of Board of Management
Recommendation to Members	The Board is asked to consider and approve the proposals.
Appendix Attached	Yes. Proposed Timetable for conducting the 2022 Internal Effectiveness Review.

PURPOSE
The Board is invited to consider and approve the proposals.

1. BACKGROUND

1.1 The Board is required to conduct an annual Internal Effectiveness Review as well as update its annual Development Action Plan. It is proposed:

- To conduct a survey like the one in 2021. An analysis of the replies will be presented to the Board for approval at its meeting in June 2022. To ensure an insightful analysis, it is important that all Board members complete the survey. For the newer Board members completing the survey, it would be useful to also learn from their experience / practice from other organisations they have worked with, so we benefit from that information and it may be transferrable to the College.

- A separate session for the Board will be held to discuss the results from the Board Internal Effectiveness Review survey as well as the formulation of a 2022 Board Development Action Plan (as discussed at Item 8,1). Together with outputs from the Chair and Board members 1:1 discussions throughout 2021, these will be used to inform a 2022 Board of Management Development Action Plan. This session has been arranged for Monday 25 April 2022 (2 till 4pm).

Next Steps

1.2 A proposed timetable for conducting the 2022 Internal Effectiveness Review is attached.

2. FINANCIAL IMPLICATIONS

2.1 There are no financial implications in this report.

3. STUDENT EXPERIENCE

3.1 There are no student experience implications associated with this report.

4. HUMAN RESOURCES IMPLICATIONS

4.1 There are no human resources implications associated with this report.

5. LEGAL IMPLICATIONS

5.1 There are no legal implications in this report.

6. REPUTATIONAL IMPLICATIONS

6.1 There are no reputational implications associated with this report.

7. COMMUNITY/PARTNERSHIP IMPACT

7.1 There are no community implications associated with this report.

8. EQUALITIES IMPLICATIONS

8.1 There are no equality implications associated with this report.

9. ENVIRONMENT IMPLICATIONS

9.1 There are no environmental implications associated with this report.

RECOMMENDATION

The Board is asked to consider and approve the proposals.

BOARD INTERNAL EFFECTIVENESS REVIEW - 2022

The table below shows an indicative timeline for the process.

Stage in Progress	Lead	Timescale
Process approved by the Board at its meeting held on	Waiyin	**Monday 7 February 2022**
Cover email and link to the Survey Monkey Questionnaire issued to all BMs	Shirley	Monday 7 March 2022
Closing date for completion of the Survey Monkey Questionnaire by BMs	All BMs	Friday 18 March 2022
Pull off the completed questionnaires and the Survey Monkey analysis / results	Fiona McLaren (Marketing Team)	w/c Monday 21 March 2022
Review analysis / results and draft a report summarising the responses and highlight acknowledged areas of good practice and suggestions where further consideration and improvement could be made	Shirley	w/c Monday 28 March 2022
Send draft report to Chair and Principal for consideration	Shirley	w/c Monday 4 April 2022
Chair and Principal consider results and analysis report	Waiyin and Liz	w/c Monday 11 April 2022
Results and analysis report, together with the outputs from the Chair and Board members 1:1 discussions (held in 2021) used to inform a draft 2022 Board of Management Development Action Plan.	Waiyin, Liz and Shirley	w/c Monday 18 April 2022
Session for the Board held to discuss the results and analysis report and formulation of a finalised 2022 Board of Management Development Action Plan.	All Members	**Monday 25 April 2022 (2 till 4pm)**
1 - Survey Results and Analysis report **AND** 2 – Final Board Development Action Plan presented for approval to the Board at its meeting held on	Waiyin	**Monday 13 June 2022**
1 - Survey Results and Analysis report (formally known as the Internal Annual Board Effectiveness Report 2022) submitted to the SFC and published on College website 2 - Board Development Action Plan 2022 submitted to the SFC and published on College website	Shirley	w/c Monday 20 June 2022

WEST COLLEGE SCOTLAND

Agenda Item 8.3

Meeting	Board of Management
Date	7 February 2022
Location	MS Teams
Title of Paper	Model Code of Conduct for Members of Devolved Public Bodies
Presented By	Dr Waiyin Hatton, Chair of Board of Management
Recommendation to Members	The Board is asked to adopt the model code of conduct.
Appendix Attached	Yes Appendix A – letter to the Chair from the Scottish Government dated 5 January 2022. Appendix B - model code of conduct.

PURPOSE

The purpose of this report is to adopt the model code of conduct.

The paper is presented in accordance with West College Scotland Articles of Governance Paragraph 2.5:

"2.5   Codes of Conduct and Good Governance

2.5.1 It is a condition of appointment of each Board member that he or she accepts to be bound by the provisions of The Ethical Standards in Public Life etc (Scotland) Act 2000 and any such legislation and codes of conduct as may replace and supplement such provisions and be adopted from time to time, including the Code of Conduct adopted by the Board.

2.5.2 Each member of the Board undertakes to maintain his or her entry in the register of interests as provided in the Code of Conduct adopted by the Board.

2.5.3 It is also a condition of appointment that each Board member agrees to abide by the Code of Good Governance for Scotland's Colleges".

1.   **BACKGROUND**
The revised Model Code has been approved by Parliament and was issued by Scottish Ministers on 7 December 2021. The revised Code has been published on the Standards Commission's website at:

https://www.standardscommissionscotland.org.uk/codes-of-conduct

The Scottish Government has written to the Chair asking us to adopt the revised Code within six months.

Revised Guidance on the Code is available on the Standards Commission's website at:

https://www.standardscommissionscotland.org.uk/guidance/guidance-notes.

The following Advice Notes are also available on the Standards Commission's website at:

https://www.standardscommissionscotland.org.uk/education-and-resources/professional-briefings.

- Bullying and Harassment
- Relations Between Members and Employees
- How to Declare Interests
- Article 10 of the ECHR
- Social Media
- Role of a Standards Officer
- Advice Note for the Public on the Model Code
- Advice Note for Members of Health and Social Care Integration Joint Boards
- Gifts and Hospitality

This information was circulated to all Board members on Monday 6 December 2021 along with the Standards Commission's two presentations (one on the main provisions in the revised Code and one on the main changes to the Code). These are also on their website at:

https://www.standardscommissionscotland.org.uk/education-and-resources/training.

The Standards Commission will keep the Guidance and Advice Notes under review.

2. FINANCIAL IMPLICATIONS
2.1   There are no financial implications in this report.

3. STUDENT EXPERIENCE
3.1   There are no student experience implications associated with this report.

4. HUMAN RESOURCES IMPLICATIONS
4.1   There are no human resources implications associated with this report.

5.   LEGAL IMPLICATIONS

5.1   The Ethical Standards in Public life etc. (Scotland) Act 2000 provides for Codes of Conduct for local authority councillors and members of relevant Public Bodies. The Act requires the Scottish Ministers to lay before Parliament a Model Code for Members of Devolved Public Bodies. Public Bodies listed in schedule 3 of the Act are required to produce a Code of Conduct in line with the Model Code. Further Education College Boards constituted under section 36 of the Further and Higher Education (Scotland) Act 1992 are listed in schedule 3.

6.   REPUTATIONAL IMPLICATIONS

6.1   There are no reputational implications associated with this report.

7.   COMMUNITY/PARTNERSHIP IMPACT

7.1   There are no community implications associated with this report.

8.   EQUALITIES IMPLICATIONS

8.1   There are no equality implications associated with this report.

9.   ENVIRONMENT IMPLICATIONS

9.1   There are no environmental implications associated with this report.

RECOMMENDATION

The Board is asked to adopt the model code of conduct.

Scottish Government
Riaghaltas na h-Alba
gov.scot

To All Chairs of Further Education Colleges

5 January 2022

Dear Board Chair

CODE OF CONDUCT FOR MEMBERS OF DEVOLVED PUBLIC BODIES

I am writing to you given my responsibility for oversight of the Public Bodies landscape in Scotland. The Ethical Standards in Public life etc. (Scotland) Act 2000 provides for Codes of Conduct for local authority councillors and members of relevant Public Bodies. The Act requires the Scottish Ministers to lay before Parliament a Model Code for Members of Devolved Public Bodies. Public Bodies listed in schedule 3 of the Act are required to produce a Code of Conduct in line with the Model Code. Further Education College Boards constituted under section 36 of the Further and Higher Education (Scotland) Act 1992 are listed in schedule 3.

The revised Model Code takes into account changes which where appropriate are consistent with the revised Councillors' Code and also suggestions submitted to the public consultation.

The revised Model Code was scrutinised and approved by the Scottish Parliament in October 2021 and we now require that a new Code is produced by your Further Education College and approved by Scottish Ministers.

The revised Model Code highlights the need for Board members to take personal responsibility for their behaviour and to have an awareness of the organisation's policies in relation to a number of areas e.g. social media, equality, diversity and bullying and harassment.

We have attached a template Code which you may wish to use to help in producing a revised Code for your organisation. Whilst it is expected that your organisation implements the revisions to the Model Code in full we appreciate that some amendments might be required to your Code to reflect the individual circumstances of the Board. If you do have any amendments or additions to make we would ask that you refer these in the first instance to your Sponsor Team contact with an explanation why the changes are deemed necessary. The relevant Sponsor Team contact for Further Education Colleges is Claire Jamieson,

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Team Leader: Further & Higher Education Governance, Workforce & Union Engagement – Advanced Learning and Science Directorate, Claire.Jamieson@gov.scot. The Sponsor Team will consider any amendments requested and provide Public Bodies Unit with their views. This will allow us to make an informed decision on approving any amendments being sought.

When you have completed your revisions please send a copy of the Code that your organisation is seeking to be approved to your relevant Sponsor Team contact. We are providing a six month period to complete this exercise and require all actions to be completed by **10 June 2022**.

Once the Code is formally approved by Scottish Government we will provide you with an approval letter which will advise that a copy of the approved Code has also been passed to the Standards Commission and the Ethical Standards Commission for their records. We will also ask that once you publish the approved Code on your organisations website that you provide us with the web-link to both the revised Code and Register of Interests. Board members should note that the body's Code currently in place will continue to apply to the conduct of members until such time as the revisions have been approved.

The SSI/438 setting out the requirements for Registration came into effect on 7 December and can be viewed at https://www.legislation.gov.uk/ssi/2021/438/contents/made

You should also note that The Standards Commission are providing guidance and individual Advice Notes on their website which will be available at Home | The Standards Commission for Scotland (standardscommissionscotland.org.uk)

If you require any further information about the Model Code please do not hesitate to contact the Public Bodies Unit at mmccreview@gov.scot.

Yours sincerely

Sean Neill
Director for Local Government and Communities

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Code of Conduct for Members of INSERT NAME OF THE FURTHER EDUCATION COLLEGE

CONTENTS

SECTION 1: INTRODUCTION TO THE CODE OF CONDUCT

1.1   This Code has been issued by the Scottish Ministers, with the approval of the Scottish Parliament, as required by the Ethical Standards in Public Life etc. (Scotland) Act 2000 (the "Act").

1.2   The purpose of the Code is to set out the conduct expected of those who serve on the boards of public bodies in Scotland.

1.3   The Code has been developed in line with the nine key principles of public life in Scotland. The principles are listed in Section 2 and set out how the provisions of the Code should be interpreted and applied in practice.

My Responsibilities

1.4   I understand that the public has a high expectation of those who serve on the boards of public bodies and the way in which they should conduct themselves in undertaking their duties. I will always seek to meet those expectations by ensuring that I conduct myself in accordance with the Code.

1.5   I will comply with the substantive provisions of this Code, being sections 3 to 6 inclusive, in all situations and at all times where I am acting as a board member of my public body, have referred to myself as a board member or could objectively be considered to be acting as a board member.

1.6   I will comply with the substantive provisions of this Code, being sections 3 to 6 inclusive, in all my dealings with the public, employees and fellow board members, whether formal or informal.

1.7   I understand that it is my personal responsibility to be familiar with the provisions of this Code and that I must also comply with the law and my public body's rules, standing orders and regulations. I will also ensure that I am familiar with any guidance or advice notes issued by the Standards Commission for Scotland ("Standards Commission") and my public body, and endeavour to take part in any training offered on the Code.

1.8   I will not, at any time, advocate or encourage any action contrary to this Code.

1.9   I understand that no written information, whether in the Code itself or the associated Guidance or Advice Notes issued by the Standards Commission, can provide for all circumstances. If I am uncertain about how the Code applies, I will seek advice from the Standards Officer of my public body, failing whom the Chair or Chief Executive of my public body. I note that I may also choose to seek external legal advice on how to interpret the provisions of the Code.

Enforcement

1.10   Part 2 of the Act sets out the provisions for dealing with alleged breaches of the Code, including the sanctions that can be applied if the Standards Commission finds that there has been a breach of the Code. More information on how complaints are dealt with and the sanctions available can be found at **Annex A**.

SECTION 2: KEY PRINCIPLES OF THE MODEL CODE OF CONDUCT

2.1   The Code has been based on the following key principles of public life. I will behave in accordance with these principles and understand that they should be used for guidance and interpreting the provisions in the Code.

2.2   I note that a breach of one or more of the key principles does not in itself amount to a breach of the Code. I note that, for a breach of the Code to be found, there must also be a contravention of one or more of the provisions in sections 3 to 6 inclusive of the Code.

The key principles are:

Duty
I have a duty to uphold the law and act in accordance with the law and the public trust placed in me. I have a duty to act in the interests of the public body of which I am a member and in accordance with the core functions and duties of that body.

Selflessness
I have a duty to take decisions solely in terms of public interest. I must not act in order to gain financial or other material benefit for myself, family or friends.

Integrity
I must not place myself under any financial, or other, obligation to any individual or organisation that might reasonably be thought to influence me in the performance of my duties.

Objectivity
I must make decisions solely on merit and in a way that is consistent with the functions of my public body when carrying out public business including making appointments, awarding contracts or recommending individuals for rewards and benefits.

Accountability and Stewardship
I am accountable to the public for my decisions and actions. I have a duty to consider issues on their merits, taking account of the views of others and I must ensure that my public body uses its resources prudently and in accordance with the law.

Openness
I have a duty to be as open as possible about my decisions and actions, giving reasons for my decisions and restricting information only when the wider public interest clearly demands.

Honesty
I have a duty to act honestly. I must declare any private interests relating to my public duties and take steps to resolve any conflicts arising in a way that protects the public interest.

Leadership
I have a duty to promote and support these principles by leadership and example, and to maintain and strengthen the public's trust and confidence in the integrity of my public body and its members in conducting public business.

Respect

I must respect all other board members and all employees of my public body and the role they play, treating them with courtesy at all times. Similarly, I must respect members of the public when performing my duties as a board member.

SECTION 3: GENERAL CONDUCT

Respect and Courtesy

3.1   I will treat everyone with courtesy and respect. This includes in person, in writing, at meetings, when I am online and when I am using social media.

3.2   I will not discriminate unlawfully on the basis of race, age, sex, sexual orientation, gender reassignment, disability, religion or belief, marital status or pregnancy/maternity; I will advance equality of opportunity and seek to foster good relations between different people.

3.3   I will not engage in any conduct that could amount to bullying or harassment (which includes sexual harassment). I accept that such conduct is completely unacceptable and will be considered to be a breach of this Code.

3.4   I accept that disrespect, bullying and harassment can be:

   a) a one-off incident,
   b) part of a cumulative course of conduct; or
   c) a pattern of behaviour.

3.5   I understand that how, and in what context, I exhibit certain behaviours can be as important as what I communicate, given that disrespect, bullying and harassment can be physical, verbal and non-verbal conduct.

3.6   I accept that it is my responsibility to understand what constitutes bullying and harassment and I will utilise resources, including the Standards Commission's guidance and advice notes, my public body's policies and training material (where appropriate) to ensure that my knowledge and understanding is up to date.

3.7   Except where it is written into my role as Board member, and / or at the invitation of the Chief Executive, I will not become involved in operational management of my public body. I acknowledge and understand that operational management is the responsibility of the Chief Executive and Executive Team.

3.8   I will not undermine any individual employee or group of employees, or raise concerns about their performance, conduct or capability in public. I will raise any concerns I have on such matters in private with senior management as appropriate.

3.9   I will not take, or seek to take, unfair advantage of my position in my dealings with employees of my public body or bring any undue influence to bear on employees to take a certain action. I will not ask or direct employees to do something which I know, or should reasonably know, could compromise them or prevent them from undertaking their duties properly and appropriately.

3.10   I will respect and comply with rulings from the Chair during meetings of:

   a) my public body, its committees; and
   b) any outside organisations that I have been appointed or nominated to by my public body or on which I represent my public body.

