

**West College Scotland**  
**CORPORATE DEVELOPMENT COMMITTEE**  
**TUESDAY 22 NOVEMBER 2022 at 2.00 p.m. By TEAMS**

**AGENDA**

**General Business**

1. Apologies
2. Declaration of Interests
3. Minutes of the meeting held on 6 September 2022      Enclosed      JL  
    .1 Actions arising from the Minutes      Enclosed      JL
4. Matters arising from the Minutes  
    (and not otherwise on the agenda)  
    .1 No items

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

5. Reappointment of Co-opted Member      Paper 5      JL

**Finance / Procurement / Student Funding**

6. Finance Update Report      Paper 6      AR
7. Management Accounts to 31 October 2022      Paper 7      AR
8. 2021-22 Procurement Report      Paper 8      VM

**Communications, Policy, and Engagement**

9. Communication and Marketing Update      Paper 9      NT

**Organisational Development and Human Resources**

10. 2021-22 Organisational Development and HR Report      Paper 10      JR

**Estate and Information Technology**

11. Estate Update Report including projects      Paper 11      AM
12. IT Update Report      Paper 12      BS

13. Sustainability Update Report

Paper 13      AR

**Items for Information**

14. Schedule of Business 2022-23

Paper 14      AM

15. Any other business

**Next meeting:** Tuesday 7 March 2022 at 4pm by TEAMS

## CORPORATE DEVELOPMENT COMMITTEE

**Minutes:** Tuesday 6 September 2022.

**Present:** John Leburn (in the Chair), Liz Connolly, Jane McKie, Linda Johnston, Douglas Bayley, Sandor Nagy, David Mark.

**Attending:** Waiyin Hatton (Board Chair), Shirley Gordon (Secretary to the Board), Amy McDonald (Vice Principal Operations), Stephanie Gunn (Vice Principal Educational Leadership), Anne McEwen (Head of Estates), Alan Ritchie (Director Finance), Natalie Smith (Director Organisational Development and HR), Brian Stobbs (Head of IT), Vivienne Mulholland (Head of Finance and Student Funding), Nathan Tyler (Director Communications, Policy, and Engagement).

**Apologies:** Douglas Bayley.

### **CD125 WELCOME**

The Chair welcomed everyone to the meeting and noted apologies.

### **CD126 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.

### **CD127 MINUTES OF PREVIOUS MEETING**

The minutes of the Corporate Development Committee meeting held on Tuesday 31 May 2022 were **approved**.

The minutes of the special meeting of the Corporate Development Committee held on Friday 8 July 2022 were **noted**.

### **CD128 ACTIONS FROM THE MINUTES**

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

### **CD129 MATTERS ARISING FROM THE MINUTES**

There were no matters arising not otherwise on the agenda.

### **CD130 COMMITTEE REMIT, MEMBERSHIP, AND MEETING DATES 2022-23**

Given this was the first Corporate Development Committee meeting of the academic session, the Secretary asked the Committee to consider and approve the CDC remit, current membership and 2022-23 meeting dates.

The Committee noted Sandor Nagy was now the student member since Paul Sefton's term of office ended on 31 July 2022. The Chair welcomed Sandor to his first meeting and looked forward to working with him.

**The Committee approved its remit, membership and 2022-23 meeting dates.**

### **CD131 SUSTAINABILITY STRATEGY**

The Director Finance presented the College Sustainability Strategy for review and approval explaining that it would be subsequently presented to the October 2022 Board of Management meeting for approval.

Mr Ritchie reported that in responding to the global climate change challenge, the College had previously delivered a Carbon Management Plan which aimed to reduce the overall level of carbon emissions. The climate challenge facing the College and wider society

was, however, far greater than just the reduction in carbon emissions and the Strategy aimed to widen the scope of the College's response to the climate challenge.

The Sustainability Strategy embedded the 10 key aims noted in the "Scottish Colleges' Statement of Commitment on the Climate Emergency" along with adopting the main actions from the Roadmap. The Strategy would create a Sustainability Oversight Group chaired by the Principal and would draw membership from staff, student, and union representatives. That Group would report into the Corporate Development Committee. Mr Ritchie led the Committee through the Strategy's five objectives adding that a high-level delivery plan for each objective was included within the Strategy.

Mr Ritchie took the Committee through a summary of work already being undertaken within the College to address the main aims identified within the "Scottish Colleges Statement of Commitment on the Climate Emergency" and added that the Strategy would further enhance the vision and commitment for making West College Scotland a more sustainable place to study and work. The following points were raised:

- Agreement that paragraph 1(b), fifth bullet point of the Committee's remit be amended to read "Sustainability". **{ACTION – SG}**
- The Strategy was thorough and linked well to Scottish Government initiatives and priorities. Some suggestions were made to wording, context and tone and Mr Ritchie added that the Strategy would be summarised into an overarching Policy Statement.
- The Strategy was credible and inclusive but clearly presented the challenges ahead for the whole College community in its implementation; an approach the Committee welcomed.

**The Corporate Development Committee considered and approved the Sustainability Strategy.**

**CD132 FINANCE UPDATE REPORT Restricted Item**

**CD133 SFC FINANCIAL FORECAST 2022-23 TO 2026-27 Restricted Item**

**CD134 FINANCIAL REGULATIONS**

The Head of Finance and Student Funding reported that the Committee remit included the requirement to "*review College Financial Regulations on an annual basis, or more frequently if required and recommend these to the Board of Management for approval*".

Ms Mulholland confirmed that the College had undertaken a review of the Financial Regulations based on current operations and best practice. She presented an updated set of College Financial Regulations which had been revised and led the Committee through the proposed amendments.

Ms Mulholland summarised the proposed change to increase the level at which a procurement contract was presented to the Corporate Development Committee and / or Board of Management and the Committee agreed to increase that level to more than £500,000. That change would be duly reflected in the Committee's remit. **{ACTION – SG}**

**The Corporate Development Committee considered the revised College Finance Regulations and approved the document to the Board of Management.**

**CD135 ESTATES UPDATE REPORT INCLUDING PROJECTS Restricted Item**

**CD136 INFORMATION TECHNOLOGY REPORT Restricted Item**

**CD137 PEOPLE UPDATE REPORT**

The Director, Organisational Development & HR provided updates in relation to:

- National Bargaining.
- Health, Safety and Wellbeing.
- Organisational Development.
- Employee Engagement.
- Voluntary Severance.

Mrs Smith took the Committee through an overview of key updates in relation to College people-related activities and the following points were raised:

- Members of the Senior Management Team would lead focus groups on four themes identified as priorities for action from the Staff Survey (One College Culture, Visible Leadership, Communications and Marketing, Teaching in the 21st Century). The themes raised at those sessions would be an invaluable addition to the data received from the survey.
- Evolve, the College's new sector-leading learning experience platform launched on 16 August 2022. Staff could view and add to their personal learning records and have access to 344 learning opportunities, with a mixture of facilitator led and self-directed learning. Evolve made it easier to identify skills gaps and to close those gaps by taking ownership of individual learning and development.

**The Corporate Development Committee considered and noted the report for information.**

**CD138 COMMUNICATIONS AND MARKETING UPDATE REPORT**

The Director Communications, Policy and Engagement provided an update in relation to:

- Communications.
- Marketing.
- Strategic Engagement.
- Policy.
- Events.

Mr Tyler took the Committee through an update on these matters noting that it had been an extremely busy quarter for the Communications Directorate. There had been a concentrated focus on recruitment marketing, along with the delivery of a refreshed College website (and Student App), the design of new café spaces, the introduction of an organic social media strategy, organising the upcoming 2022 Graduations, and supporting colleagues and departments across the College as they prepared for a new academic year.

The Committee discussed the detail of the report, and the following points were raised:

- The Communications Directorate had commissioned a College Perception Survey to provide brand awareness and perception insight from 400+ ScotPulse panel members (largely drawn from STV viewers/users), all living in the communities directly served by the College. It was the first such survey since before merger and would offer valuable insight for all parts of the College to consider and utilise. Mr Tyler would share the full results and analysis as soon as it was received. **{ACTION – NT}**
- The College website had undergone hyper-targeted development work to address significant issues which were impeding user experience, mobile access, and accessibility compliance. With a fresher, modern aesthetic there was now a

prioritisation to course directories and funnelling of prospective students to the application process.