3.11   I will respect the principle of collective decision-making and corporate responsibility. This means that once the Board has made a decision, I will support that decision, even if I did not agree with it or vote for it.

Remuneration, Allowances and Expenses

3.12   I will comply with the rules, and the policies of my public body, on the payment of remuneration, allowances and expenses.

Gifts and Hospitality

3.13   I understand that I may be offered gifts (including money raised via crowdfunding or sponsorship), hospitality, material benefits or services ("gift or hospitality") that may be reasonably regarded by a member of the public with knowledge of the relevant facts as placing me under an improper obligation or being capable of influencing my judgement.

3.14   I will never **ask for** or **seek** any gift or hospitality.

3.15   I will refuse any gift or hospitality, unless it is:

   a) a minor item or token of modest intrinsic value offered on an infrequent basis;
   b) a gift being offered to my public body;
   c) hospitality which would reasonably be associated with my duties as a board member; or
   d) hospitality which has been approved in advance by my public body.

3.16   I will consider whether there could be a reasonable perception that any gift or hospitality received by a person or body connected to me could or would influence my judgement.

3.17   I will not allow the promise of money or other financial advantage to induce me to act improperly in my role as a board member. I accept that the money or advantage (including any gift or hospitality) does not have to be given to me directly. The offer of monies or advantages to others, including community groups, may amount to bribery, if the intention is to induce me to improperly perform a function.

3.18   I will never accept any gift or hospitality from any individual or applicant who is awaiting a decision from, or seeking to do business with, my public body.

3.19   If I consider that declining an offer of a gift would cause offence, I will accept it and hand it over to my public body at the earliest possible opportunity and ask for it to be registered.

3.20   I will promptly advise my public body's Standards Officer if I am offered (but refuse) any gift or hospitality of any significant value and / or if I am offered any gift or hospitality from the same source on a repeated basis, so that my public body can monitor this.

3.21   I will familiarise myself with the terms of the Bribery Act 2010, which provides for offences of bribing another person and offences relating to being bribed.

Confidentiality

3.22   I will not disclose confidential information or information which should reasonably be regarded as being of a confidential or private nature, without the express consent of a person or body authorised to give such consent, or unless required to do so by law. I note that if I cannot obtain such express consent, I should assume it is not given.

3.23   I accept that confidential information can include discussions, documents, and information which is not yet public or never intended to be public, and information deemed confidential by statute.

3.24   I will only use confidential information to undertake my duties as a board member. I will not use it in any way for personal advantage or to discredit my public body (even if my personal view is that the information should be publicly available).

3.25   I note that these confidentiality requirements do not apply to protected whistleblowing disclosures made to the prescribed persons and bodies as identified in statute.

Use of Public Body Resources

3.26   I will only use my public body's resources, including employee assistance, facilities, stationery and IT equipment, for carrying out duties on behalf of the public body, in accordance with its relevant policies.

3.27   I will not use, or in any way enable others to use, my public body's resources:

   a) imprudently (without thinking about the implications or consequences);
   b) unlawfully;
   c) for any political activities or matters relating to these; or
   d) improperly.

Dealing with my Public Body and Preferential Treatment

3.28   I will not use, or attempt to use, my position or influence as a board member to:

   a) improperly confer on or secure for myself, or others, an advantage;
   b) avoid a disadvantage for myself, or create a disadvantage for others or
   c) improperly seek preferential treatment or access for myself or others.

3.29   I will avoid any action which could lead members of the public to believe that preferential treatment or access is being sought.

3.30   I will advise employees of any connection, as defined at Section 5, I may have to a matter, when seeking information or advice or responding to a request for information or advice from them.

Appointments to Outside Organisations

3.31   If I am appointed, or nominated by my public body, as a member of another body or organisation, I will abide by the rules of conduct and will act in the best interests of that body or organisation while acting as a member of it. I will also continue to observe the rules of this Code when carrying out the duties of that body or organisation.

3.32   I accept that if I am a director or trustee (or equivalent) of a company or a charity, I will be responsible for identifying, and taking advice on, any conflicts of interest that may arise between the company or charity and my public body.

4.1   The following paragraphs set out what I have to register when I am appointed and whenever my circumstances change. The register covers my current term of appointment.

4.2   I understand that regulations made by the Scottish Ministers describe the detail and timescale for registering interests; including a requirement that a board member must register their registrable interests within one month of becoming a board member, and register any changes to those interests within one month of those changes having occurred.

4.3   The interests which I am required to register are those set out in the following paragraphs. Other than as required by paragraph 4.23, I understand it is not necessary to register the interests of my spouse or cohabitee.

Category One: Remuneration

4.4   I will register any work for which I receive, or expect to receive, payment. I have a registrable interest where I receive remuneration by virtue of being:

- a) employed;
- b) self-employed;
- c) the holder of an office;
- d) a director of an undertaking;
- e) a partner in a firm;
- f) appointed or nominated by my public body to another body; or
- g) engaged in a trade, profession or vocation or any other work.

4.5   I understand that in relation to 4.4 above, the amount of remuneration does not require to be registered. I understand that any remuneration received as a board member of this specific public body does not have to be registered.

4.6   I understand that if a position is not remunerated it does not need to be registered under this category. However, unremunerated directorships may need to be registered under Category Two, "Other Roles".

4.7   I must register any allowances I receive in relation to membership of any organisation under Category One.

4.8   When registering employment as an employee, I must give the full name of the employer, the nature of its business, and the nature of the post I hold in the organisation.

4.9   When registering remuneration from the categories listed in paragraph 4.4 (b) to (g) above, I must provide the full name and give details of the nature of the business, organisation, undertaking, partnership or other body, as appropriate. I recognise that some other employments may be incompatible with my role as board member of my public body in terms of paragraph 6.7 of this Code.

4.10   Where I otherwise undertake a trade, profession or vocation, or any other work, the detail to be given is the nature of the work and how often it is undertaken.

4.11   When registering a directorship, it is necessary to provide the registered name and registered number of the undertaking in which the directorship is held and provide information about the nature of its business.

4.12   I understand that registration of a pension is not required as this falls outside the scope of the category.

Category Two: Other Roles

4.13   I will register any unremunerated directorships where the body in question is a subsidiary or parent company of an undertaking in which I hold a remunerated directorship.

4.14   I will register the registered name and registered number of the subsidiary or parent company or other undertaking and the nature of its business, and its relationship to the company or other undertaking in which I am a director and from which I receive remuneration.

Category Three: Contracts

4.15   I have a registerable interest where I (or a firm in which I am a partner, or an undertaking in which I am a director or in which I have shares of a value as described in paragraph 4.19 below) have made a contract with my public body:

   a) under which goods or services are to be provided, or works are to be executed; and
   b) which has not been fully discharged.

4.16   I will register a description of the contract, including its duration, but excluding the value.

Category Four: Election Expenses

4.17   If I have been elected to my public body, then I will register a description of, and statement of, any assistance towards election expenses relating to election to my public body.

Category Five: Houses, Land and Buildings

4.18   I have a registrable interest where I own or have any other right or interest in houses, land and buildings, which may be significant to, of relevance to, or bear upon, the work and operation of my public body.

4.19   I accept that, when deciding whether or not I need to register any interest I have in houses, land or buildings, the test to be applied is whether a member of the public, with knowledge of the relevant facts, would reasonably regard the interest as being so significant that it could potentially affect my responsibilities to my public body and to the public, or could influence my actions, speeches or decision-making.

Category Six: Interest in Shares and Securities

4.20   I have a registerable interest where:

   a) I own or have an interest in more than 1% of the issued share capital of the company or other body; or
   b) Where, at the relevant date, the market value of any shares and securities (in any one specific company or body) that I own or have an interest in is greater than £25,000.

Category Seven: Gifts and Hospitality

4.21   I understand the requirements of paragraphs 3.13 to 3.21 regarding gifts and hospitality. As I will not accept any gifts or hospitality, other than under the limited circumstances allowed, I understand there is no longer the need to register any.

Category Eight: Non–Financial Interests

4.22   I may also have other interests and I understand it is equally important that relevant interests such as membership or holding office in other public bodies, companies, clubs, societies and organisations such as trades unions and voluntary organisations, are registered and described. In this context, I understand non-financial interests are those which members of the public with knowledge of the relevant facts might reasonably think could influence my actions, speeches, votes or decision-making in my public body (this includes its Committees and memberships of other organisations to which I have been appointed or nominated by my public body).

Category Nine: Close Family Members

4.23   I will register the interests of any close family member who has transactions with my public body or is likely to have transactions or do business with it.

SECTION 5: DECLARATION OF INTERESTS

Stage 1: Connection

5.1   For each particular matter I am involved in as a board member, I will first consider whether I have a connection to that matter.

5.2   I understand that a connection is any link between the matter being considered and me, or a person or body I am associated with. This could be a family relationship or a social or professional contact.

5.3   A connection includes anything that I have registered as an interest.

5.4   A connection does not include being a member of a body to which I have been appointed or nominated by my public body as a representative of my public body, unless:
   a) The matter being considered by my public body is quasi-judicial or regulatory; or
   b) I have a personal conflict by reason of my actions, my connections or my legal obligations.

Stage 2: Interest

5.5   I understand my connection is an interest that requires to be declared where the objective test is met – that is where a member of the public with knowledge of the relevant facts would reasonably regard my connection to a particular matter as being so significant that it would be considered as being likely to influence the discussion or decision-making.

Stage 3: Participation

5.6   I will declare my interest as early as possible in meetings. I will not remain in the meeting nor participate in any way in those parts of meetings where I have declared an interest.

5.7   I will consider whether it is appropriate for transparency reasons to state publicly where I have a connection, which I do not consider amounts to an interest.

5.8   I note that I can apply to the Standards Commission and ask it to grant a dispensation to allow me to take part in the discussion and decision-making on a matter where I would otherwise have to declare an interest and withdraw (as a result of having a connection to the matter that would fall within the objective test). I note that such an application must be made in advance of any meetings where the dispensation is sought and that I cannot take part in any discussion or decision-making on the matter in question unless, and until, the application is granted.

5.9   I note that public confidence in a public body is damaged by the perception that decisions taken by that body are substantially influenced by factors other than the public interest. I will not accept a role or appointment if doing so means I will have to declare interests frequently at meetings in respect of my role as a board member. Similarly, if any appointment or nomination to another body would give rise to objective concern because of my existing personal involvement or affiliations, I will not accept the appointment or nomination.

SECTION 6: LOBBYING AND ACCESS

6.1   I understand that a wide range of people will seek access to me as a board member and will try to lobby me, including individuals, organisations and companies. I must distinguish between:

   a) any role I have in dealing with enquiries from the public;
   b) any community engagement where I am working with individuals and organisations to encourage their participation and involvement, and;
   c) lobbying, which is where I am approached by any individual or organisation who is seeking to influence me for financial gain or advantage, particularly those who are seeking to do business with my public body (for example contracts/procurement).

6.2   In deciding whether, and if so how, to respond to such lobbying, I will always have regard to the objective test, which is whether a member of the public, with knowledge of the relevant facts, would reasonably regard my conduct as being likely to influence my, or my public body's, decision-making role.

6.3   I will not, in relation to contact with any person or organisation that lobbies, do anything which contravenes this Code or any other relevant rule of my public body or any statutory provision.

6.4   I will not, in relation to contact with any person or organisation that lobbies, act in any way which could bring discredit upon my public body.

6.5   If I have concerns about the approach or methods used by any person or organisation in their contacts with me, I will seek the guidance of the Chair, Chief Executive or Standards Officer of my public body.

6.6   The public must be assured that no person or organisation will gain better access to, or treatment by, me as a result of employing a company or individual to lobby on a fee basis on their behalf. I will not, therefore, offer or accord any preferential access or treatment to those lobbying on a fee basis on behalf of clients compared with that which I accord any other person or organisation who lobbies or approaches me. I will ensure that those lobbying on a fee basis on behalf of clients are not given to understand that preferential access or treatment, compared to that accorded to any other person or organisation, might be forthcoming.

6.7   Before taking any action as a result of being lobbied, I will seek to satisfy myself about the identity of the person or organisation that is lobbying and the motive for lobbying. I understand I may choose to act in response to a person or organisation lobbying on a fee basis on behalf of clients but it is important that I understand the basis on which I am being lobbied in order to ensure that any action taken in connection with the lobbyist complies with the standards set out in this Code and the Lobbying (Scotland) Act 2016.

6.8   I will not accept any paid work:

a) which would involve me lobbying on behalf of any person or organisation or any clients of a person or organisation.

b) to provide services as a strategist, adviser or consultant, for example, advising on how to influence my public body and its members. This does not prohibit me from being remunerated for activity which may arise because of, or relate to, membership of my public body, such as journalism or broadcasting, or involvement in representative or presentational work, such as participation in delegations, conferences or other events.

ANNEX A: BREACHES OF THE CODE

Introduction

1. [The Ethical Standards in Public Life etc. (Scotland) Act 2000](#) ("the Act") provided for a framework to encourage and, where necessary, enforce high ethical standards in public life.

2. The Act provided for the introduction of new codes of conduct for local authority councillors and members of relevant public bodies, imposing on councils and relevant public bodies a duty to help their members comply with the relevant code.

3. The Act and the subsequent Scottish Parliamentary Commissions and Commissioners etc. Act 2010 established the [Standards Commission for Scotland](#) ("Standards Commission") and the post of [Commissioner for Ethical Standards in Public Life in Scotland](#) ("ESC").

4. The Standards Commission and ESC are separate and independent, each with distinct functions. Complaints of breaches of a public body's Code of Conduct are investigated by the ESC and adjudicated upon by the Standards Commission.

5. The first Model Code of Conduct came into force in 2002. The Code has since been reviewed and re-issued in 2014. The 2021 Code has been issued by the Scottish Ministers following consultation, and with the approval of the Scottish Parliament, as required by the Act.

Investigation of Complaints

6. The ESC is responsible for investigating complaints about members of devolved public bodies. It is not, however, mandatory to report a complaint about a potential breach of the Code to the ESC. It may be more appropriate in some circumstances for attempts to be made to resolve the matter informally at a local level.

7. On conclusion of the investigation, the ESC will send a report to the Standards Commission.

Hearings

8. On receipt of a report from the ESC, the Standards Commission can choose to:

   - Do nothing;
   - Direct the ESC to carry out further investigations; or
   - Hold a Hearing.

9. Hearings are held (usually in public) to determine whether the member concerned has breached their public body's Code of Conduct. The Hearing Panel comprises of three members of the Standards Commission. The ESC will present evidence and/or make submissions at the Hearing about the investigation and any conclusions as to whether the member has contravened the Code. The member is entitled to attend or be represented at the Hearing and can also present evidence and make submissions. Both parties can call witnesses. Once it has heard all the evidence and submissions, the Hearing Panel will make a determination about whether or not it is satisfied, on the balance of probabilities, that there has been a contravention of

the Code by the member. If the Hearing Panel decides that a member has breached their public body's Code, it is obliged to impose a sanction.

Sanctions

10. The sanctions that can be imposed following a finding of a breach of the Code are as follows:

- **Censure**: A censure is a formal record of the Standards Commission's severe and public disapproval of the member concerned.
- **Suspension**: This can be a full or partial suspension (for up to one year). A full suspension means that the member is suspended from attending all meetings of the public body. Partial suspension means that the member is suspended from attending some of the meetings of the public body. The Commission can direct that any remuneration or allowance the member receives as a result of their membership of the public body be reduced or not paid during a period of suspension.
- **Disqualification**: Disqualification means that the member is removed from membership of the body and disqualified (for a period not exceeding five years), from membership of the body. Where a member is also a member of another devolved public body (as defined in the Act), the Commission may also remove or disqualify that person in respect of that membership. Full details of the sanctions are set out in section 19 of the Act.

Interim Suspensions

11. Section 21 of the Act provides the Standards Commission with the power to impose an interim suspension on a member on receipt of an interim report from the ESC about an ongoing investigation. In making a decision about whether or not to impose an interim suspension, a Panel comprising of three Members of the Standards Commission will review the interim report and any representations received from the member and will consider whether it is satisfied:

- That the further conduct of the ESC's investigation is likely to be prejudiced if such an action is not taken (for example if there are concerns that the member may try to interfere with evidence or witnesses); or
- That it is otherwise in the public interest to take such a measure. A policy outlining how the Standards Commission makes any decision under Section 21 and the procedures it will follow in doing so, should any such a report be received from the ESC can be found here.

12. The decision to impose an interim suspension is not, and should not be seen as, a finding on the merits of any complaint or the validity of any allegations against a member of a devolved public body, nor should it be viewed as a disciplinary measure.