**The Corporate Development Committee noted the update.**

**CD139 STRATEGIC RISK REGISTER Restricted Item**

**CD140 ACCOUNTS DIRECTION FOR SCOTLAND'S COLLEGES 2021-22**

The Head of Finance and Student Funding explained that the SFC issued mandatory guidance for the preparation and presentation of the annual report and accounts each year.

On 19 July 2022, the Scottish Funding Council (SFC) issued specific guidance to colleges for the 2021-22 year-end and Mrs Mulholland provided an overview of the detailed requirements for the 2021-22 financial year and outlined the key points arising from the 2021-22 SFC Accounts Direction and Guidance notes.

**The Corporate Development Committee noted the changes to the reporting of the Annual Report and Accounts 2021-22 as stipulated in the SFC issued Accounts Direction.**

**CD141 INTERNAL AUDIT PLAN 2022-23**

The Director Finance presented the 2022-23 internal audit plan which was approved at the 26 May 2022 Audit Committee. The plan was compiled following discussion with the College Senior Management Team and a review of the strategic risk register, assurance map and other key College documents by the audit team.

Mr Ritchie reported that there were several 2022-23 planned audit assignments which fell under the remit of the Corporate Development Committee.

**The Corporate Development Committee noted the content of the report and that the schedule of business had been updated to reflect the receipt of internal audit reports at subsequent meetings.**

**CD142 SCHEDULE OF BUSINESS 2022-23**

The Committee **noted** its schedule of business for 2022-23 as summarised by the Director Finance. This would be updated during the year to reflect revised dates for reports being submitted to the Committee.

**CD143 ANY OTHER BUSINESS**

a) The Principal congratulated Natalie Smith on her appointment as Director of HR at Scotrail and Shirley Gordon who was leaving her role as Board Secretary. The Committee wished them both well in the future.

**CD144 DATE OF NEXT MEETING**

Tuesday 22 November 2022 at 2pm followed by joint meeting with Audit Committee at 4pm (Via Teams)

## CORPORATE DEVELOPMENT COMMITTEE – ACTIONS FROM THE MINUTES

Date of Meeting	Min Ref	Matter for Action	Responsible Person	Action Taken	Timescale (where applicable)
6 Sept 22	CD131	<b>Sustainability Strategy</b> - paragraph 1(b), fifth bullet point of the Committee's remit be amended to read "Sustainability".	S Gordon	Remit updated	<b>Complete</b>
6 Sept 22	CD133	<b>SFC Financial Forecast 2022-23 To 2026-27</b> - a Board strategic session be arranged to discuss the financial challenges sector-wide in further detail in terms of the impact on the College and share thoughts, experiences, and solutions to boldly review delivery and priorities in a creative way.	L Connolly		<b>Complete</b> BoM Short Life Working Group set up and December BoM meeting to review on full financial challenge.
6 Sept 22	CD134	<b>Financial Regulations</b> – reflect in the Committee's remit the agreed increase to the level at which a procurement contract was presented to the Corporate Development Committee and / or Board of Management to more than £500,000.	S Gordon	Remit updated	<b>Complete</b>
6 Sept 22	CD138	<b>Communications and Marketing Update Report</b> - share the full results and analysis from the College Perception Survey as soon as it was received.	N Tyler		
16 Sept 2020	EM426	<b>WDC District Heating System:</b> An update report to be provided to a future meeting of the Committee.	A McDonald	Update provided in Estates Update paper.	<b>Ongoing</b> Future meeting
3 Mar 2020	EM398	<b>College Estate Strategy 2016-2026 - Progress Report:</b> Proposed to refresh the Estate Strategy 2016-2026 document over the course of 2020-21 to reflect change, and changing, operating environment.	A McDonald	Refresh of 10-year Estate Strategy document will be progressed. Update paper on how strategy refresh will progress in summer 2022.	<b>Ongoing</b> Updated to Spring 2023

Date of Meeting	Min Ref	Matter for Action	Responsible Person	Action Taken	Timescale (where applicable)
19 Nov 2019	FPM291	<b>Business Transformation Plan -</b> Committee to be kept informed of progress with discussion with SFC.	L Connolly	Updates will continue to be provided to the Corporate Development Committee and the Board of Management on College engagement with the SFC regarding implementation on the Business Transformation Plan during 2020-21.	<b>Complete</b> Now superseded by work of BoM Short Life Working Group

<b>Meeting</b>	<b>Corporate Development Committee</b>
<b>Date</b>	<b>22 November 2022</b>
<b>Location</b>	<b>MS Teams</b>
<b>Title of Paper</b>	<b>Reappointment of Co-opted Member</b>
<b>Presented By</b>	<b>John Leburn</b>
<b>Recommendation to Members</b>	<b>Approval</b>
<b>Appendix Attached</b>	<b>No</b>

#### **PURPOSE**

Note that the tenure of co-opted member, David Mark, expires on 29 February 2023. As such, the Chair of the Committee will request that David be reappointed for a further one-year term (1 March 2023 to 29 February 2024) and will present this for approval to the Board meeting scheduled for 12 December 2022.

#### For information

The next meeting of the Committee is 7 March 2023 (Board meeting thereafter for approval is 24 April 2023) so, due to timescale and David's term ending on 29 February 2023, the Committee is requested to consider this matter now.

## **1. BACKGROUND**

1.1. David has served as a co-opted member on the Committee for 5 one-year terms:

- 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

1.2 In accordance with the Committee remit Section 2:

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

## **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.

### **RECOMMENDATIONS**

The Committee is asked to approve that the Chair of the Committee will request that David be reappointed for a further one year, 1 March 2023 to 29 February 2024, and will ask the Board of Management to approve this at the Board meeting scheduled for Monday 12 December 2022.

<b>Meeting</b>	Corporate Development Committee
<b>Date</b>	22 November 2022
<b>Location</b>	MS Teams
<b>Title of Paper</b>	2021-22 Procurement Report
<b>Presented By</b>	Vivienne Mulholland Head of Finance and Student Funding
<b>Recommendation to Members</b>	For Approval
<b>Appendix Attached</b>	Yes

**PURPOSE**

This report provides the Committee with the 2021-22 Procurement Report for approval prior to its submission to Scottish Government and its publication on the College website.

The paper is presented in line with Corporate Development Committee Terms of Reference:

*'To have strategic oversight of the overall management of the College's resources – finance, people, procurement, information technology and property.'*

The paper is submitted *For Approval*.

## 1. CONTEXT

- 1.1 Under Section 15 of the Procurement Reform (Scotland) Act 2014 all contracting authorities with an annual regulated procurement spend above or equal to £5 million must prepare and implement a Procurement Strategy.
- 1.2 The West College Scotland Procurement Strategy 2021-25 was approved by the Corporate Development Committee on 9 March 2021 and can be found on the [College website](#).
- 1.3 The Procurement Reform (Scotland) Act 2014 also requires all public sector organisations to prepare and publish an annual Procurement Report, which summarises procurement activities carried out during the year.
- 1.4 Appendix A provides the 2021-22 Procurement Report. The Procurement Report sets out the procurement activities undertaken in the year to 31 July 2022 and those which College plans to implement in the following year towards addressing the College Procurement Strategy objectives.
- 1.5 The Annual Report demonstrates that the College is continuing to improve overall procurement compliance and highlights several areas where good progress has been made:
  - The College has seen a £0.5m decrease from 2020-21 in non-regulated procurements; Non-regulated procurements represent 30% of total influenceable spend.

Non-regulated procurement is expenditure whose value is less than £50,000 for the full life of the contract. The decrease has been achieved through the increased use of Category B (where the procurement has been undertaken through framework arrangements with procurement centres of excellence, eg APUC and Scotland Excel) frameworks aligned with the continued consolidation of College expenditure in areas such as curriculum materials and estate maintenance.

- A focus by the Procurement Team on non-compliant expenditure with a phased and stepped approach to liaising with suppliers and end users.
- Development of digital tools to assist end users and improve compliance, including the roll-out of a digitised New Supplier Request Form and associated enhancement of procurement procedures.

## **2. FINANCIAL IMPLICATIONS**

2.1. There are no financial implications associated with this paper.

## **3. STUDENT EXPERIENCE**

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

## **4. HUMAN RESOURCES IMPLICATIONS**

4.1 There are no human resource implications associated with this paper.

## **5. LEGAL IMPLICATIONS**

5.1 There are no legal implications associated with this paper.

## **6. REPUTATIONAL IMPLICATIONS**

6.1 There are no community implications associated with this paper.

## **7. COMMUNITY/PARTNERSHIP IMPACT**

7.1 There are no community implications associated with this paper.

## **8. EQUALITIES IMPLICATIONS**

8.1 There are no equality implications associated with this paper.

## **9. ENVIRONMENT IMPLICATIONS**

9.1 There are no environmental implications associated with this paper.

### **RECOMMENDATION**

The Corporate Development Committee is requested to approve the 2021-22 Procurement Report for submission to Scottish Government and for publication.

<b>Meeting</b>	Corporate Development Committee
<b>Date</b>	22 November 2022
<b>Location</b>	MS Teams
<b>Title of Paper</b>	2021-22 Organisational Development and HR Report
<b>Presented By</b>	Joe Rafferty Acting Director Organisational Development and HR
<b>Recommendation to Members</b>	Review and Approve for Consideration at December Board for Approval to Publish
<b>Appendix Attached</b>	Yes – Paper 10a

## **PURPOSE**

This paper provides the Corporate Development Committee with updates on a range of activities covered by the Organisational Development and HR Directorate from August 2021 to July 2022 and reviews several key performance indicators.

The paper is presented in line with Corporate Development Committee Terms of Reference:

*'To have strategic oversight of the overall management of the College's resources – finance, people, procurement, information technology and property.'*

The paper is submitted *For Review and Approval for presentation to the Board of Management.*

## **1. CONTEXT**

- 1.1 The 2021-22 Report is intended to provide the Corporate Development Committee with an overview of key updates in relation to College people-related activities and progress against several Key Performance Indicators.

## **2. FINANCIAL IMPLICATIONS**

- 2.1 There are no financial implications directly associated with this paper.

## **3. STUDENT EXPERIENCE**

- 3.1 There are no student experience implications directly associated with this paper.

## **4. HUMAN RESOURCES IMPLICATIONS**

- 4.1 There are human resource implications associated with topics that have been updated on in this paper. The topics covered all either have an impact on employee engagement of staff or are an indication of levels of engagement across the College.

## **5. LEGAL IMPLICATIONS**

- 5.1 There are no direct legal implications associated with this paper.

## **6. REPUTATIONAL IMPLICATIONS**

- 6.1 There are no reputational implications associated with this paper.

## **7. COMMUNITY/PARTNERSHIP IMPACT**

- 7.1 There are no community implications associated with this paper.

## **8. EQUALITIES IMPLICATIONS**

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

## **9. ENVIRONMENT IMPLICATIONS**

- 9.1 There are no environmental implications associated with this paper.

**RECOMMENDATION**

The Corporate Development Committee is invited to review, note the content of the report for information and approve for consideration at December Board of Management for approval to publish.



**DRAFT**

# **HUMAN RESOURCES REPORT**

**August 2021 – July 2022**

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# 1. Introduction

The Human Resources Report provides an update to the Board of Management on a range of activities covered by the Organisational Development and HR Directorate from August 2021 to July 2022. Performance indicators are also included for Organisational Development and HR.

Where possible these indicators are compared externally against relevant data from the Scottish Government, Chartered Institute of Personnel and Development (CIPD), Scottish Funding Council (SFC), XpertHR and the Office for National Statistics.

The college launched an ambitious People Strategy 2030 during 2021-22 which builds on the 'Building our Collective Future' framework and places staff at the heart of the College's plans, recognising their collective contribution. It is based around four strategic themes:

- One College Culture
- West College Scotland Experience
- Effective Leaders and Managers
- Maximising Organisational Capability

All the work that the Organisational Development and HR Directorate undertake has a clear link to the overarching People Strategy 2030.

## 1.1 West College Scotland Approach to Hybrid Working

Academic year 2021-22 was a pilot year for Hybrid Working – a flexible split between working from home and working from the office. During that time there were three modes of working – Campus, Home and Hybrid. As we emerge from the pandemic, we are building upon the pilot work and have introduced new ways of working which enable staff to work on campus all the time, or to split their time between being on campus and being at home.

Our recent experience is that hybrid working has brought benefits to both individuals and to the College in terms of work-life balance, flexibility and productivity. Therefore, it is important that we continue to maximise these benefits. At the same time, when more people are on Campus, it can help to improve the service for our students, customers and stakeholders. Also, West College Scotland is a community college, and much of the experience is about students interacting and experiencing the College Community on campus, as well as the College staff being visible and available.

We published our Hybrid Working Document in coordination with 'Back Together' on campus events to highlight the three principles of Hybrid Working:

1. The needs of the customer (student or internal/external customer) come first. The best possible level of service is the overriding consideration.
2. Collegiate teamworking must be maintained.
3. All staff contribute to the on-campus experience

## 2. Summary Information

### 2.1 Summary of Key HR Metrics

Table 1: HR Metrics	31 <sup>st</sup> July 2021	31 <sup>st</sup> July 2022	External Benchmark
Headcount	1148	1121	n/a
Staffing costs as a percentage of income	82%	83%	n/a
Employee turnover	13.1% (18 months)	12.9%	14.4%*
Male/female ratio	42/58	40/60	39/61**
Percentage of BME staff	1.7%	2.1%	2.3%**
Percentage of staff with a disability	6.9%	8.6%	6.7%**
Sickness absence	3.6%	4.4%	3.2%***
Age bracket highest number of staff	30-49	30-49	30-49****

\*Labour Turnover Rates Survey, XpertHR, 2022

\*\* [College Staffing Data 2020-21](#), SFC, Published March 2022

\*\*\*Absence Rate and Costs, XpertHR Survey, 2022

\*\*\*\* Scotland's Census, 2011

### 2.2 HR Report Summary

#### 2.2.1 Staffing Profile

The staff headcount as of 31<sup>st</sup> July 2022 was 1121, 2.4% down on the previous year of 1148. All recruitment goes through a rigorous approval process which includes a review by all members of the Executive, the Director Organisational Development and HR and the Director of Finance.

#### 2.2.2 Employee turnover

The College average employee turnover was 12.9% for August 2021 – July 2022. Last year's figure of 13.1% was for an 18-month period however, if you pro-rata average employee turnover, it would be 8.7%, meaning turnover is 4.2 percentage points higher than last year. This is largely due to fixed term contracts coming to an end and as a result of voluntary severance. Our turnover rate still looks reasonable compared to the benchmark.

### **2.2.3 Length of Service**

The length of service of just over half of teaching staff is in excess of 10 years, but, for support staff, the majority of staff have less than 10 years' service.

### **2.2.4 Sickness Absence**

The sickness absence rate for the reporting period increased to 4.4% from 3.6% in 2021. This trend is consistent with other Scottish colleges and organisations. The XpertHR Survey on Absence Rates and Costs 2022 noted that a contributing factor could be an increase in face-to-face interactions and a reduction in home working which has been the case at West College Scotland as we've returned to more on campus working again.

### **2.2.5 Equality, Diversity and Inclusion**

This Section provides key highlights of actions we have taken to advance equality, including the development of CPD and tools to enhance practice during remote working, developing an effective response to Gender Based Violence, and showcasing our EDI work to the national FE and HE sectors.

Our equality data compares well with the sector, and there have been indications of positive change, with ongoing incremental increases in the diversity of our staff. We are pleased to note a decrease in the gender pay gap, which is lower than the national benchmark.

### **2.2.6 Organisational Development**

A focus on transformational change and continuous improvement with the launch of our new holistic approach to personal effectiveness, learning and development enabled through My Conversations (West College Scotland's approach to one-to-ones with managers) and Evolve our new learning experience platform.

To enable everyone at the College to perform to the best of their capability we have launched a series of programmes and individual learning interventions with a focus on enabling staff to learn, develop and grow.

### **2.2.7 Employee Relations**

The college has continued to maintain strong working relationship with representatives from the recognised trade unions, despite a difficult period of industrial relations at a national level, the closure of our two nurseries and a programme of voluntary severance during the period of this report.