ANNEX B: DEFINITIONS

"Bullying" is inappropriate and unwelcome behaviour which is offensive and intimidating, and which makes an individual or group feel undermined, humiliated or insulted.

"Chair" includes Board Convener or any other individual discharging a similar function to that of a Chair or Convener under alternative decision-making structures.

"Code" is the code of conduct for members of your devolved public body, which is based on the Model Code of Conduct for members of devolved public bodies in Scotland.

"Cohabitee" includes any person who is living with you in a relationship similar to that of a partner, civil partner, or spouse.

"Confidential Information" includes:
• any information passed on to the public body by a Government department (even if it is not clearly marked as confidential) which does not allow the disclosure of that information to the public;
• information of which the law prohibits disclosure (under statute or by the order of a Court);
• any legal advice provided to the public body; or
• any other information which would reasonably be considered a breach of confidence should it be made public.

"Election expenses" means expenses incurred, whether before, during or after the election, on account of, or in respect of, the conduct or management of the election.

"Employee" includes individuals employed:
• directly by the public body;
• as contractors by the public body, or
• by a contractor to work on the public body's premises.

"Gifts" a gift can include any item or service received free of charge, or which may be offered or promised at a discounted rate or on terms not available to the general public. Gifts include benefits such as relief from indebtedness, loan concessions, or provision of property, services or facilities at a cost below that generally charged to members of the public. It can also include gifts received directly or gifts received by any company in which the recipient holds a controlling interest in, or by a partnership of which the recipient is a partner.

"Harassment" is any unwelcome behaviour or conduct which makes someone feel offended, humiliated, intimidated, frightened and / or uncomfortable. Harassment can be experienced directly or indirectly and can occur as an isolated incident or as a course of persistent behaviour.

"Hospitality" includes the offer or promise of food, drink, accommodation, entertainment or the opportunity to attend any cultural or sporting event on terms not available to the general public.

"Relevant Date" Where a board member had an interest in shares at the date on which the member was appointed as a member, the relevant date is – (a) that date; and (b) the 5th April immediately following that date and in each succeeding year, where the interest is retained on that 5th April.

"Public body" means a devolved public body listed in Schedule 3 of the Ethical Standards in Public Life etc. (Scotland) Act 2000, as amended.

"Remuneration" includes any salary, wage, share of profits, fee, other monetary benefit or benefit in kind.

"Securities" a security is a certificate or other financial instrument that has monetary value and can be traded. Securities includes equity and debt securities, such as stocks bonds and debentures.

"Undertaking" means:
a) a body corporate or partnership; or
b) an unincorporated association carrying on a trade or business, with or without a view to a profit.

WEST COLLEGE SCOTLAND

Meeting	Board
Date	**7 February 2022**
Location	**MS Teams**
Title of Paper	**New WCS Digital Strategy**
Presented By	**Angela Pignatelli**
Recommendation to Members	**Consultation and Approval**
Appendix Attached	**Yes**
	Digital Strategy

PURPOSE

This Digital Strategy will replace the previous WCS Digital Strategy in light of exponential growth and change to the digital agenda for learning life and work which the world has witnessed as a result of the global pandemic.

The report focusses on those digital drivers and external trends which have changed our operating environment as regards what we do and how we do it. It looks to establish what this means for WCS as regards our culture, our guiding principles and our aims and objectives. The report sets out a road map with associated timeline to ensure we align to what is required if we are to thrive as an organisation and individuals in the fast-paced digital world.

The paper is presented in line with West College Scotland Learning, Teaching and Quality Committee Terms of Reference 1(g):

- To monitor and advise the Board on the progress in delivering the College's Digital Strategy.

The paper is submitted
- for consultation and approval

1. BACKGROUND

This new WCS Digital Strategy is the product of exponential digital growth and, largely positive, digital development resulting from the Covid-19 Pandemic. It supports the continuation and further enhancement of practices developed during the previous WCS Digital Strategy incorporating lessons learned to date. It also recognises that recent changes to how we deliver and what we deliver have led to permanent

positive shifts in practice and approach. The benefits and positive yield across many parts of our operations have resulted in a change of expectation, change of culture and change in approach. This Strategy will build upon that and those successes.

This updated Digital Strategy has been created with the informed knowledge of the lessons learned from negative experiences and it harnesses the positives to better impact what we do and how we should do it. The associated objectives detailed in this document are intended to be broad and flexible, to allow for the dynamic trends and unforeseen change that the period of the Digital Strategy may witness.

Specific and measurable targets will flow from this document and will be presented annually at the Learning, Teaching and Quality Committee and with updates submitted to the Senior Management Team quarterly.

2. FURTHER DETAIL ON THE REPORT TOPIC

2.1.   The detail of the new Digital Strategy follows this cover paper.

2.2.   Next Steps:

We are keen to gain active feedback from members of the Board in order to finalise this new Digital Strategy, the project plans and associated timelines leading to a launch with staff and stakeholders the end of February 2022.

3. FINANCIAL IMPLICATIONS

3.1.   In general, the affordability of delivering the digital ambition will, where possible, work within current budget provision There are financial implications in achieving some aspects of the vision outlined in this report. To mitigate costs as far as possible, we will continue to look to bid funding, sponsorship deals and partnership opportunities to share resources.

4. STUDENT EXPERIENCE

4.1.   There are student experience implications associated with this paper. The digital ambition set out is to improve the student experience, offer a more personalised experience, develop digital skills to ensure relevance to industry needs, establish digital equity as much as possible and close the digital poverty divide.

Two whole college student surveys have taken place in the last year to harness what is working well, what is required and to identify the gaps and strengths in relation to digital needs. Regular student feedback from our Stakeholder Experience team and our Heads of Sector are informing our decision-making processes on a continual basis.

5. HUMAN RESOURCES IMPLICATIONS

5.1.   There are human resources implications associated with this paper and those aspects have been devised and written in partnership with our Organisational Development and Human Resources Directorate to ensure alignment and complementary working.

In particular, this is in relation to the sections on Our Digital Culture; Our Digital Principles; Defining the Digital Strategic Aims and Objectives; Programmes and Projects and People Planning. OD&HR have consulted widely with our staff, the findings of which have been embraced in the planning of the sections of this new Digital Strategy.

6. LEGAL IMPLICATIONS

6.1.   There are no legal implications in this paper.

7. REPUTATIONAL IMPLICATIONS

7.1.   There are reputational implications associated with this paper.

7.2.   We commit to providing digital support for our staff and students to enable them to be current in their digital capabilities for learning, life and work. We treat digital as a key strategic priority if the College is to continue to remain relevant and even cutting edge in its approaches so that we are a provider of choice in a competitive education market.

8. COMMUNITY/PARTNERSHIP IMPACT

8.1.   There are community implications associated with this paper.

8.2.   We have aligned to the aims of the National Digital Ambition for Scotland to enable more widespread collaboration opportunities with our local communities, schools, businesses

and stakeholders in developing digital capabilities and a culture of shared digital practices and resources.

9. EQUALITIES IMPLICATIONS

9.1. There are equality implications associated with this paper. A full Equality Impact Assessment (EIA) is being produced for the final draft Digital Strategy.

10. ENVIRONMENT IMPLICATIONS

10.1. There are environmental implications associated with this paper. The use of technology has created, and will continue to create, opportunities in the reduction of travel through online learning and teaching together with a hybrid working model. In addition to this, there is an expected continued reduction in printing costs.

RECOMMENDATIONS

The Board is requested to:

- Add or amend the draft Strategy as appropriate;
- Consider, add to or amend the Project Planning tables;
- Consider, add to or amend the Project 3 year timeline;
- Approve the new WCS Digital Strategy based on the existing report and any of the above additions/amendments raised.

Digital Strategy 2022

February 2022

WEST COLLEGE SCOTLAND

Contents

Introduction

West College Scotland delivers learning and vocational training to the West Region of Scotland, with a catchment area of 1.2 million people, representing 23% of the resident population of Scotland. We have an important presence and deep roots at our main campus locations in Clydebank, Greenock, and Paisley, while our footprint stretches from Oban to Barrhead.

As one of Scotland's largest Regional Colleges, we provide education and training to over 20,000 students. The College manages total funds of £70m, employs 1,200 staff and as one of the Region's largest employers, is uniquely placed to help shape the West region's educational landscape and contribute to its social and economic development.

The College also works across local authority boundaries and engages formally with seven authorities and is committed to taking a leadership role

in the West of Scotland, together with partners and stakeholders, to tackle significant social and economic deprivation, and digital poverty, which still characterises many of the towns and communities across the region.

The College wishes to exploit its scale and capacity to maximise its impact as a leader and influencer across the region and the wider College sector. While students and our staff are at the heart of what we do, we want to attract business at home and from abroad, and we seek to build a reputation which is recognised for being innovative, enterprising, and modern.

Changes in technology, changes in demographics, digitalisation, automation and industry 4.0 all have the potential to reshape the landscape in which we operate. This can disrupt the scale and nature of skills demand and the types of jobs that may be available and that will help to reshape the economy.

At West College Scotland, embracing digital opportunities and developing our digital capabilities is essential in the modern digital world to enables us to excel in delivering the very best educational experience for our students.

We will do this through:

- using data, and encouraging the use of data, to provide business intelligence and insight which will help shape curriculum ambitions and business processes and support informed management decisions;
- encouraging exploration of digital innovation in teaching, learning and working approaches.
- providing a positive digital experience for all students with appropriately skilled and qualified staff;
- offering inspirational and innovative learning, teaching and working experiences for both students and staff;

- embracing mobile, agile and flexible working models which are responsive to organisational demands;
- ensuring our students and staff and equipped with the necessary digital skills to operate hybrid, mobile and flexible teaching, learning and working models;
- ensuring adherence to legislative, policy and cyber resiliency requirements;
- retaining a focus on being agile and adaptive, enabling the right digital approaches and solutions in any setting.

The Digital Strategy is a roadmap which outlines the needs of our students, our staff and our College if we are to operate successfully in the digital world, and what tools and approaches are required in order to thrive in it. The Digital Strategy is intended to **enable our success** in a fast-moving world; **using data** to become better informed; **delivering inspirational learning** through positively exploiting the potential of new and emerging technologies; and **developing the skills base** of our students and our staff.
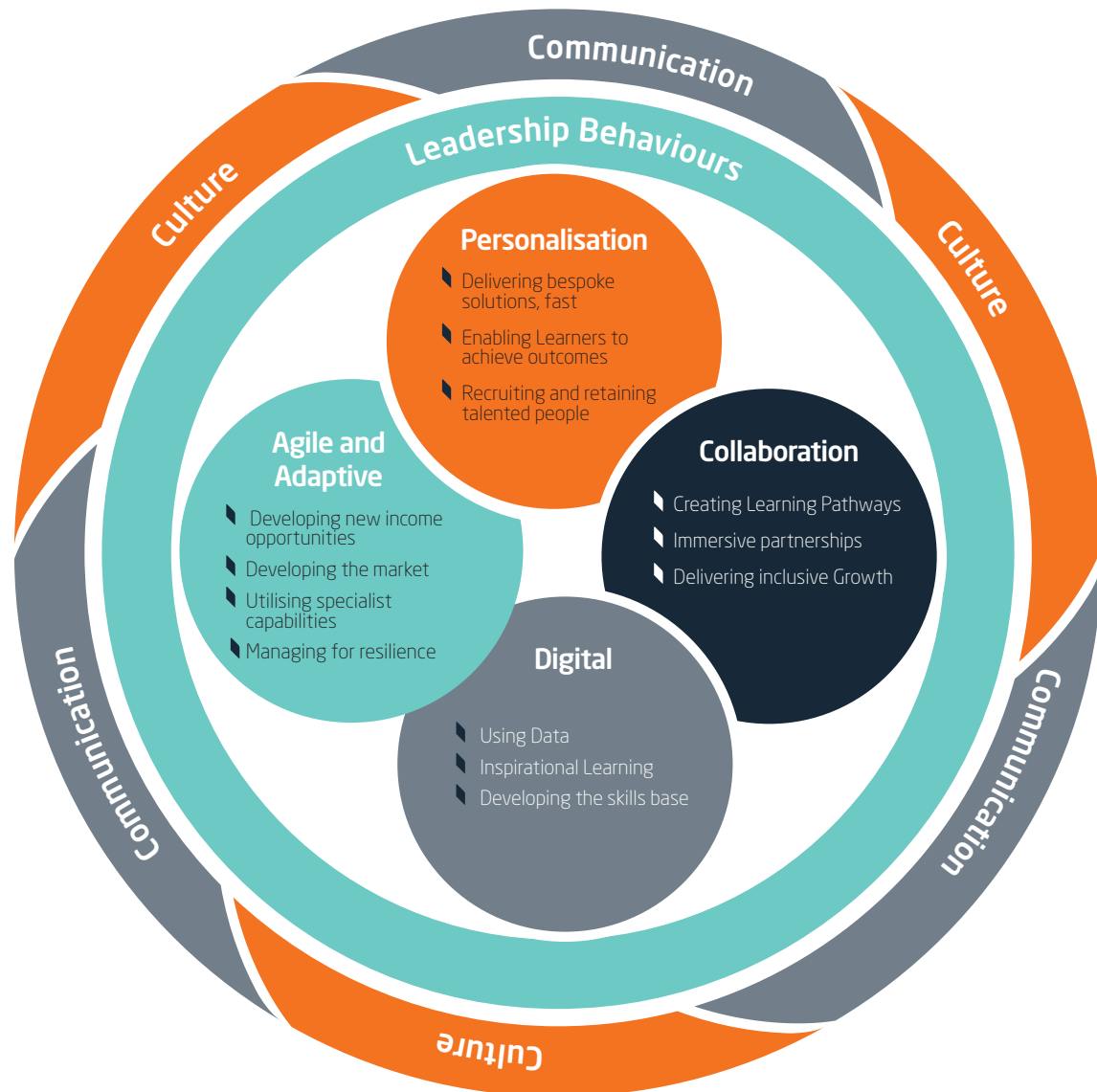
College Strategic Priorities

Our vision of 'Collective Ambition' to be a vibrant and dynamic College – providing excellent education, training opportunities and services for our students, customers and communities' will be achieved by implementing the College's four Strategic Priorities.
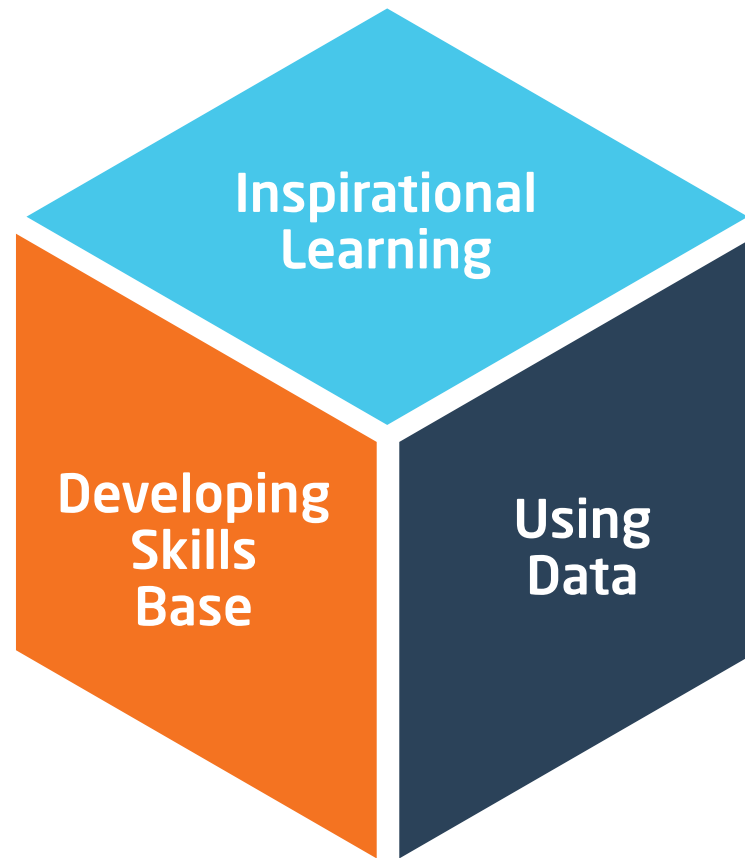
Personalisation: Delivering the skills solutions that employers seek and the learning outcomes students want in a way that suits their individual needs.

Collaboration: Building the immersive relationships to create new learning pathways and delivery partnerships that best support our students, communities, and businesses.

Agile and Adaptive: Developing the specialist delivery capabilities to respond to shifts in demand and seize new opportunities quickly.