### **2.2.8 Workforce Planning**

The dominating factor of financial pressures with the need to reduce staffing cost was the most significant factor impacting on workforce planning in 2021-22. Three waves of voluntary severance took place relating to: the restructure of catering services and closure

of nurseries; targeted voluntary severance in Music and in Hairdressing, Beauty and Make-up Artistry; and a college wide offer. In total, 22 staff left the College through voluntary severance during the reporting period with a further 22 to leave after 1<sup>st</sup> August 2022.

### **2.2.9 Employee Engagement**

42% of staff completed the all-staff engagement survey which was rebranded as 'My Voice' this year. Feedback has helped inform a number of initiatives, particularly the College's approach to Hybrid Working.

### **2.2.10 Health and Wellbeing**

2021-22 saw the introduction a new Staff Wellbeing Service enabled by the introduction of a temporarily funded Staff Wellbeing Advisor position. The service has 3 main strands of focus:

- offering 1:1 wellbeing support;
- promoting and supporting wellbeing initiatives across the College; and
- contributing to the wider Wellbeing Strategy at West College Scotland.

As in previous years, the health and safety service has been very effective in the reporting year, and this has been reflected through numerous nominations for the 2022 West College Scotland Team of the Year staff award, which the Health and Safety team won.

### **2.2.11 Data Protection and Freedom of Information**

The current legislation most pertinent to Data Protection in the UK is the UKGDPR, and the Data Protection Act 2018.

There is a bill currently going through the legislative process in the UK Parliament: The Data Protection and Digital Information (DPDI) Bill. This will make some changes to the content and interpretation of the UKGDPR and the Data Protection Act 2018.

The College has adopted the ICO's 'Accountability Tracker' to monitor detailed compliance data, and to fulfil its obligations under the seventh data protection principle – 'Accountability'.

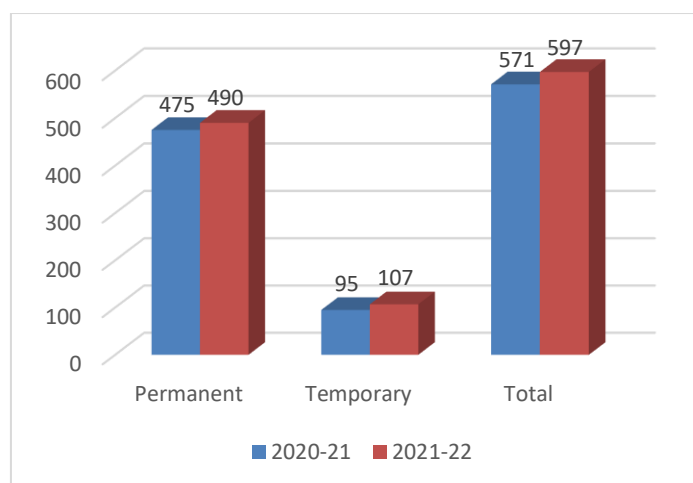
## **3 College HR Metrics**

### **3.1 College Staffing Profile**

The staff headcount as of 31<sup>st</sup> July 2022 was 1148. This compares to an end of year figure in 2021 also of 1148, which means that overall headcount in the College is static. However there have been staff movements shown in the staffing profiles below.

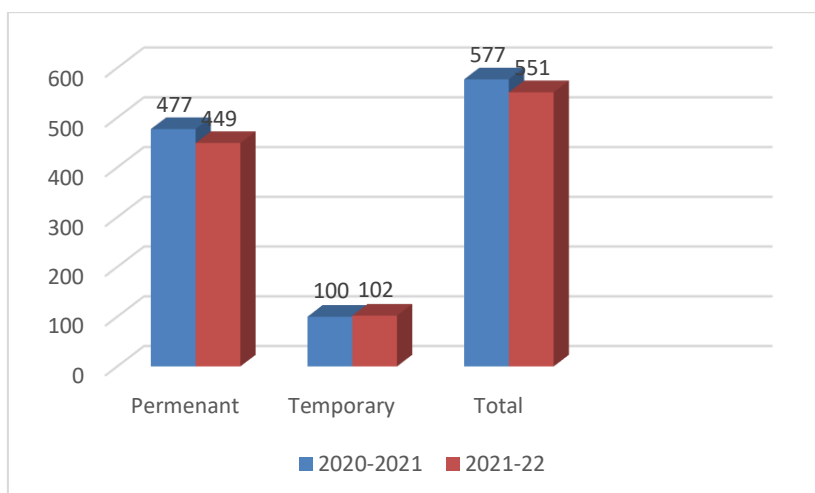
The staffing profiles (Figures 1 and 2) compare 31<sup>st</sup> July 2021 and 31<sup>st</sup> July 2022 headcount figures for Teaching and for Support Staff.

**Figure 1: Teaching Staff**



Permanent teaching staff have increased mainly due to movements from temporary to permanent positions (due to having been employed for more than 2 years). Temporary staff have mainly increased due to movements from the support staff pool to the teaching staff pool.

**Figure 2: Support Staff**



Permanent support staff have decreased mainly due to voluntary severance (particularly relating to the closure of the nurseries and restructuring of the catering service) and not replacing some staff who resigned. Temporary support staff has only marginally increased.

## 3.2 Employee Turnover

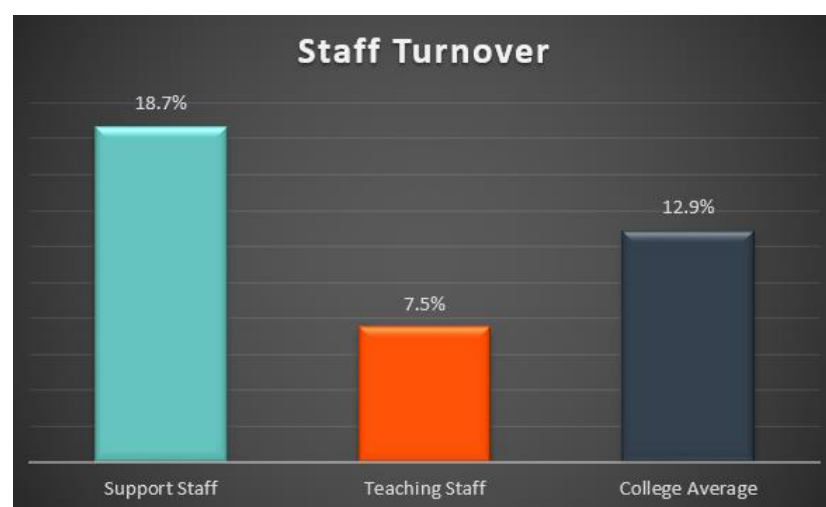
The College average employee turnover (Figure 3) was 12.9% for August 2021 – July 2022. Last year's figure of 13.1% was for an 18-month period, if you pro-rata average employee turnover it would be 8.7% meaning turnover is 4.2 percentage points higher than last year.

This is, to a large extent, related to an increase in voluntary severance and an increase in retirements in response to the pandemic.

Our retention of staff compares favourably with the average rate of employee turnover detailed in the XpertHR Labour Turnover Rates Survey 2022, which was 14.4% for all industries.

The turnover rate is higher amongst support staff (18.7%) than teaching staff (7.5%), reflecting the fact that there are more opportunities for support staff to join other organisations out with the sector.