Digital: Ensuring that the College has the capacity and capabilities to keep pace with technological advancements to deliver for students and employers

Communication

Culture

Culture

Communication

Communication

Culture

Leadership Behaviours

Personalisation
- Delivering bespoke solutions, fast
- Enabling Learners to achieve outcomes
- Recruiting and retaining talented people

Agile and Adaptive
- Developing new income opportunities
- Developing the market
- Utilising specialist capabilities
- Managing for resilience

Collaboration
- Creating Learning Pathways
- Immersive partnerships
- Delivering inclusive Growth

Digital
- Using Data
- Inspirational Learning
- Developing the skills base

For the Digital component, this focus is:

Inspirational Learning

We will develop new learning methodologies that offer benefits to students, exploiting the potential of new technologies.

We will develop the digital skills of all our staff, ensuring they keep pace with new technologies.

Using Data

We will use data to generate business insights, building up better data on outcomes as well as outputs.

We will build a better understanding of what approaches are effective through evaluation and sharing of good practice.

Developing Skills Base

We will provide a positive digital experience to our students, allowing them to develop the skills needed for the future employment.

We will ensure that all courses develop appropriate digital skills utilising technology.

Background and Operating Context

Digital Strategy

This Strategy is the product of exponential digital growth and, largely positive, digital development resulting from the Covid-19 Pandemic. It supports the continuation and further enhancement of practices developed during the previous Strategy incorporating lessons learned to date. It also recognises that recent changes to how we deliver and what we deliver have led to permanent positive shifts in practice and approach. The benefits and positive yield across many parts of our operations have resulted in a change of expectation, change of culture and change in approach. This Strategy will build upon that and those successes.

This updated Digital Strategy has been created with the informed knowledge of the lessons learned from negative experiences and it harnesses the positives to better impact what we do and how we should do it. The associated objectives detailed in this document are intended to be broad and flexible, to allow for the dynamic trends and unforeseen change that the period of the Digital Strategy may witness.

Specific and measurable targets will flow from this document and will be presented annually at the Learning, Teaching and Quality Committee and with updates submitted to the Senior Management Team quarterly.

05

Digital Drivers and External Trends

The previous strategy was prepared prior to the Covid-19 pandemic and has served the College well during this difficult transitional period which required significant, transformational and systemic change within the organisation. The successful adoption and implementation of many of the key themes and drivers has resulted in significant successes for the College, when it was recognised for its efforts in Oct 2021 and Nov 2021 winning awards for:

In many ways, this recognition of the work of the College, delivered through the Digital Strategy Core group and the cross-College Digital Strategy General Group, can be seen as external validation and a measure of success in our approach both by our peers and across other public, private and third sector organisations.

'The Herald: GenAnalytics Award for Diversity' and 'The Herald: Digital Transformation Awards for Diversity'.

In experimenting with digital approaches and delivery mechanisms since November 2019, we have now evaluated what has worked well and what requires improvement through staff and student surveys. The findings of these have influenced:

- process changes,
- our digital training offering,
- the creation of additional guidelines,
- the creation of guiding principles,
- our cultural requirements,
- our people requirements,
- the creation of considered and sustainable objective setting,
- The need to define our digital operational expectations.

The work of our external partners, their businesses and their needs as regards the digital agenda have changed exponentially with recent and continued digital disruption including impacts on staff digital skills, new and emerging technologies and automation at the forefront of business needs and delivery. The thinking encompasses 'the internet of things' digital personalisation and goes beyond Industry 4.0. Whilst data analytics and predictive analytics have never been more important, the move is certainly now beyond that too with the emphasis on data moving far more

to 'insights' to inform what is done, how it is done and why it is done. The wrap around digital priority of 'social presence' and 'digital identity' have never been more important for businesses and individuals. Our strategy sets out the requirements for the digital development of our staff, our students, our operations and our culture in order to align with stakeholder and employer needs and create a working environment which is leading edge, supportive, adaptive and flexible in ensuring our staff and students are empowered and current in their digital capabilities for life and work.

Contextual Information

This Digital Strategy recognises and aims to complement, and where appropriate align to, other current National, College sector and West College Scotland strategies which have been recently developed or updated in light of Covid-19.

Strategic

Operational

Digital Scotland –
'A Changing Nation'

Colleges Scotland –
'Our Digital Ambition for Scotland's Colleges'

Colleges Scotland/GTCS –
'Professional Standards for Lecturers in Scotland's Colleges'

West College Scotland –
'Curriculum Strategy'

West College Scotland –
'Corporate Strategy'

West College Scotland –
'Collective Ambition'

West College Scotland -
'Digital Strategy'

West College Scotland -
'IT Strategy 2021-25'

08

Our Digital Culture at WCS

Since the Covid-19 pandemic, our immersion in digital solutions has revolutionised how we work and interact. Our operating practices have changed forever. Harnessing the benefits which digital can yield has led to fundamental changes to our working practices and thereby our culture. We remain focussed on being a people organisation but will continue, positively, to exploit the opportunities which hybrid working, hybrid delivery, blended learning and online learning offer.

The plethora of terms now in use to address these digital interactions and approaches we all undertake require unpacking. For clarity, consistency of approach and to frame expectations, here is what each means at West College Scotland and how it affects our operations and culture.
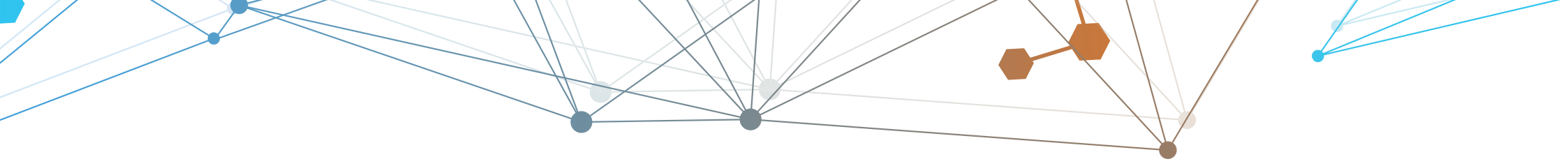
Hybrid Working for staff

Hybrid Working = the combination of working on campus and from home, or a more convenient campus, with flexibility over when work that is not time critical, gets done.

Our experience of working during the global pandemic and the impressive way a great many of our staff have adapted to teaching and working remotely, in addition to the technology now made available, has opened up new possibilities for different ways of teaching and working. It has created opportunities for staff and students to take ownership over their working/study day in ways that haven't been possible before.

Our key focus is to suit business need first. We remain committed being agile and adaptive; flexible and responsive to bespoke needs and at all times ensuring, as far as possible, a personalised experience for staff and students.

Our commitment duty is to create independent learners and empowered staff who are confident in their digital skills and digital interactions that they then thrive in the world of work.
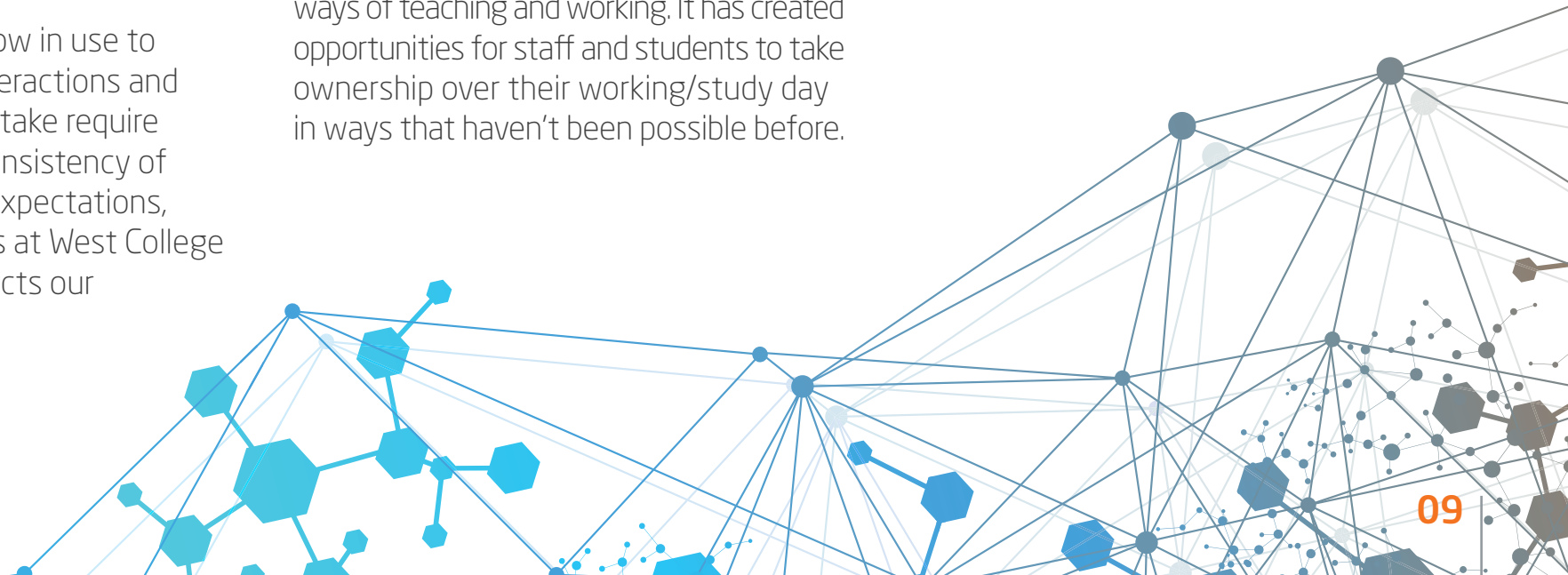
Our values are even more important than ever as we consider how we work in the future. In our Digital focus, we must continue to follow the behaviours expressed in our Building Our Collective Future framework and to be student focussed, take ownership, be honest and trustworthy, respect others and work together to strive for excellence in all that we do.

Our OD & HR team have consulted extensively with the staff, finding that 70% of staff would like to work in a hybrid way. Our Stakeholder Experience Team have consulted extensively with our students, and it is clear that, post-pandemic, we want to take advantage of the enhancements that new modes of learning, teaching and working have to offer and that, where blended learning and hybrid delivery benefits the students these be retained and developed further.

The digital kit follows the person not the location

Our overarching ethos is that we invest in equipping our staff and students with the tools they need so that they can competently and reliably work and learn from any location.

This maximises opportunities to enable working, teaching or learning any time, any place, anywhere. Our focus remains on being agile and adaptive; flexible and responsive to bespoke needs and at all times ensuring, as far as possible, a personalised experience

for staff and students. Our duty is to create independent learners and empowered staff who are confident in their digital skills and digital interactions that they then thrive in the world of work.

Our values are even more important than ever as we consider how we work in the future. We must continue to be student focussed, be honest and trustworthy, respect others and work together to strive for excellence in all that we do.

Our HR & OD team have consulted extensively with the College Community and our Stakeholder Experience Team have consulted with our students and it is clear that, post pandemic, we want to take advantage of the enhancements that new modes of learning, teaching and working have to offer.

West College Scotland is on the brink of a brighter, better than ever future. More flexible ways of teaching and working are a key part of that future.
Click here to find out more...

Digital Pedagogy

Digital Pedagogy = the study of how digital technologies can be used to best effect in teaching, learning and assessment. 'Digital technology' is a broad term and may include both new and emerging technologies as well as more tried and tested technologies.

Specifically, for our teaching staff and students, digital pedagogy is an additional digital innovation which requires bespoke handling. Digital Pedagogy requires a very different type of interaction to that of on campus/face to face learning, teaching and assessment methodologies.

We would encourage staff at WCS to be professionally discerning in when they choose to adopt digital technologies for best effect in their learning, teaching and assessment and when to embrace

face to face methodologies for best effect. There is no one size fits all. There is no blunt instrument to indicate that all practical classes should be face to face and that all theory classes should be online. However, there is a probability that this model may suit the majority of subject areas for part of the time of their studies. We must be guided by the most effective manner of knowledge transfer and what our students and employers expect in skills development.

Blended Learning

Blended Learning = Blended learning is a combination of in-person activities and digital tools and resources designed to deliver the best possible learning experience. The use of learning tools can occur before, during or after an in-person session and support a variety of pedagogic purposes.

We have a duty of care to equip our staff and students with the tools they need to operate successfully in a digital world. To this extent, all courses at WCS will be delivered through blended learning. There is no course where an element of online learning is not required to develop students' skills and competencies.

There is an important distinction to be made with 'remote learning'. Remote Learning is the practice of moving a formerly in-person learning process online – usually temporarily which was the default many adopted at the start of the pandemic i.e. simply shifting class delivery to an online platform. Most staff since evolved from this into a blended approach with hybrid learning coming next.
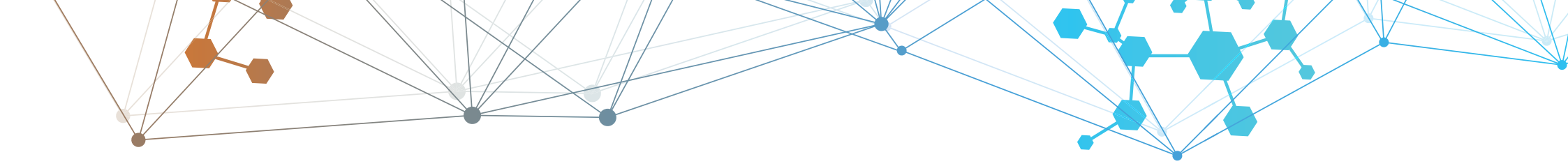
Online Learning

Online learning = Online learning is education that takes place over the Internet. It is often referred to as 'e- learning' among other terms.
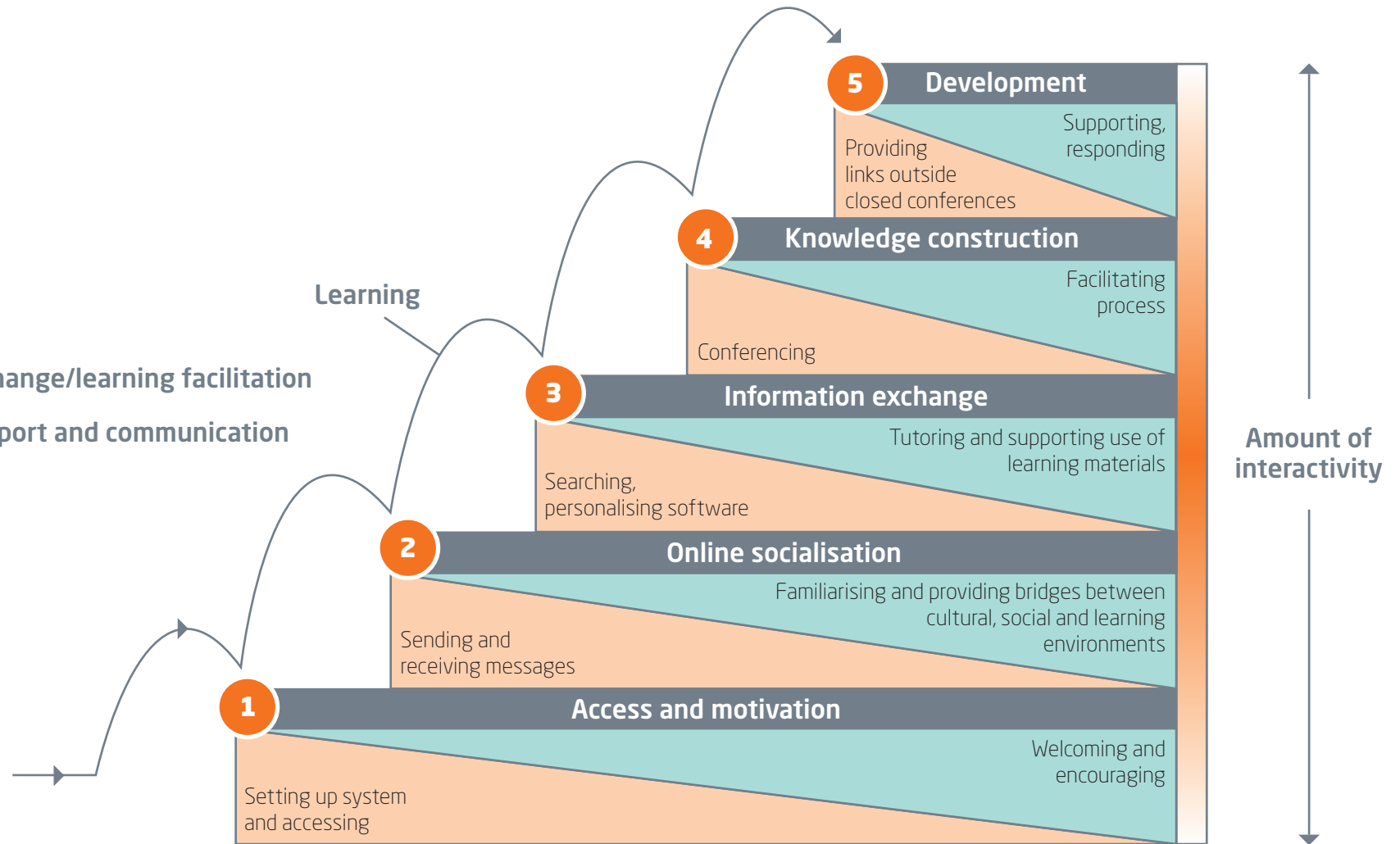
Online learning requires an entirely different approach to face-to-face learning. The emphasis is different and duration should be shorter or encompass regular breaks to avoid screen fatigue and disengagement. We encourage that all sessions, classes or meetings, need short breaks after 1hr to reduce screen fatigue.