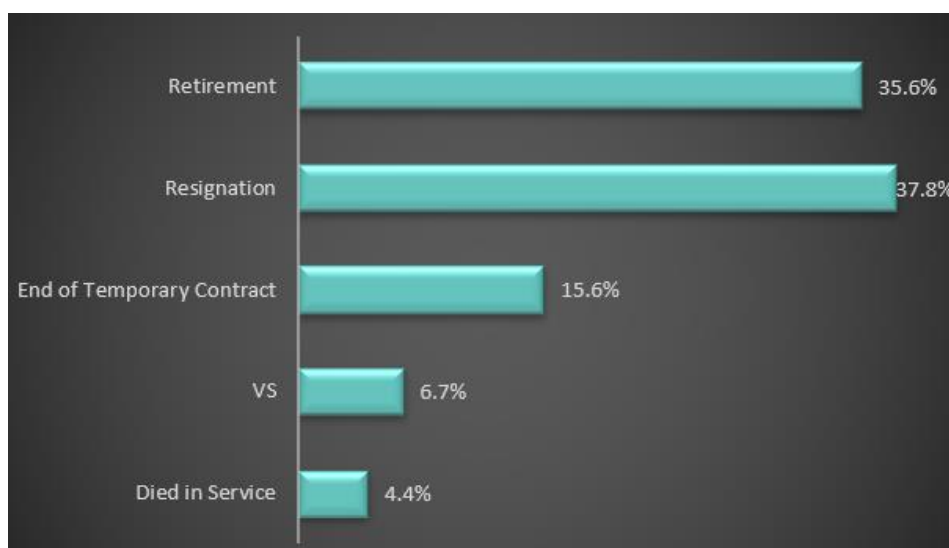
**Figure 3: Employee Turnover**



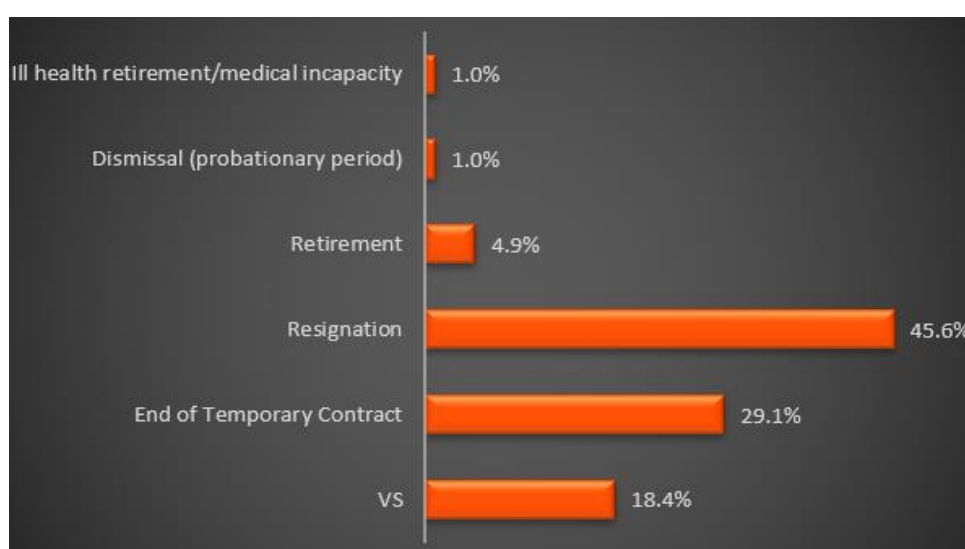
The top three reasons for staff leaving West College Scotland between August 2021 and July 2022 are resignation, temporary contracts coming to an end and voluntary severance (see figures 4 and 5).

Unfortunately, we had two deaths in service during the period. All deaths in service have a significant impact on the teams the individual members of staff belonged to, and the wider College community they may have worked with. We reflect upon these losses with great sadness and are thankful for the contribution these staff brought to enriching the lives of all within our College community.

**Figure 4: Reasons for Teaching Staff Leaving (proportion of those who have left)**



**Figure 5: Reasons for Support Staff Leaving (proportion of those who have left)**



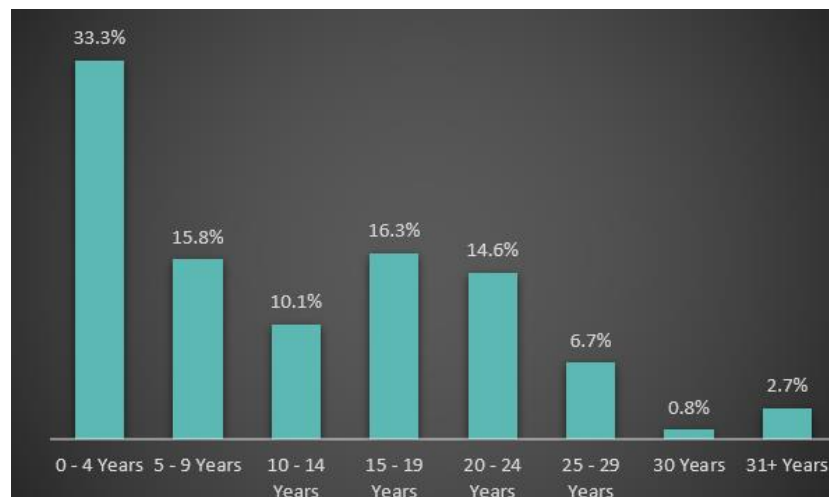
### 3.3 Length of Service

The length of service of teaching and support staff are included as Figures 6 and 7. Service is with West College Scotland and does not include previous public sector service.

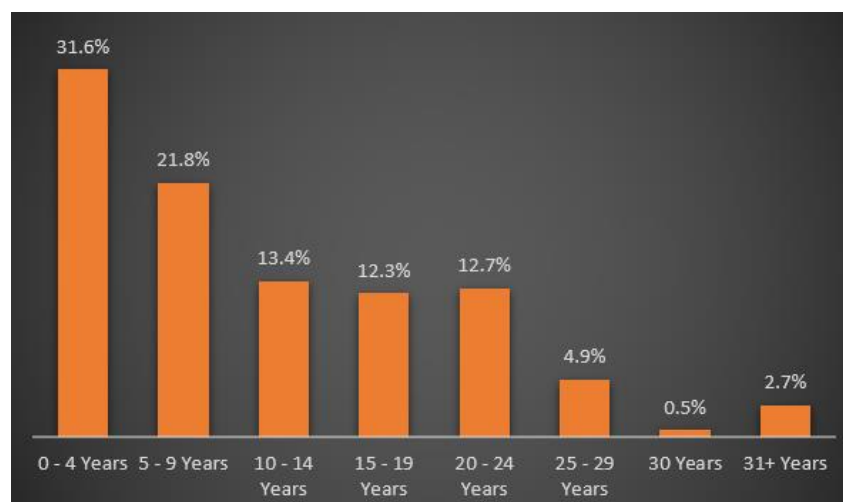
The length of service of just over half of teaching staff (51.2%) is in excess of 10 years which has been the case for many years, but, for support staff, the majority of staff (53.4%) have less than 10 years' service. There are also large differences between clusters on the charts for Teaching Staff and Support Staff. For example, after the 0-4 years' service peak, there is a large cluster on the teaching chart at 15-19 years' service (16.3%) and a large cluster on the support chart at 5-9 years' service (21.8%).

The relatively long service amongst West College Scotland employees, particularly teaching staff, could be related to the vocational nature of the teaching profession as well as the competitive terms and conditions of employment in the college sector such as pension, holidays and flexible working. Long service leads to an ageing workforce over time, however we have the opportunity to retain good staff and grow knowledge further. Consequently, as an integral part of the College's workforce planning activity, the implications and opportunities of the long service staffing profile are taken into account.

**Figure 6: Length of Service – Teaching Staff (%)**



**Figure 7: Length of Service – Support Staff (%)**



## 3.4 Sickness Absence

### 3.4.1 Instances of Sickness Absence

In reporting on the levels of sickness absence within the College, from 1<sup>st</sup> August 2021 to 31<sup>st</sup> July 2022, it is important to highlight that the majority of staff, 52.3%, have had no sickness absence at all within that timeframe. There were also no individuals who recorded more than 5 instances of sickness absence.

**Table 2: Instances of Sickness Absence**

Instances of sickness absence	Total sick days lost	No. of permanent staff
0	0	589
1	4889	233
2	2549	74
3	1002	30
4	180	7
5	184	6

### 3.4.2 Absence Rates

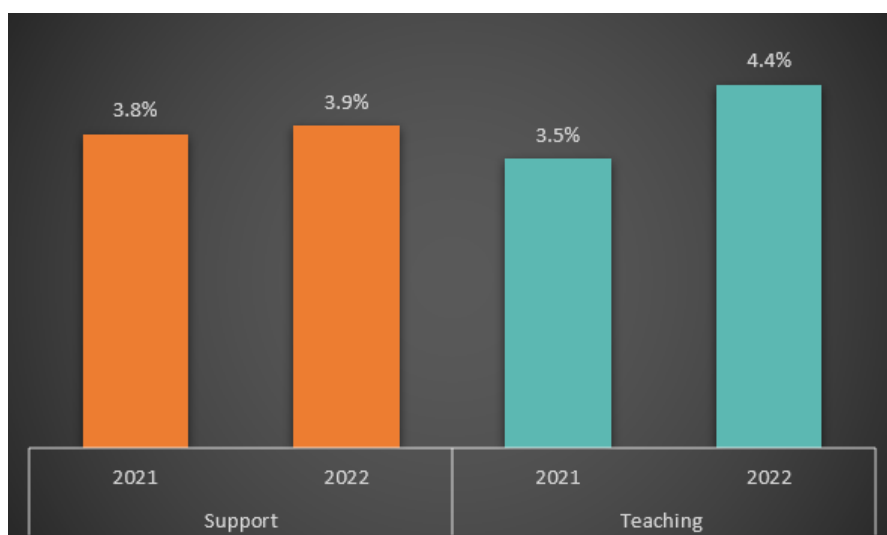
The average level of sickness absence for the period 1<sup>st</sup> August 2021 - 31<sup>st</sup> July 2022 was 4.2%. This is an increase of 0.5 percentage points as the average level of sickness absence for January 2020 – July 2021 was 3.7%.

The coronavirus (COVID-19) pandemic has affected the sickness absence data in many ways. Being off work due to the coronavirus in the college sector was not recorded as “sickness absence” due to a directive from Scottish Government that staff must suffer no detriment from being absent with COVID-19. Also, measures such as furlough, social distancing, shielding and increased homeworking helped to reduce other causes of absence in 2020 and into 2021. However, the reduction to the furlough scheme and its eventual end in September 2021, coupled with a reduction in homeworking, shielding, social distancing policies, and new COVID-19 variants, led to a rise in sickness absence in 2021.

The average level of employee sickness absence for the public sector based on the latest survey from XpertHR (the 2022 Survey based on 2021 figures) was 4.4%. Please note that this is based on the number of days' absence per employee per annum, which is the basis of the West College Scotland figures. Against this figure, the College's current rate of 4.2% is lower but we need to be mindful of the difference in reporting periods – it is not a direct comparison.

The percentage absence for teaching and for support staff in 2020-21 compared to 2021-22 is shown in Figure 8.

**Figure 8: Sickness absence for 2020-21 compared to 2021-22**



There has been a greater rise in teaching staff absence (0.9 percentage points). When covid restrictions on movement were lifted, teaching staff were more likely to be spending a higher proportion of their time on campus than support staff. This may have been a contributing factor but there is insufficient evidence to reach this conclusion with any degree of certainty.

### 3.4.3 Causes of Absence

Short-term absence is an absence of less than twenty working days. Long-term absence is twenty days or more.

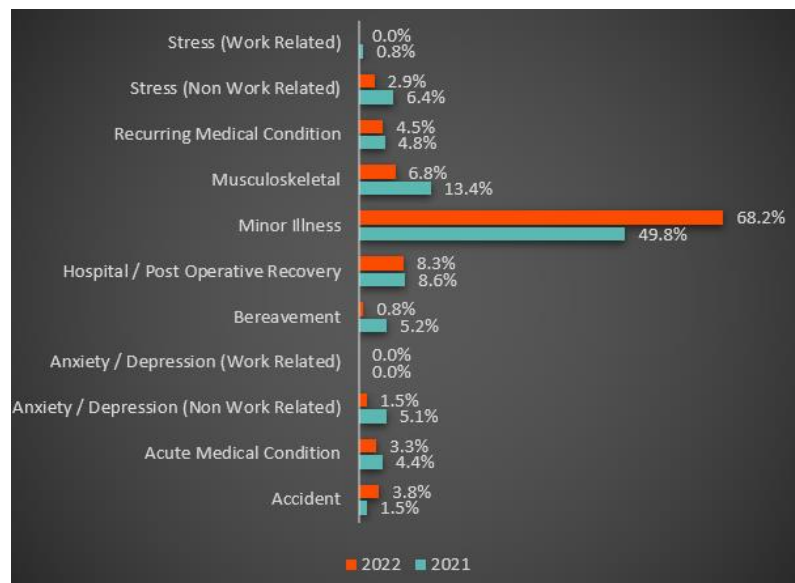
In this section it should be noted that the percentages (shown in figures 9, 10, 11 and 12) relate to the proportion of overall short or long-term absence which that cause of absence represents. It is not the percentage of employees affected by that cause of absence.

#### 3.4.3.1 Causes of Short-Term absence

Had we been including COVID-19 in our absence figures (they were excluded due to a directive from Scottish Government), then it would undoubtedly have been a major cause of short-term absence. We know this because we know how often COVID was reported. However, the exact number of days lost to COVID is not 100% clear because of the variations in symptoms. Some staff had COVID and continued to work at home throughout the illness. Others worked for part of the time. Whilst others were incapable of working due to the debilitating symptoms.

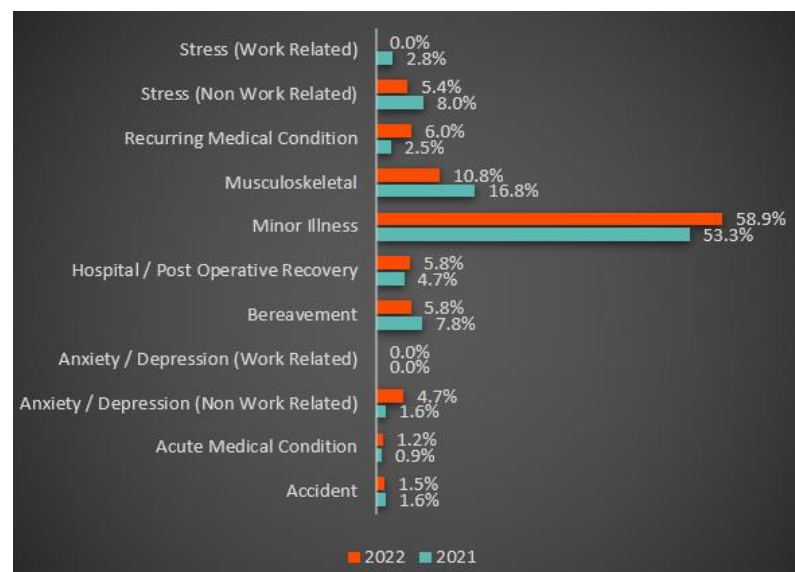
Against that background our figures show that the main cause of short-term absence within West College Scotland, for both support staff and teaching staff, remains minor illnesses (for example colds/flu, stomach upsets, headaches and migraines). This means that our main cause of short-term absences is the same as for most organisations as reflected in the CIPD Health and Well-being at Work Survey 2022 (this survey had COVID at number 2). The 2022 survey also cites musculoskeletal injuries (including back pain, neck strain and repetitive strain injury) and mental ill-health as among the top causes of short-term absence.

**Figure 9: Short-Term Absence (less than 4 weeks) – Teaching**



If we look at short term absence reasons for teaching staff in West College Scotland (shown in figure 9) we see that minor illnesses and musculoskeletal are the top two reasons for absence. Hospital/Post-Operative Recovery is at number three, which may reflect the fact that the College has an ageing workforce. There has been a reduction in all categories except for minor illness which would contribute to the observation that the increase in absence rate may be due to return to campus and therefore an increase in exposure to cold and flu viruses.

**Figure 10: Short-Term Absence (less than 4 weeks) – Support**

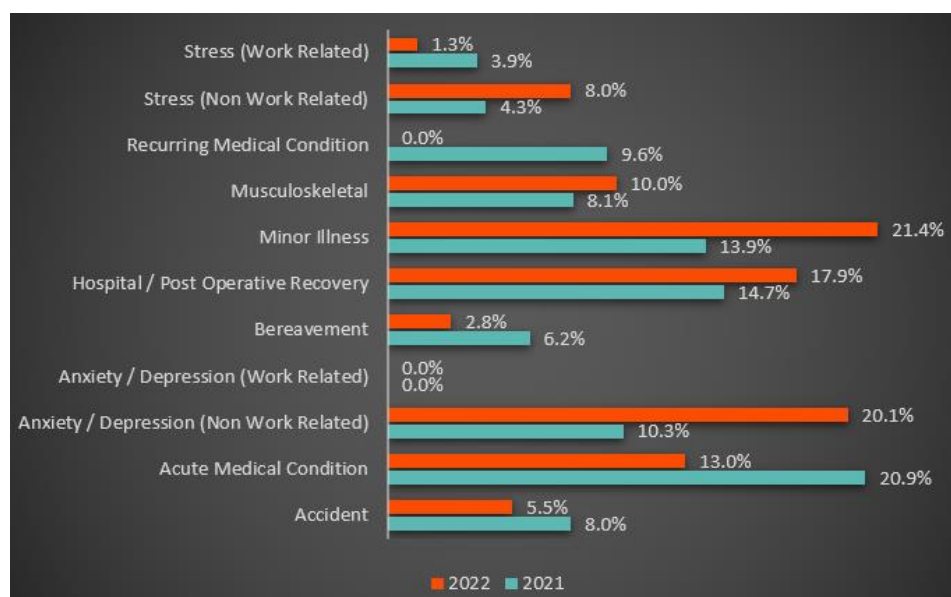


Turning to short term absence for support staff, we see that the top three causes of absence are in line with the top three nationally (excluding COVID), as measured by the 2022 CIPD survey (that is if you equate “stress” to “mental ill health”).