The techniques deployed in online learning require careful handling also. Ensuring lessons and interactions are as engaging as possible by designing them in an interactive manner, using a variety of ways to engage in knowledge exchange and enabling participation. More detail can be found in the next paragraph on 'top tips'. The emphasis should build as follows:

1. **Access and Motivation**
2. **Online Socialisation**
3. **Information Exchange**
4. **Knowledge Construction**
5. **Development**

This diagram below frames where the emphasis during online learning lies. It stresses the need for careful scaffolding and working up towards more complex forms of learning and collaboration and balances the learning facilitation with the operational support aspects.

Legend:
- knowledge exchange/learning facilitation
- operational support and communication

Learning

5 Development
- Providing links outside closed conferences
- Supporting, responding

4 Knowledge construction
- Conferencing
- Facilitating process

3 Information exchange
- Searching, personalising software
- Tutoring and supporting use of learning materials

2 Online socialisation
- Sending and receiving messages
- Familiarising and providing bridges between cultural, social and learning environments

1 Access and motivation
- Setting up system and accessing
- Welcoming and encouraging

Amount of interactivity

Top tips for digital interaction and content creation

Affordances: A particular tool will be better for some things than for others. If you try to use a tool for something it's not suited to, it's likely to go badly. Attempting to teach exactly the same way online as you do face to face probably won't go well.

OER: Open Educational Resources: Use other specialists' digitised materials: don't reinvent the wheel just accredit them correctly! These resources have been created for sharing. At WCS we have access to the Blended Learning Consortium (BLC) access the wealth of resources and check out a MOOC too. Don't carry the load yourself.

Get Active: online work can easily become a passive exercise – listen to me, watch a video, read this…stop! Limit the amount of passive activity and focus more on engagement, analysing, problem solving, constructing scenarios, using breakout rooms, online whiteboard usage.

Accessibility: there's a reason why more than half the students with disabilities in the UK study at The Open University. There are multiple benefits in using digital for many parts of learning to enable students to access information in a manner which suits their needs. From recorded sessions, voiceovers, close captions, replay, volume control,

Know each other: building a strong class rapport is key to engagement and building trust online. Start now. A videocall with someone you've met, even once,

is much smoother than one with a stranger. Try encourage face to face interactions as early as possible before going online/working in a blended learning manner to establish a strong relationship foundation.

For further information and support please access our
WCS Digital Learning Standards and the **Digital pedagogy toolkit**

Our Digital Principles

Our core business is learning and teaching therefore our business rules are rooted solidly in the student experience and pedagogy. We commit to doing what is right for our customer, the student, so that they will leave WCS with the digital capabilities and digital skills for learning, work and life.

In all our Digital developments, decisions and interactions we expect:

1. to be student focused and flex and develop according to student needs;

2. to cultivate an ethos of 'Digital First where learning, skills development, student experience and outcomes can be improved;

3. to drive digital change to meet employer and industry skill needs;

4. to remain current and future focused in our digital thinking and approaches;

5. to equip our students and staff with the digital capabilities to thrive in the world of work;

6. to operate professionally, with courtesy and respect, focus on productivity and trust each other.

What does this mean for us?

Our digital platform is Microsoft Teams.

All staff and students should be engaging with only this platform in relation to hybrid working, hybrid delivery and online learning as the professional and secure communications and file storage vehicle of choice. Its infrastructure is connected to our Sharepoint meaning that all files are stored, dated and time logged behind the front portal of MS Teams. Please ensure you and your students use Microsoft Teams. MS Teams Channels configuration and protocols for teaching staff use can be found **here** to ensure consistency of approach and robust quality processes.

We expect staff and students also to conform and work to the following standards:

- Our 'WCS Digital Etiquette Guidelines for staff' should be followed and can be found **here**

- Our 'WCS Digital Etiquette Guidelines video for students' should be followed and can be found **here**

- Our 'WCS Digital Exemption Guidelines' regarding those students exempt from 'camera on' default position, in line with EDI, should be followed and can be found **here**

- Our 'WCS Privacy Notice for Online Recording' which can be found **here**

- Our WCS Digital Skills Baseline Tool for all staff has been developed and mapped to the CDN Digital Capabilities Framework and can be found **here**. All staff are encouraged to meet this baseline standard. In addition, the Jisc Digital Capabilities Tool which is available for all staff and all students can be used to enhance these digital skills and can be found **here**.
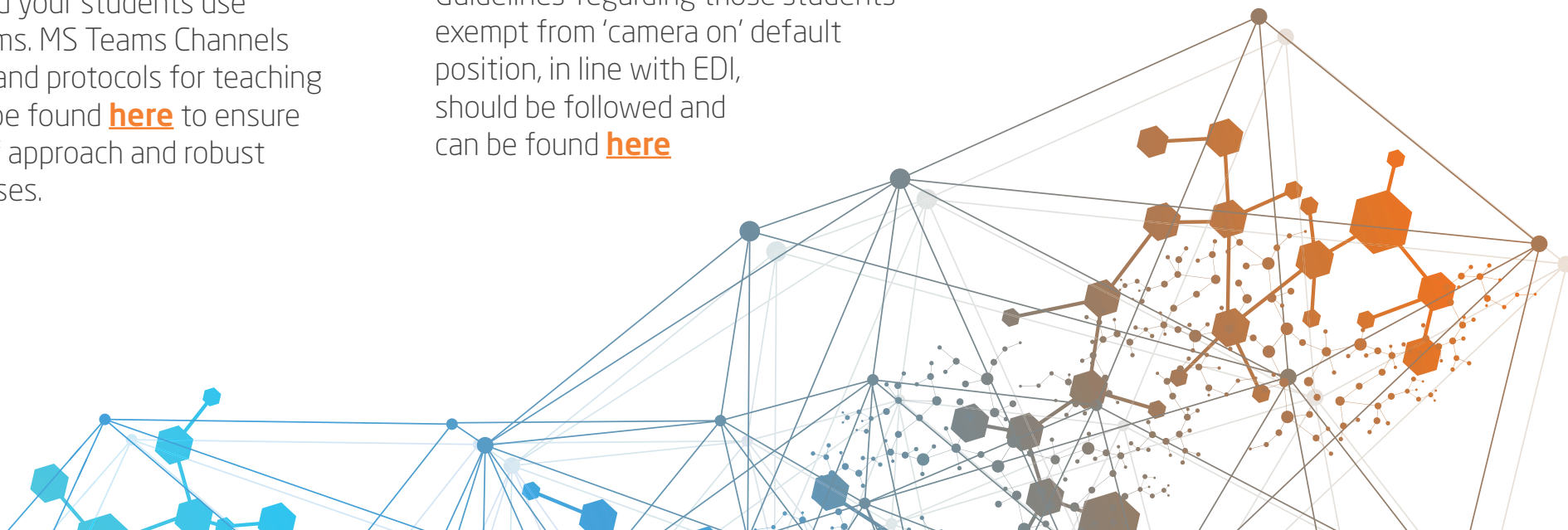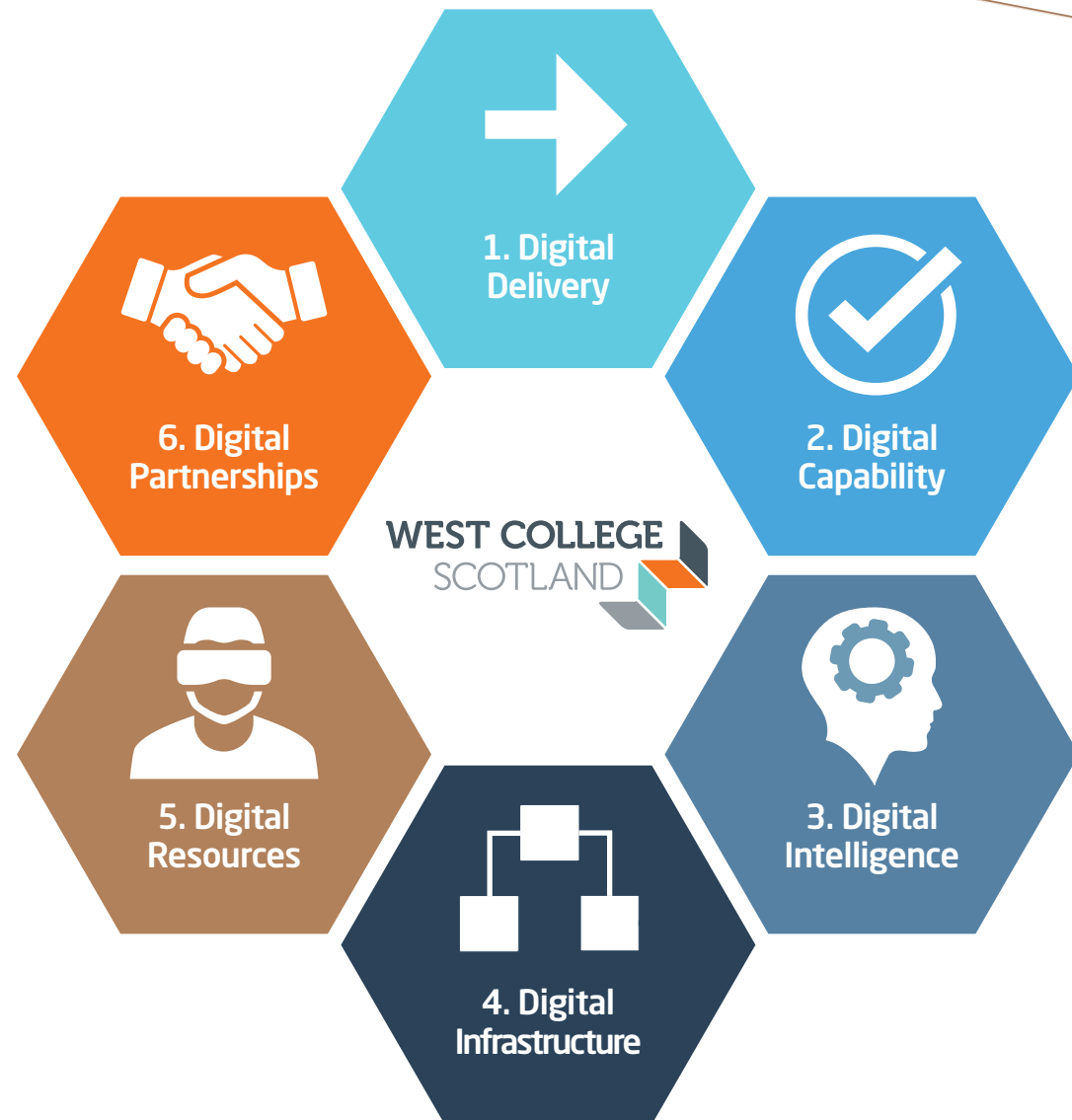
Our Digital Strategic Aims & Objectives

Digital Strategy

The College Digital Strategy aims align to our West College Scotland 'Collective Ambition Pride and Passion, Inspirational and Innovative' Strategy (2019 – 2025), the aims of 'Digital Scotland – A Changing Nation: How Scotland Will Thrive in a Digital World' (Mar 2021), Colleges Scotland 'Our Digital Ambition for Scotland's Colleges' (Sep 2020), GTCS/Colleges Scotland 'Professional Standards for Lecturers in Scotland's Colleges'

We are targeting objectives in the following areas:

1. Digital Delivery

2. Digital Capability

3. Digital Intelligence

4. Digital Infrastructure

5. Digital Resources

6. Digital Partnerships

WEST COLLEGE SCOTLAND

Defining the Digital Strategic Aims and Objectives

Within each of the Strategic Aims identified, a variety of objectives exist. The tables below map to the required outcome to form the basis of measurement to identify what success will look like during each annual reporting cycle. These are also linked to 'Action Examples' identified.

Key:

1. Digital Delivery
2. Digital Capability
3. Digital Intelligence
4. Digital Infrastructure
5. Digital Resources
6. Digital Partnerships

1

Digital Delivery
We will ensure that within teaching and learning we innovate and embed our digital activity to develop, grow and reimagine our provision

Objectives	Action Examples
1. Encouraging and fostering an environment of digital thinking that will engage the new age of students at WCS;	Promoting the WCS Digital Learning Standards and effective blended learning models across all Sectors consistently.
2. Participating in the learning and teaching relationship via digital media using a breadth of digital tools for learning and assessment;	Introducing effective blended learning models and incorporating appropriate digital technologies within all learning and teaching practices as appropriate.
3. Using digital learning and assessment resources effectively and appropriately with WCS students and clients;	Creating and promoting digitally enabled content and Open Education Resources including our WCS VLE, WCS Digital Learning Standards and MS Forms.
4. Using digital technologies to organise, plan and reflect on learning; and	Cloud-based technology and cloud-based storage; use of OneDrive across whole college; (later) Azure Labs; Azure Virtual Desktops (AVD); AI Bots;
5. Using digital technologies to showcase student attainment and achievement.	Promoting the use of PowerBI and dashboard reporting and encouraging predictive analytics for decision making and intervention strategies
6. Grow ability to enhance the student experience.	Establish Student experience and touch points through use of technology for evaluation purposes, inclusiveness and support.
7. FOR LECTURERS: Professional Standards (Aim 3.1): Introducing effective blended learning models and incorporating appropriate digital technologies within all learning and teaching practices as appropriate.	FOR LECTURERS: Professional Standards (Aim 3.1): Adopts creative approaches to the embedding of appropriate digital technologies for effective planning, delivery and assessment of learning.

Targeted Outcomes

We will have transformed our curriculum so that digital innovation and delivery is incorporated across all modes and levels.
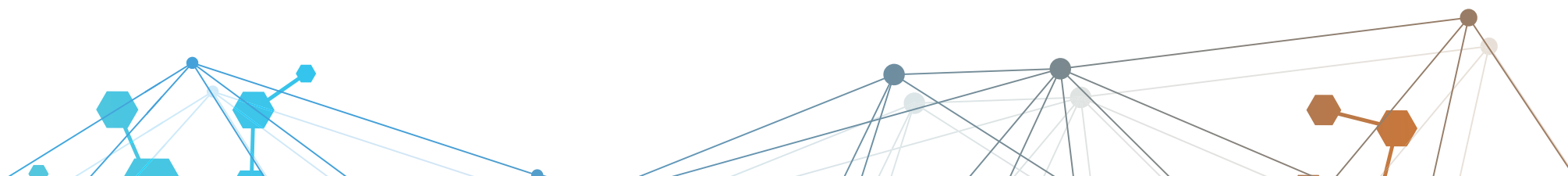
2 Digital Capability

We will encourage and foster an environment of digital thinking that will ensure our students, staff and communities are confident and effective practitioners in the digital landscape we inhabit and create.

Objectives	Action Examples
1. Ensuring that there is the capability and capacity to promote, grow, enhance, adapt and personalise digital skills, abilities and thinking;	Deliver self-directed learning pathways aligned to CDN Baseline Capabilities for Lecturers and Support Staff. Specific staff training with Microsoft to ensure we have the latest learning solutions so that knowledge is kept up-to-date (MIEs, MIEEs and MCTs). Continue to offer facilitator led digital learning tailored to the needs of our staff.
2. Identifying and participating in digital learning opportunities as a means of personal development and using basic devices, software, hardware and services to a consistent WCS standard;	Discussing Learning needs as a pivotal part of the My Conversations approach. Individuals completing a self-assessment on their digital skills and discussing how they will close potential gaps with their CQL/ line manager.
3. Tracking, monitoring, evaluating and enhancing our digital skills and abilities to ensure effectiveness, efficiency and drive self-improvement;	Using the JISC Capability tool to understand our gaps as a College and provide tailored digital learning based on the needs of our staff.
4. Demonstrating the ability to select appropriate digital tools to carry out tasks effectively, efficiently, productively and in accordance with quality standards.	Staff embracing digital pedagogy to ensure digital technologies on campus and from blended learning are appropriate to the knowledge exchange required. Advanced levels of VR, AR and AI embraced in selected areas of priority impact for progressive advancement to remain cutting edge. Creating digital experimentation zones/workshops for staff to test new emerging technologies and select.
5. FOR LECTURERS: Professional Standards (Aim 2.1): Teaching staff ensuring they are up to date with current and emerging digital learning,teaching, assessment theory and approaches to ensure the best possible student experience.	FOR LECTURERS: Professional Standards (Aim 2.1): a) Understands the strategies required to support learning in a range of learning environments. b) Understands how to embed a range of digital technologies to enhance learning and teaching and assessment. c) Understands how to interpret and share data to inform learning, teaching and assessment.

Targeted Outcomes

We will have attained a skills and confidence level across our student and staff that ensures digital practice is a norm.

3 Digital Intelligence
We will use the data we gather to enhance our digital intelligence and inform the choices we have and decisions we take

Objectives	Action Examples
1. Collecting, using, analysing, curating, organising and distributing digital information in a responsible, ethical and professional manner to inform decision making and inspire organisational growth;	Adoption of business analytics and reporting dashboards through PowerBI to enable informed robust decision making and planning. Promotion of use of data analytics and predictive analytics across all areas of the business to ensure intervention strategies and robust planning for student and business success.
2. Demonstrating the ability to select and use appropriate materials in a discerning manner which displays critical awareness of credibility of source and an ability to interpret appropriately to affect positive change within WCS;	Offering training in digital literacy and cyber security for sound and safe working practices.
3. Collating, managing, accessing, storing and using digital data in a legal, ethical and secure manner, working within legislation and guidelines (including GDPR, SAR, FOI and WEEE);	Ensuring levels of awareness of operating digitally, shared and private folders, cyber security and cyber resilience, referencing the 4 IT strands.
4. Ensuring digital material is available and processed in a range of appropriate formats (including text, graphical video, audio and haptic), acknowledging ownership and licence where necessary.	Raising awareness of suitability of digital materials and the need for equality and accessibilityfor all.
5. Enhance the quality of our management information.	Recognised leader in college management information; seen as an exemplar in the sector demonstrating improved performance and with developed continuous improvement strategy. Establishing AI Bot technology for efficient business use.

Targeted Outcomes

We will be deriving business intelligence and analytics easily and freely from the data we collect across the organisation
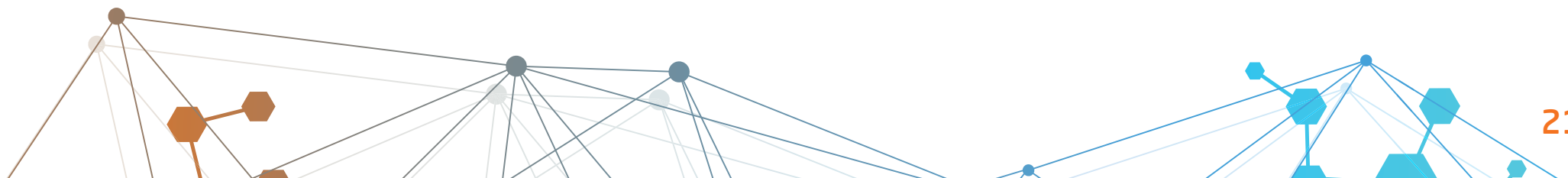
4 Digital Infrastructure
We will provide a digital platform that will stimulate digital contribution and meet digital capacity for our students and staff

Objectives	Action Examples
1. Evaluating, selecting and investing in current and appropriate digital software providing pervasive access to our students, staff and communities;	Mapping support staff, teaching staff and student need to the most effective digital resources to ensure appropriateness and maximum engagement. Regularly evaluating the suitability of digital kit and approaches from student and staff user perspective.
2. Maintaining a hybrid campus cloud infrastructure while developing the cloud-based resources that fully enables access, innovation, resilience, delivers capacity and capitalises on opportunities in sharing and collaboration.	Fully cloud-enabled resources to allow better performance management and allow business information intelligence to be interrogated.
3. Technology is enabled to deliver swift services for staff and students.	Deploy cutting edge technologies to their best effect.
4. FOR LECTURERS: Professional Standards (Aims 3.3 and 3.4): Teaching staff creating innovative curriculum design and learning and teaching. Teaching staff demonstrating effective application of digital technologies to learning life and work.	FOR LECTURERS: Professional Standards (Aims 3.3 and 3.4): a) Adopts creative approaches to the embedding of appropriate digital technologies for effective planning, delivery and assessment of learning. b) Promotes and supports the safe and respectful use of digital technologies and the impact on others. c) Engages with, and evaluates critically, the use of technologies and their impact on meeting student needs, and supporting learning, teaching and assessment. d) Promotes and facilitates wider access to learning and teaching and assessment through the effective application of digital technologies.

Targeted Outcomes

We will ensure that our digital infrastructure will have evolved to satisfy need and expectation.

5 Digital Resources
We will ensure that we promote a digital approach for business improvement and process across the College resources and services

Objectives	Action Examples
1. Supporting the creation of digital materials in a variety of contexts and environments. (Including Moodle, Virtual Reality, audio, visual, editing);	As Digital Software becomes available, this will be fully supported by a blend of learning to enable staff to use it effectively. This blend of learning will include formal, social and experiential learning.
2. Providing service and resource that engages with the student and staff journeys in the most suitable digital format.	Mapping tracking monitoring and evaluating digital resources and their effectiveness of purpose regularly whilst always exploring new emerging technologies solutions.
3. Developing our ability to advance new practices in digital thinking, digital entrepreneurship and the use of digital technology,	Harnessing digital developments and digital ambassador practices to enable the sharing of practice and to promote widely for maximum impact. Vehicles such as WITs, CPD and workshops sessions to be used.
4. Supporting individuals, teams and departments to lead in the field of digital technologies in education;	Harnessing digital developments and digital ambassador practices to enable the sharing of practice and to promote widely for maximum impact. Vehicles such as WITs, CPD and workshops sessions to be used.
5. Tracking, monitoring, evaluating and sharing digital developments widely in the sector.	We will continue to be recognised for our digital first mindset and become increasingly recognised for this. Our reputation will cause others to seek our advice and guidance. Individuals will be encouraged to network in the sector to foster a culture of collaboration.
6. FOR LECTURERS: Professional Standards (Aim 2.3): Teaching staff understanding technologies and resources for learning, teaching and work	FOR LECTURERS: Professional Standards (Aim 2.3): a) Understands and evaluates critically the use of technologies in optimising students' ability to learn and their relevance to the world of work. b) Understands how to keep up to date with emerging industry/subject technological advances. c) Understands how to embed appropriate digital technology. d) Understands the safe use of technology and the necessity for cyber resilience and security.

Targeted Outcomes

We will ensure that our processes and service offerings will be digitally designed and delivered.
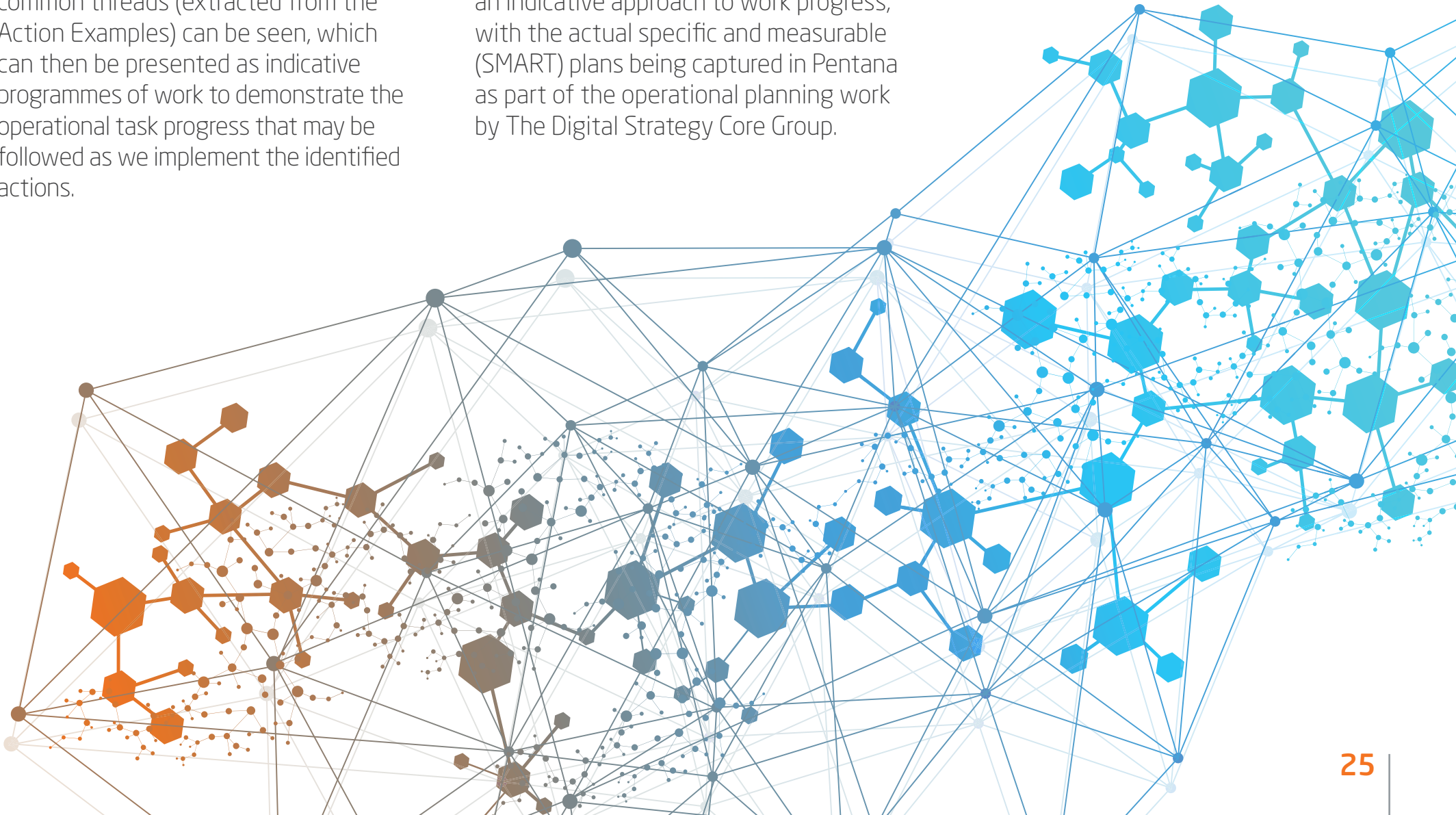
6 Digital Partnerships
We will ensure that our interactions and collaborations enhance the digital landscape we share

Objectives	Action Examples
1. Building people networks that harness positive internal and external connections, share positive practice and work in partnership across the Regions we serve.	The Internal Digital? champion network will be grown as we encourage more teaching staff to participate in the Microsoft Innovative Educator programme. We will participate in external focus groups and networks to foster a culture of collaboration in the sector. The internal Digital Strategy Core and General groups will continue to test and promote new practice. Representation on national groups such as SFC, CDN, Colleges Scotland, Microsoft Community and Jisc will continue and to grow.
2. Encouraging and fostering an environment of digital collaboration and teamwork through the sharing of material, technique and objective to improve effectiveness at WCS;	The WITs community will identify, promote and share best practice and foster collaborative opportunities across the college.
3. Having the capacity and ability to communicate effectively across a variety of digital media and the ability to create communications for different purposes and different audiences;	Facilitating flexible and adaptive approaches to communication by providing an awareness of the digital choices available to staff and students in their interactions.
4. Respecting others, maintaining privacy, operating within digital etiquette guidelines and protocols and engaging in all communications with an appreciation on the range of cultural and social norms within our societies.	Ensuring we are applying the correct policies and controls in digital interactions within our business rules to meet privacy and secure network practices.
5. Working with partners to design improved services and ensure value for money	Digital employer hub supporting apprenticeships, learning skills development and future employment. Exploring and progressing partnerships with our communities to aid skills development within our regions. Progressing opportunities in Bid partnership working and Industry sponsorship/ equipment partnering.
6. FOR LECTURERS: Professional Standards (Aim 3.1): Teaching staff positively embracing ongoing professional learning, sharing and learning from others.	FOR LECTURERS: Professional Standards (Aim 3.1): Engages with technology and digital literacies to enhance opportunities for collaborative practice and professional learning.

Targeted Outcomes

We will be recognised for our digital engagement across our Region and wider networks.

Programmes and Projects

In the objectives detailed above, common threads (extracted from the Action Examples) can be seen, which can then be presented as indicative programmes of work to demonstrate the operational task progress that may be followed as we implement the identified actions.

The tables that follow should be read as an indicative approach to work progress, with the actual specific and measurable (SMART) plans being captured in Pentana as part of the operational planning work by The Digital Strategy Core Group.

Aim	Year 1: 2022	Year 2: 2023	Year 3: 2024
Digital Delivery	Promoting the WCS Digital Learning Standards and effective blended learning models across all Sectors consistently.	Cloud-based technology and cloud-based storage; use of OneDrive across whole college; (later) Azure Labs; Azure Virtual Desktops (AVD); AI Bots;	Promoting the use of PowerBI and dashboard reporting and encouraging predictive analytics for decision making and intervention strategies
	FOR LECTURERS: Professional Standards (Aim 3.1): Adopts creative approaches to the embedding of appropriate digital technologies for effective planning, delivery and assessment of learning.	Establish Student experience and touch points through use of technology for evaluation purposes, inclusiveness and support. Instant feedback technology.	
	Creating and promoting digitally enabled content and Open Education Resources including our WCS VLE, WCS Digital Learning Standards and MS Forms and MS Insights		
Digital Capability	Deliver self-directed learning pathways aligned to CDN Baseline capabilities for support and lecturers.	Review latest thinking and ensure learning pathways are updated or adapted to reflect these.	Review latest thinking and ensure learning pathways are updated or adapted to reflect these.
	Discussing Digital Learning needs as a pivotal part of 'My Conversations'. Individuals are given the tools and resources to discuss gaps, plan solutions and evaluate their effectiveness.	Discussing Digital Learning needs becomes a pivotal part of 'My Conversations'. Individuals can discuss gaps, plan solutions and evaluate their effectiveness.	Advanced levels of VR, AR and AI embraced in selected areas of priority impact for progressive advancement to remain cutting edge.
	Using Intelligence from the JISC Capability tool to ensure that digital learning solutions are tailored to the needs of the College.	Staff embracing digital pedagogy to ensure digital technologies on campus and from blended learning are appropriate to the knowledge exchange required.	Creating digital experimentation zones/workshops for staff to test new emerging technologies and select.
	Specific staff training with Microsoft to ensure we have the latest learning solutions so that knowledge is kept up-to-date (MIEs, MIEEs and MCTs).	FOR LECTURERS: Professional Standards (Aim 2.1): a) Understands the strategies required to support learning in a range of learning environments. b) Understands how to embed a range of digital technologies to enhance learning and teaching and assessment. c) Understands how to interpret and share data to inform learning, teaching and assessment.	
Digital Intelligence	Raising awareness of suitability of digital materials and the need for equality and accessibility for all.	Adoption of business analytics and reporting dashboards through PowerBI to enable informed robust decision making and planning.	Promotion of use of data analytics and predictive analytics across all areas of the business to ensure intervention strategies and robust planning for student and business success.
	Ensuring levels of awareness of operating digitally, shared and private folders, cyber security and cyber resilience, referencing the 4 IT strands.	Offering training in digital literacy and cyber security for sound and safe working practices.	Recognised leader in college management information; seen as an exemplar in the sector demonstrating improved performance and with developed continuous improvement strategy.
	Establishing AI Bot technology for efficient business use.		
Digital Infrastructure	Mapping support staff, teaching staff and student need to the most effective digital resources to ensure appropriateness and maximum engagement.	Fully cloud-enabled resources to allow better performance management and allow business information intelligence to be interrogated.	Wholesale adoption of innovative digital solutions to maximum engagement of staff and students in fulfilling their daily work and learning.
	Regularly evaluating the suitability of digital kit and approaches from student and staff user perspective.	FOR LECTURERS: Professional Standards (Aims 3.3 and 3.4): a) Adopts creative approaches to the embedding of appropriate digital technologies for effective planning, delivery and assessment of learning. b) Promotes and supports the safe and respectful use of digital technologies and the impact on others. c) Engages with, and evaluates critically, the use of technologies and their impact on meeting student needs, and supporting learning, teaching and assessment. d) Promotes and facilitates wider access to learning and teaching and assessment through the effective application of digital technologies.	Deploy cutting edge technologies to their best effect.
Digital Resources	Mapping, tracking monitoring and evaluating digital resources and their effectiveness of purpose regularly whilst always exploring new emerging technologies solutions.	New Digital Software is supported by blended learning solutions to enable staff to use them to their full potential.	We will continue to be recognised for our digital first mindset and become increasingly recognised for this. Our reputation will cause others to seek our advice and guidance.
	Harnessing digital developments and digital ambassador practices to enable the sharing of practice and to promote widely for maximum impact. Vehicles such as WITs, CPD and workshops sessions to be used.	Harnessing digital developments and digital ambassador practices to enable the sharing of practice and to promote widely for maximum impact. Vehicles such as WITs, CPD and workshops sessions to be used.	Individuals will be encouraged to network in the sector to foster a culture of collaboration.
	Continue to be recognised for our 'Digital First' mindset by putting ourselves forward for awards and recognition.	Individuals are encouraged to network within the sector and foster a culture of collaboration.	FOR LECTURERS: Professional Standards (Aim 2.3): a) Understands and evaluates critically the use of technologies in optimising students' ability to learn and their relevance to the world of work. b) Understands how to keep up to date with emerging industry/subject technological advances. c) Understands how to embed appropriate digital technology. d) Understands the safe use of technology and the necessity for cyber resilience and security.
Digital Partnership	The Internal Champion network will be grown by encouraging Teaching Staff to participate in the Microsoft Innovative Educator programme (MIEs).	Teaching Staff with Microsoft Innovative Educator status will be encouraged to become Microsoft Innovative Trainers (MITs).	Teaching Staff with Microsoft Innovative Trainer status will be encouraged to become Microsoft Innovative Experts (MIEEs).
	Representation on national groups such as SFC, CDN, Colleges Scotland, Microsoft Community and Jisc will continue and will grow.	A group of Support Digital Champions will be formed to be on-the-ground early adopters and encourage the digital first mindset in support.	Digital employer hub supporting apprenticeships, learning skills development and future employment.
	Exploring and progressing partnerships with our communities to aid skills development within our regions.	FOR LECTURERS: Professional Standards (Aim 3.1): Engages with technology and digital literacies to enhance opportunities for collaborative practice and professional learning.	
	Progressing opportunities in Bid partnership working and Industry sponsorship/ equipment partnering.		