### 3.4.3.2 Causes of Long-term Absence

According to the CIPD Health and Wellbeing at Work Survey 2021 the most common cause of long-term absence is mental ill health (for example clinical depression and anxiety). This category is not split up, as with the West College Scotland data, into stress (work and non-work-related) and anxiety/depression (work and non-work-related). If we were to add up our sub-categories, we would reach a figure of 29.4 % for teaching staff which would make mental ill health the most common cause of long-term absence amongst teaching staff at the College. And it should be noted that this figure of 29.4% is an increase from 18.5% in 2020-21.

**Figure 11: Long-Term Absence (20 days+) – Teaching**



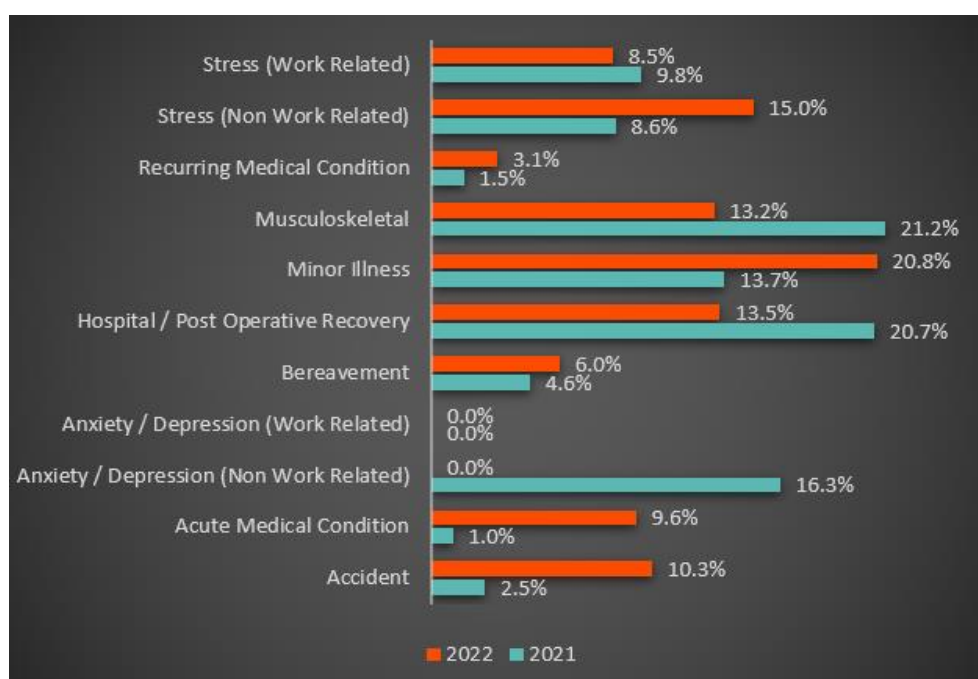
If we look at teaching staff (figure 11) we find that the most common cause of long-term absence for teaching staff is Minor Illness. However, if we add together all the figures for stress and anxiety/depression we get an overall figure of 29.4% for mental ill health.

However, the starkest picture which emerges from this data is in *non-work-related* mental ill health. Stress is up by 3.7 percentage points and anxiety/depression by 9.8 percentage points. This could be fallout from the pandemic.

If we were to add up our mental health sub categories, we would reach a figure of 29.4 % which would make mental ill health the most common cause of long-term absence for teaching staff. It should be noted that this figure of 29.4% is an increase of 18.5 percentage points from 2020-21.

It is partly due to this increase that staff wellbeing activities in the next year will have a focus on mental health including, but not limited to, a new mental health and wellbeing eLearning and Mental Health Workplaces workshop for managers and leaders.

**Figure 12: Long Term Absence (20 days+) – Support**



Unlike with teaching staff, non-work-related anxiety/depression has fallen significantly. However, we see a marked increase in non-work-related stress (up 6.4 percentage points). There may be a trade-off here, where mental ill health is simply being categorised differently. We are less often seeing anxiety/depression on fit notes, with this being replaced by less specific terms such as “low mood” or “stress reaction”. Nonetheless, figures relating to mental ill health (23.5%, down 11.2 percentage points from 34.7% in 2020-21) seem less concerning amongst support staff compared to teaching staff.

## 4. Equality, Diversity and Inclusion

### 4.1 Introduction

West College Scotland has continued to make progress in advancing equality, diversity and inclusion throughout 2021-22. We have identified and delivered actions to enable the achievement of our Equality Outcomes 2021-23 and commissioned Leading Kind to undertake an audit of our practice and make recommendations which we are currently considering, and which will inform our 2022-23 work plan and review of the College's existing Equality Outcomes.

We have also made progress in mainstreaming equality, by which we mean integrating equality into the day-to-day working of our organisation so that every decision is informed by the need to minimise discrimination, promote the best possible outcomes and decrease unfairness. This has been led through the College's Equality, Diversity and Inclusion Committee which meets quarterly.

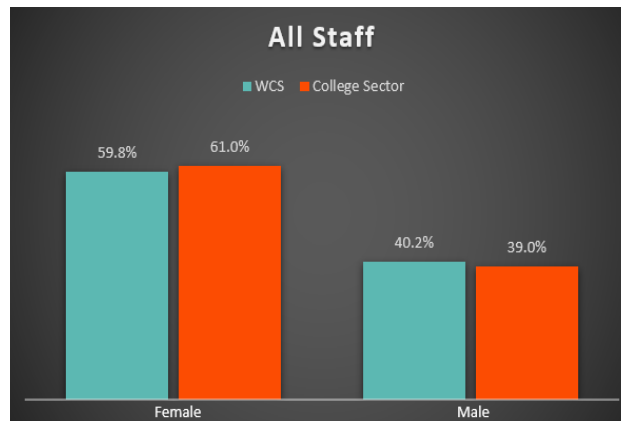
### 4.2 Our Workforce Demographics

We ask staff to disclose equality data regarding all of the protected characteristics. In this report, we focus on age, disability, gender and as we are able to benchmark this data within the FE sector. We publish fuller information in our biennial statutory report which due to be published in April 2023.

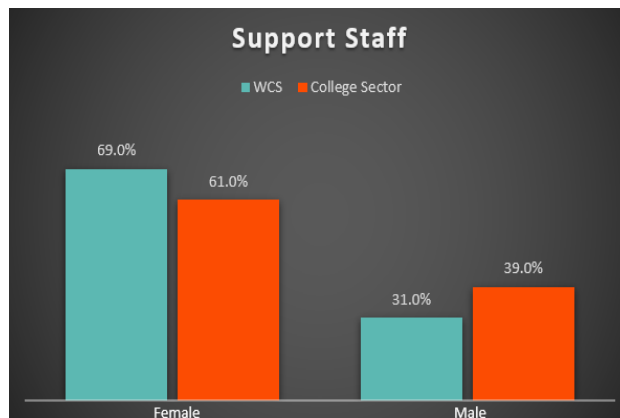
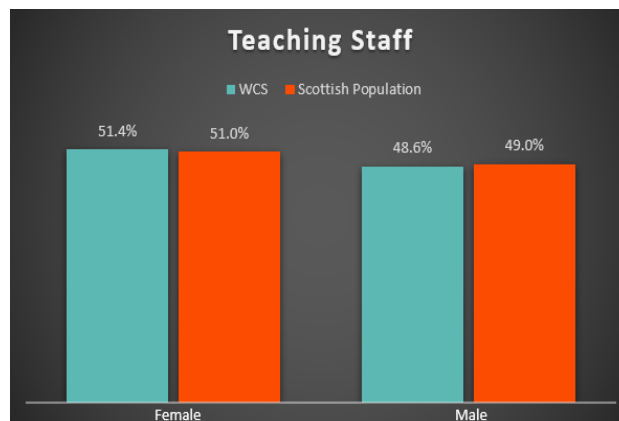
The following information is based on the headcount of staff as at end of July 2022.