People Planning

Embracing Digital

If hybrid working is to be successful, we need to embrace culture shift which will allow us to work, communicate and supervise in new ways which we only started to experience during the Covid-19 pandemic. It is important for all of us, particularly managers, to continue to demonstrate our College values and continue to be focused, take ownership, be honest and trust-worthy, respect others and work together to strive for excellence as they will help us achieve our desired outcomes.

As regards embracing the benefits of digital technologies, we expect:

- to be **bold and ambitious** in our work and try new digital approaches in a **spirit of enterprise**;

- to harness the opportunities digital can yield in being **more effective and productive** where appropriate;

- to keep an **open mindset**;

- to demonstrate behaviours which **encourage engagement**;

- to establish a better **work life balance**;

- to gain greater **equality**;

- to work in a manner which **benefits self and others**.

Culture

Our cultural expectation in relation to digital is that we:

- take time to invest in our **own digital development**,

- adopt a **growth mindset**

- embrace **digital curiosity** and

- foster a learning environment and working environment of **knowledge expansion**

- continue to **connect with each other** to retain working relationships and avoid feelings of isolation

- heighten **effective communication** to ensure staff are 'in the loop' and that no artificial barriers are in place or have been created

- focus on **digital wellbeing**, taking screen breaks regularly, curtailing meeting/teaching time into short or chunks of online interaction

- **trust** each other
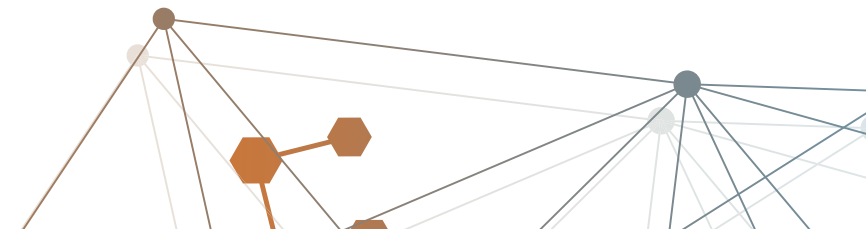
Continued Professional Development and Training

With the introduction of 'My Conversations' in August 2022, individuals will take personal responsibility for their on-going professional and personal development, focusing on the attitude, skills, and knowledge necessary to improve contribution in their current role, and to get ready to act upon future career opportunities.

Team members will be encouraged to consider learning through a range of methods other than traditional classroom style 'training'. The 70:20:10 learning model describes an ideal balance between different ways of learning and development in the workplace.

Individuals will be able to identify digital learning gaps, discuss possible solutions, undertake learning and evaluate its effectiveness.

Given the plethora of digital updates, information, advances and training available, our Digital Virtual Hub has been created as a one-stop-shop portal to access everything you need to support you on your digital journey.

Please click to explore the latest information and training **Virtual Hub**

For specific information on "Managing Hybrid Teams Effectively", support can be found **here** in our 'Managing Hybrid Teams Effectively' course.
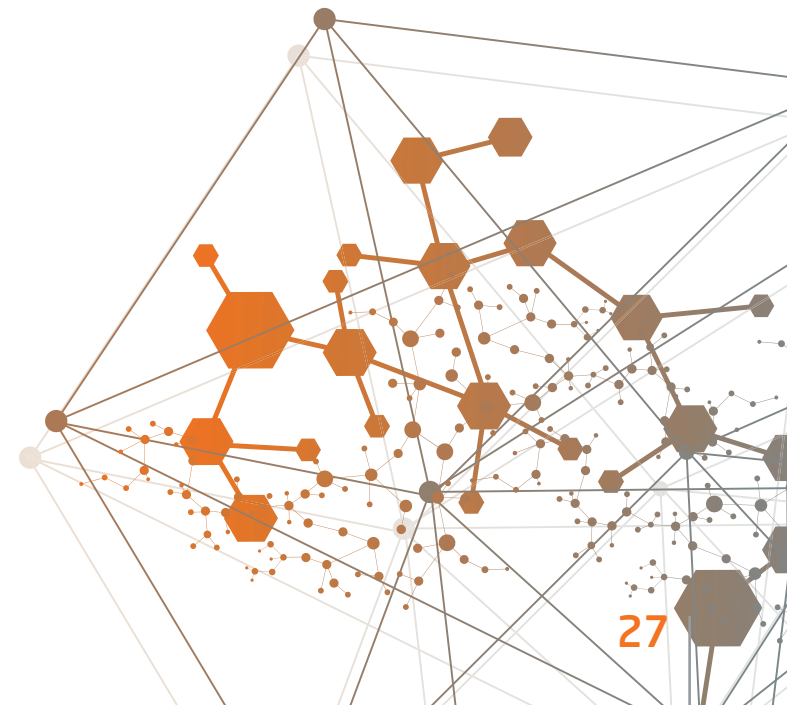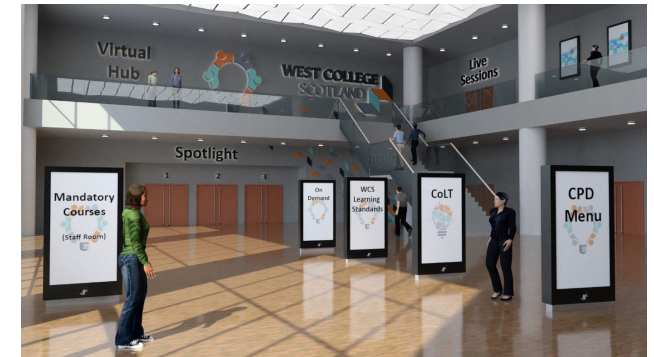
Performance Management, Reporting and Governance

Reporting

The West College Scotland Digital Strategy Core Group will monitor and review progress of the Digital Strategy. Feedback will be provided in relation to any aspects which touch upon or influence the Digital Strategy to ensure it remains proactive, responsive and effective for all staff and students at WCS. The Digital Strategy Core Group will communicate progress and make recommendations for change to the Senior Management Team and the Learning Teaching and Quality Committee where appropriate.

Governance

SMT will receive regular reports on the overall status of Digital operations in parallel with the reporting on the overall Digital Strategy.

The Learning Teaching and Quality Committee will receive regular monitoring reports in accordance with its meeting cycle. An annual update on progress in relation to the Digital Strategy 2022-26 will also be provided.

Appendix

Background Papers

- Digital Scotland – A Changing Nation: How Scotland Will Thrive in a Digital World (Mar 2021)

- Scotland's AI Strategy (March 2021)

- Colleges Scotland - Our Digital Ambition for Scotland's Colleges (Oct 2020)

- The Cumberford-Little Report (Feb 2020)

- The Logan Review

- The Commission for Scotland's College of the Future (Dec 2020)

- GTCS/Colleges Scotland "Professional Standards for Lecturers in Scotland's Colleges" (2019)

- College Development Network (Aug 2021)

- Microsoft Showcase School Rubric

- Microsoft Education Journey: Education Transformation Framework

- Education Scotland: Digital Strategy (June 2019)

- West College Scotland 'Collective Ambition Pride and Passion, Inspirational and Innovative' Strategy (2019 – 2025)

- West College Scotland 'Curriculum Strategy' (2021)

- West College Scotland IT Strategy (Sept 2021)

- West College Demographic Information 'Our College, Our Region' (May 2020)

- West College Scotland People Strategy

Quick Glance Glossary of Terms and Further Definitions

Hybrid Working = the combination of working on campus and from home, or a more convenient campus, with flexibility over when work that is not time critical, gets done

Digital Pedagogy = the study of how digital technologies can be used to best effect in teaching, learning and assessment. 'Digital technology' is a broad term and may include both new and emerging technologies as well as more tried and tested technologies.

Synchronous Learning = A learning event students attend at the same time, either in person or remotely.

Hybrid Delivery = Teaching a mixed group of physically present and remote students simultaneously.

Blended Learning = A combination of face-to-face learning with separate periods of typically asynchronous online activity.

Asynchronous Learning = Learning that can be accessed independently by students, not necessarily at the same.

Remote Learning = the practice of moving a formerly in-person learning process online - usually temporarily which was the default many adopted at the start of the pandemic i.e. simply shifting class delivery to an online platform. Most staff since evolved from this into a blended approach with hybrid learning coming next.
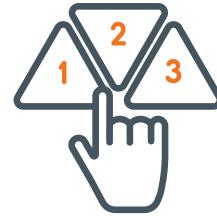
HyFlex Delivery = HyFlex combines the terms 'hybrid' and 'flexible', where students choose the mode of attendance, in person, remote (synchronous), or remote (asynchronous).

Flipped Classroom = A pedagogical model which inverts lecture and homework elements; students watch videos covering new content at home and apply the knowledge in class through active learning.

Online Learning = Online learning is education that takes place over the Internet. It is often referred to as 'e- learning' among other terms.

Social Presence = The extent to which a person feels connected with others in a given context.
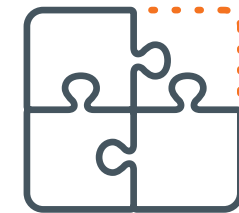
Instructional Design = The process of identifying and developing learning experiences which effectively help students achieve defined outcomes

Learning Analytics = The collection and analysis of data about learners and their environments for the purpose of understanding and improving learning outcomes.

Open Educational Resource = Learning and teaching materials released under an open licence that allows them to be freely used, adapted, or shared with others.

Cyber Resilience = The ability to prepare for, respond to and recover from cyber-attacks; the key point being that the worst case scenario is planned for.

Remote Invigilation = A service that emulates the physical presence of an invigilator during a summative assessment

Universal Design for Learning = A framework that guides the design of learning and teaching to meet the diverse needs of individual students.

CDN Baseline Digital Capabilities for All Staff

What is expected of me as a staff member?

1. Operate digital devices and access college networks
- connect a device to a Wi-Fi network
- login to the college intranet
- locate, launch and close applications

2. Search for information
- open a browser, enter a search term and view results
- bookmark regularly accessed websites

3. Communicate and share content with others
- send an email/message online to individuals and/or groups
- attach files to messages and share links
- complete and submit online forms

4. Create digital documents
- use a word-processing application to create and edit a document
- add an image to a document
- name and save a document

5. Collaborate with others
- join an online meeting
- post a message to a chat thread
- make an entry in a shared calendar

6. Manage files and folders
- copy/upload a file to a specified location
- create and name a folder

7. Maintain safety and wellbeing of self and organisation
- create strong and unique passwords and update when prompted
- don't open or click on suspicious links or email
- configure and customise workstations to suit personal preferences

8. Adopt a 'digital first' mindset
- review and reflect on digital workplace practices
- be receptive to college initiatives to adopt digital solutions

CDN Baseline Digital Capabilities for Lecturing staff

DELIVER
ONLINE SESSIONS

CREATE
DIGITAL CONTENT

COLLABORATE
ONLINE

PROVIDE
ONLINE ASSESSMENT

TRACK
STUDENT PROGRESS

FIND+ORGANISE
DIGITAL CONTENT

PRACTISE
CYBER RESILIENCE

MAINTAIN
DIGITAL IDENTITY
+SOCIAL PRESENCE

CDN Baseline Digital Capabilities for Lecturing staff

So, what does this mean and what is expected of me as a lecturer?

1. Deliver online sessions (synchronous/asynchronous)

- schedule a lesson
- prepare a welcoming and supportive environment
- use key features of online learning platforms e.g. share your screen, set up breakout rooms, record the session, interact via the chat function
- configure audio/video settings for participants

DELIVER
ONLINE SESSIONS

2. Create digital educational content

- prepare suitable learning materials e.g. slide deck with text and images, videos or other resources
- run an accessibility check and edit the learning materials to meet requirements
- observe copyright when using 3rd-party content

CREATE
DIGITAL CONTENT
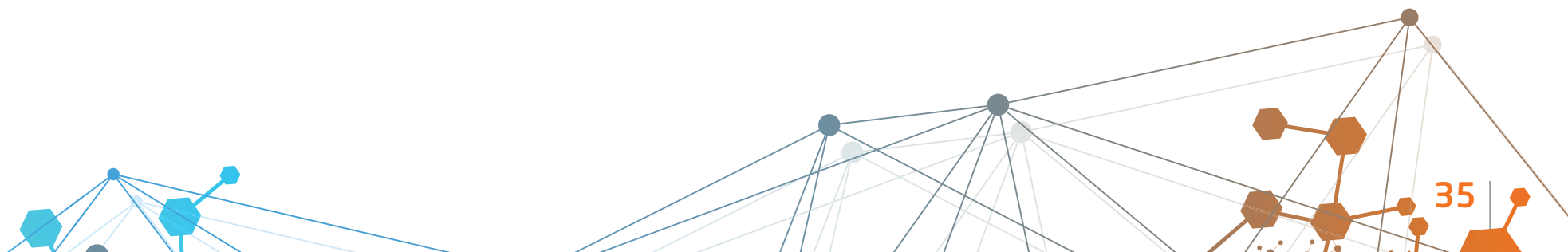
3. Collaborate online

- share access to a folder or file online
- edit a shared document online
- participate in an online discussion forum

COLLABORATE
ONLINE

4. Provide online assessment

- author and deliver suitable online assessment methods e.g. quiz, presentation, portfolio, podcast
- schedule an assignment submission
- provide digital feedback on submitted assignments

PROVIDE
ONLINE ASSESSMENT

5. Track student progress

- poll students to monitor progress
- access data related to student achievement
- record student progress and achievement digitally

TRACK
STUDENT PROGRESS

6. Find and organise digital content

- use appropriate keywords with a search engine to find information
- organise files and folders in a clear way
- upload and manage files within an online platform

FIND+ORGANISE
DIGITAL CONTENT

7. Practise cyber resilience

- create strong and unique passwords and update when prompted
- recognise cyber threats such as phishing and act appropriately
- make sure important content is backed-up

PRACTISE
CYBER RESILIENCE

8. Maintain digital identity and social presence

- adhere to GDPR in a digital context
- maintain boundaries in relation to personal digital identity
- adopt behaviour appropriate to the medium of communication

MAINTAIN
DIGITAL IDENTITY
+SOCIAL PRESENCE

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Meeting	Board of Management
Date	7 February 2022
Location	MS Teams
Title of Paper	Strategic Risk Management
Presented By	Amy McDonald
Recommendation to Members	**Consultation**
Appendix Attached	Yes – Appendix 1 – Strategic Risk Classification data

Paper marked confidential restricted until strategic risk is agreed.

WEST COLLEGE
SCOTLAND

Agenda Item 11.1

Meeting	Board
Date	7 February 2022
Location	MS Teams
Title of Paper	LTQ COMMITTEE - meeting held on Wednesday 8 December 2021.
Presented By	Mark Newlands, Chair, LTQ Committee.
Recommendation to Members	The draft LTQC minutes from the meeting held on Wednesday 8 December 2021 are attached for information later in the agenda. They will be formally approved at the next Committee meeting scheduled for Wednesday 23 February 2022. The Committee Chair, Mark Newlands, will provide some highlights.
Appendix Attached	No

Highlights:

- Approval of the WCS Digital Strategy which has been discussed by the Board on 7 February. The committee recommended this as a potential topic for a board 'deep dive' session in the coming months.

- The committee received a presentation on curriculum activities that related to energy efficiency and carbon reduction. Given the depth of content and relevance to the ambitions of the college moving forward it was recommended as an area for a 'deeper dive' by the board at a future strategic session.

LEARNING, TEACHING AND QUALITY COMMITTEE

Minutes: Wednesday 8 December 2021.

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

Attending: Stephanie Graham (Vice Principal Educational Leadership), Rob Aitken (Assistant Principal: Technology & Skills), Angela Pignatelli (Assistant Principal: Creativity & Skills), Shirley Gordon (Secretary to the Board), Waiyin Hatton (Chair of the Board).

Apologies: Abbie McGrath, Mark Gillan, Mark Hamilton

LM442 WELCOME
The Chair welcomed everyone to the meeting and noted apologies.

LM443 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).

LM444 MINUTES
The minutes of the meeting held on Wednesday 6 October 2021 **were approved.**

LM445 ACTIONS FROM THE MINUTES
The Committee **noted** the actions from the minutes, and it was **agreed** those completed could now be removed.

LM446 MATTERS ARISING FROM THE MINUTES
There were no matters arising not otherwise covered on the agenda.

LM447 STUDENTS ASSOCIATION (SA) UPDATE
In Ms McGrath's (SA President) absence, this item was deferred. The Committee agreed that, within its remit, it was critical to hear the views of students via the Students Association to ensure their input and rigour in decision-making. The Principal agreed to discuss with the Quality and Professional Standards Team (who provided support to the SA) how best the SA President's contribution at Committee and Board meetings could be maximised. Mr Hunt also offered to mentor the SA President if that support would be helpful. **[ACTION – LC]**

The Chair thanked members for their continued help in supporting the work of the Students Association.

LM448

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LM449   "LET'S DO NET ZERO" - CURRICULUM ACTIVITIES AND THE ENERGY EFFICIENCY AGENDA

The Assistant Principal: Technology & Skills provided a high-level summary of curriculum activities that related to energy efficiency and carbon reduction, given the strong policy emphasis from the Scottish Government and the recent United Nations Climate Change Conference that concluded in Glasgow on 12 November 2021.

Mr Aitken led the Committee through the Scottish Government's commitment 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) and described how climate and the environment had become central to government policy going forward so that by 2045, neutrality should be achieved in the production and removal of these gases from the atmosphere ("net zero").

The Committee noted that the Scottish Greenhouse Gas Inventory (June 2021) estimated that a 51% fall in greenhouse gas emissions had been achieved to date against baseline and that had 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 had taken place. Reductions in emissions had also come from business and from waste management but less progress had been made in other areas of the Scottish economy.

The Committee discussed the significant challenges anticipated in the years ahead and Mr Aitken highlighted some early College initiatives in the curriculum areas of:

- Transport
- Energy efficiency in residential properties and fuel poverty
- Domestic heating

with the following points / suggestions raised:

- The Committee welcomed the steps the College was 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 would impact on their day-to-day lives but in some cases, specific training would open opportunities for employment in a decarbonised economy. It was excellent to see how the College was being proactive and anticipatory with regard to considering what courses may be required for the future to meet the needs of the job market.
- Staff across the College would continue to support Scottish Government policy on greening of the economy and tackling fuel poverty in the communities that the College served. The College goal was to equip members of the workforce with the skills required for transition to net zero. The College also aimed to encourage young people into areas of work that were high-skilled, well remunerated and could reduce the environmental impacts of the industries in which they worked.
- The Report clearly demonstrated the College's support for the Scottish Government's commitment to decarbonisation of the economy, mitigation of climate impacts, and transition to net zero and members commended the vision and aspirations illustrated so far.
- Recognition that it would be paramount to raise awareness of the College's goal and aims across *all* curriculum areas to ensure they were fully embedded, and the support of the Students Association would be key to driving that forward. Ms Graham confirmed that it would also be added to the Action Plan of the Curriculum Strategy.
- The exciting prospect of the societal cultural shift required could not be overlooked. Students were change agents and central to that, therefore, a priority for all curriculum areas was to develop mind-sets as well as skill-sets to provide learners with a competitive advantage in the workplace.
- The College would review and explore opportunities for future funding sources to complement work undertaken so far.

The Learning Teaching and Quality Committee noted the information contained within the report.

LM450   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:

- Student recruitment and credit generation.
- Curriculum Planning and Reviews.
- Additional Funding.
- Winter Start programmes.
- Preparation for August 2022-23 courses.
- University of West of Scotland.
- Awards.
- NTTF National Care course.

The Committee was aware of research work being undertaken currently by CDN looking at the demographic shift in student enrolment in colleges and Ms Graham agreed that the outcomes of that work, when published, would help inform student recruitment and credit generation.

The Committee welcomed confirmation that the College could again claim STEM related activity for younger school pupils. Ms Graham described how this was delivered previously and acknowledged that, although receiving the SFC communication was welcome, it may be challenging to arrange activity with schools at short notice to deliver within this academic year as these activities are normally planned well in advance to suit school timetables.

The report was noted.

LM451   QUALITY STANDARDS COMMITTEE MINUTES

The Committee noted the 18 November 2021 minutes from the meeting of the Quality Standards Committee.

LM452   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.

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.

LM453   ANY OTHER BUSINESS
- LTQC Topical Suggestions for Board Briefings – given the excellent and informative discussions today, it was suggested that the following topics be presented to the Board as deep dive sessions:

  ❖ New WCS Digital Strategy 2022
  ❖ "LET'S DO NET ZERO" - Curriculum Activities and The Energy Efficiency Agenda
  {ACTION – MN}

- Date of next meeting - 23 February 2022 at 4pm.

Meeting	Board	Agenda Item 15
Date	7 February 2022	
Location	MS Teams	
Title of Paper	Board Membership, Proposed Schedule of Business 2021/22 And Dates of Meetings In 2021/22	
Presented By	Shirley Gordon, Secretary to the Board	
Recommendation to Members	The Board is asked to note the information.	
Appendix Attached	Yes Appendix 1 - Current Board membership. Appendix 2 - Proposed Schedule of Business for 2021/22. This will be subject to review and adjustment in light of business coming forward but has been drafted based on previous years business cycles to give a guide. Appendix 3 - Dates of meetings in 2021/22. The dates of meetings of the Board and Committees is attached.	

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WEST COLLEGE SCOTLAND
BOARD OF MANAGEMENT

Under the terms of the Further and Higher Education (Scotland) Act 1992, as amended by the Post-16 Education (Scotland) Act 2013, the membership of the Board of Management shall consist of no fewer than 15 nor more than 18 members. The current membership is:

Chair
Dr Waiyin Hatton

Vice Chair (Non-Executive Member)
Linda Johnston

Principal
Elizabeth Connolly

Teaching staff – 1 elected
Mark Gillan

Non-Teaching staff – 1 elected
Douglas Bayley

Students Association – 2 elected
Abbie McGrath
Paul Sefton

Non-Executive Members
Graeme Bold
Gordon Hunt
John Leburn
Ronald Leitch
Grant Lyall
Fiona McKerrell
Jane McKie
Daniel McMahon
Mark Newlands
Vacancy
Vacancy

In Attendance
Stephanie Graham, Vice-Principal Educational Leadership
Amy McDonald, Vice-Principal Operations

Shirley Gordon, Secretary to the Board

BOARD OF MANAGEMENT
PERIOD OF APPOINTMENT AND MEMBERSHIP OF COMMITTEES 2021/22

Name	Status	Period of appointment	Committee (s)	Period of appointment (as Chair / Vice Chair / member from Feb 2021 Committee Restructure)
Dr Waiyin Hatton	Chair	03.03.20 – 02.03.24	Board Nominations Remuneration CDC LTQC	**Chair** **Chair** Member Ex officio Ex officio
Elizabeth Connolly	Principal	01.09.18	Board CDC LTQC Audit Remuneration	Member Member Member In attendance In attendance
Mark Gillan	Teaching Staff	4 years 13.09.21 – 12.09.25	Board LTQC Nominations *	Member Member - from Sept 2021 Member - 14.06.23 – 13.06.25
Douglas Bayley	Support Staff	4 years 14.06.21 – 13.06.25	Board CDC Nominations *	Member Member - from June 2021 Member - 14.06.21 – 13.06.23
Abbie McGrath	Student President	1 year 1.08.21 – 31.07.22	Board LTQC Nominations	Member Member – from Aug 2021 Member - from Aug 2021
Paul Sefton	Student rep	1 year 1.08.21 – 31.07.22	Board CDC	Member Member - from Aug 2021

Graeme Bold	Non-Executive	4 years 1.02.21 – 31.01.25	Board Audit Nominations Remuneration	Member **Chair** – from Feb 2021 Member - from Feb 2021 Member - from Feb 2021
Gordon Hunt	Non-Executive	4 years 1.02.21 – 31.01.25	Board LTQC	Member Member - from Feb 2021 and **VC** from Aug 2021
Linda Johnston	Non-Executive	4 + 4 years 1.01.17 – 31.12.20 1.01.21 – 31.12.24	Board CDC Nominations Senior Independent Member Remuneration	Member then **VC** from Aug 2021 Member – from Feb 2021 Member - from Feb 2021 Nominee – from Feb 2021 to July 2021 Member – from Aug 2021 then **Chair** from Feb 22.
John Leburn	Non-Executive	4 + 4 years 1.01.17 – 31.12.20 1.01.21 – 31.12.24	Board CDC WCS Foundation Nominations Remuneration	Member Member - from Feb 2021 then VC from Aug 21 then **Chair** from Feb 22. Nominee – from Feb 2021 Member - from Feb 2022 Member - from Feb 2022
Grant Lyall	Non-Executive	4 years 1.02.21 – 31.01.25	Board Audit	Member Member - from Feb 2021 then **VC** from Nov 2021
Fiona McKerrell	Non-Executive	4 years 1.12.19 – 30.11.23	Board LTQC SIM Nominations	Member Member - from Feb 2021 Nominee from Aug 2021 Member and **VC** from Nov 2021

Mark Newlands	Non-Executive	4 +4 years 1.02.15 – 31.01.19 1.02.19 – 31.01.23	Board LTQC Nominations Remuneration	Member Vice Chair - from Feb 2021 then **Chair** from July 2021 Member from Aug 21 Member from Aug 21 and **VC** from Nov 2021
Jane McKie	Non-Executive	4 years 1.12.21 – 30.11.25	Board CDC Remuneration	Member Member from Dec 2021 Member from Dec 2021
Ronald Leitch	Non-Executive	4 years 1.12.21 – 30.11.25	Board Audit	Member Member from Dec 2021
Daniel McMahon	Non-Executive	4 years 1.02.22 – 31.01.26	Board CDC	Member Member from Feb 22
Vacancy	Non-Executive		Board LTQC	Member Member
Vacancy	Non-Executive		Board Audit	Member Member

CO-OPTED MEMBERS PERIOD OF APPOINTMENT AND MEMBERSHIP OF COMMITTEES 2021/22

Name	Status	Period of appointment	Committee
Ruth Binks	Co-opted	1 year 1.03.19 – 29.02.20 1.03.20 – 29.02.21 1.03.21 – 29.02.22 1.03.22 – 29.02.23	LTQ
Mark Hamilton	Co-opted	1 year 1.11.19 – 31.10.20 1.11.20 – 31.10.21 1.11.21 – 31.10.22	LTQ
David Mark	Co-opted	1 year 1.03.18 – 29.02.19 1.03.19 – 29.02.20 1.03.20 – 29.02.21 1.03.21 – 29.02.22 1.03.22 – 29.02.23	CDC

*In accordance with the Nominations Committee remit, "One Staff Member (The Staff members will serve for 2 years each (in succession), so that both the Teaching staff member and the Support staff member will have the opportunity to join this committee during their period of membership of the Board)".

WCS BOARD - SCHEDULE OF BUSINESS

WHAT	WHEN				
	Meeting – 4/10/21 Papers dist – 27/9/21	Meeting – 13/12/21 Papers dist – 6/12/21	Meeting – 7/2/22 Papers dist – 31/1/22	Meeting – 21/3/22 Papers dist – 14/3/22	Meeting – 13/6/22 Papers dist – 6/6/22
Standing Items of Business					
Chair's Report	✔	✔	✔	✔	✔
Chief Executive's Report	✔	✔	✔	✔	✔
Student Association Report	✔	✔	✔	✔	✔
Strategic Risk Register	✔	✔	✔	✔	✔
Board of Management:					
• Membership	✔	✔	✔	✔	✔
• Dates of Meetings	✔	✔	✔	✔	✔
• Proposed Schedule of Business	✔	✔	✔	✔	✔
• Any appointment matters to consider?	✔Yes – covered as an item	✔Yes – covered as an item	**None**		
• Other	✔ October Board agendas include the Articles, SofD and SOs to approve. ✔Chair to confirm BM appraisal reviews have been undertaken.	**None**	✔Start of Board Dev Plan and Int Eff Review discussions		VC and SIM to confirm Chair's appraisal review has been undertaken
Report on Delegated Action Taken since last meeting (if any)	**None**	**None**	**None**		
Approval of Policies?	**None**	**None**	**None**		
Approval of contracts?	**None**	**Yes x 1**	**None**		

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Main Items of Business					
External Board Effectiveness Review – (carried out every 3 years – last done and submitted to February 2020 Board meeting. Next review due to be carried out by February 2023).	Not required in 2021				
Financial Regulations Annual Review	✓				
Staff Survey Outcomes					
Regional Outcome Agreement Review Report		✓			
2020-21 Financial Statements for the year end		✓			
Annual Report from External Auditor		✓			
Annual Report from Audit Committee		✓			
Annual Report from Internal Auditor		✓			
Management Accounts		✓ Oct 21		✓ Jan 22	✓ Apr 22
Review of Board Development Action Plan			✓	✓	✓
Internal Board Annual Effectiveness Review			✓	✓	✓
Draft Regional Outcome Agreement			✓		
Review of Modern Slavery Statement				✓	
Final Regional Outcome Agreement				✓	
HR Annual Report	✓				
People Strategy				✓	

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Key Performance Indicators update				✔	
Proposed dates of Board meetings for following year				✔	
Update on the Employee Health and Wellbeing Strategy				✔	
Budget and Financial Forecast (including budget for Students Association)					✔
Risk Management Strategy					✔
Committee Reports on Progress against Regional Outcome Agreement					✔
Estates Strategy		✔			
Committee Reports					
Audit	Sept minute	Dec minute		March minute	May minute
CDC	Sept minute	Nov minute		March minute	May minute
Joint Audit - CDC		Nov minute			
LTQC		Oct minute	Dec minute	Feb minute	May minute
Nominations					May minute
RemCo		Oct minute		Feb minute	

Dates of Meetings in 2021-22

Committee	September 2021	October 2021	November 2021	December 2021	January 2022	February 2022	March 2022	April 2022	May 2022	June 2022
BOARD (at least 4) Mondays at 4.00 p.m.		4		13		7	21			13
Audit (at least 4) Wednesdays at 4.00 p.m.	8			1			2		18	
Joint Audit & CDC			23 (4pm)							
CDC (at least 4) Tuesdays at 4.00 p.m.	14		23 (2pm)				8		31	
LTQC (at least 4) Wednesdays at 4.00 p.m.		6		8		23			25	
Remuneration (twice per year) Mondays at 2p.m. before Board meetings		4				7				
Nominations (at least annually)									TBC	

NOTES

- The venue for the Board and some Committee meetings may alternate between being virtual via Teams and different campuses.
- No formal business meetings are held in July or August.