#### 4.2.1 Gender

#### Figure 13: Gender Profile

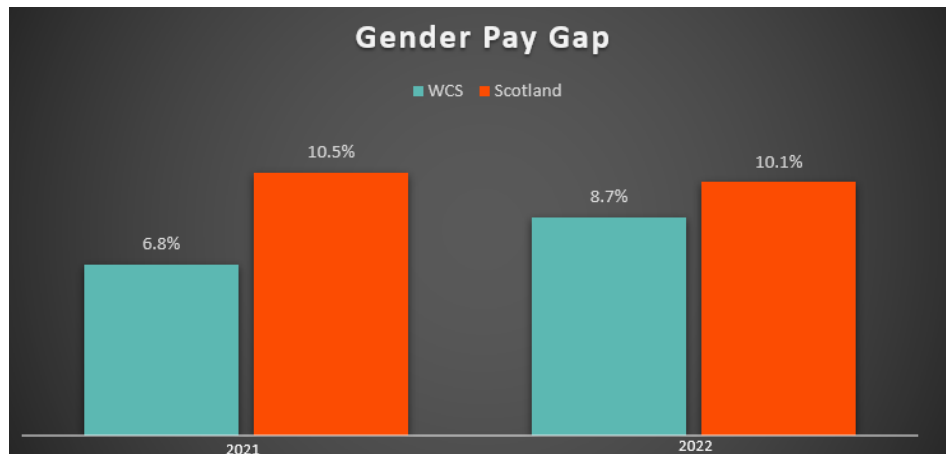


There has been a small change in the overall gender balance of staff, with 59.8% of our staff being female (up 1.3 percentage points from last year). This can be compared with national sector data where females account for 61% of headcount



There is a higher rate of proportionality of gender with teaching staff (51.4% female) compared with support staff (69.0% female). The current teaching gender split is very similar to national demographics, where 51% of the people in Scotland are female.

The greatest gender imbalance exists in support staff, with 69.0% being female (up 1.4 percentage points from last year). This is in line with national FE sector data, where females account for 68% of non-teaching staff. The Scottish Funding Council (SFC) report that nationally the proportion of females has remained the same since 2015. <sup>1</sup>



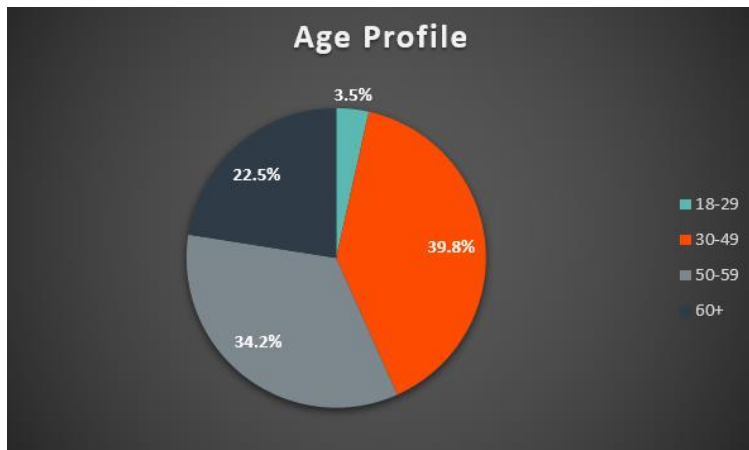
**Figure 14: [Gender](#) Pay Gap**

The gender pay gap is the difference between average full-time equivalent salaries of male and female permanent staff presented as a percentage.

The College's gender pay gap has increased by 1.9 percentage points since July 2021 to 8.7% at end of July 2022 but is still lower than in 2020 when it was 9.2%. Nationally, Scotland's pay gap is 10.1% and this has decreased by 0.4% over the same period.

While the College pay gap compares well with the national pay gap, the Equality and Human Rights Commission advise that any pay gap which exceeds 5% is regarded as "significant". The College has included action to address this gap in its Equality Outcomes, including initiatives to address barriers to career development for female staff and the promotion of flexible working.

#### **4.2.2 Age**

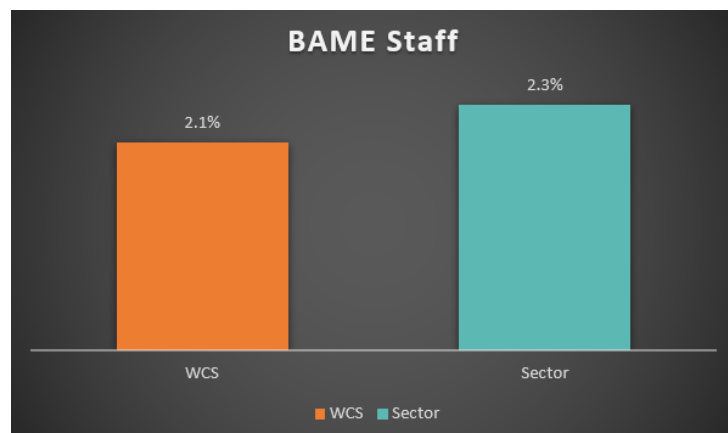


**Figure 15: Age Profile**

The age data shows similar patterns for teaching and support staff. The age bracket with the highest number of staff in both areas continues to be between 30-49 (39.8%, up 1.2 percentage points compared to July 2021). The second largest age group is still those aged between 50-59 (34.2%). There has been a 0.9% decrease in 18-29 bracket and a 0.9% increase in the 60+ bracket.

#### 4.2.3 Ethnicity

**Figure 16: Ethnic Profile**

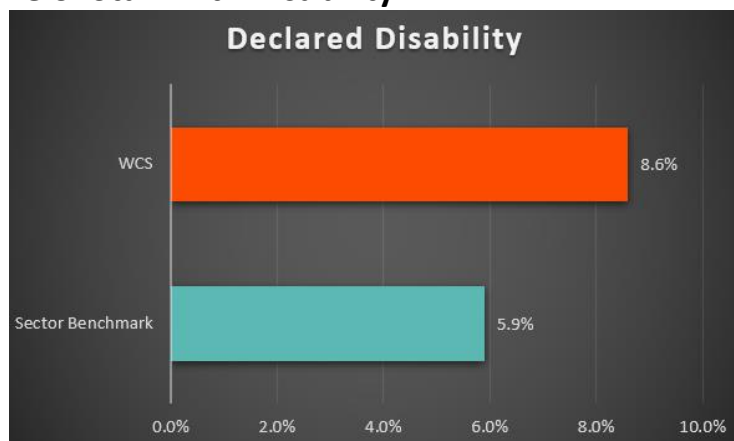


Teaching and Support staff have been combined given the relatively low numbers of ethnic minority staff. Overall, [2.1%](#) of staff are from a Black, Asian and Minority Ethnic (BAME) background. This is a [0.4 percentage point](#) increase from last year, where [1.7%](#) of staff were BAME.

This can be compared with the demographics of the campus local council areas of West Dunbartonshire, Inverclyde and Renfrewshire, where between 1-3% of residents are BAME. The sector benchmark is 2.3%.

#### 4.2.4 Disability

**Figure 17: Profile of Staff with Disability**



As the number of staff with a disability is comparatively small, and in order to protect the confidentiality of staff, Figure 17 shows an overall staff profile.

The percentage of staff who have declared that they have a disability at the end of July 2022 is 8.6%, which is a 1.7 percentage point increase compared to July 2021. This figure has risen incrementally since 2017 when it was 5.2%.

The proportion of staff who have declared a disability is lower than national indicators. The Scottish Government estimate that approximately 10% of the population who are economically active have a long-term activity limiting health condition. The College's proportion is slightly higher than the sector benchmark of 5.9%, however.

The College will continue to encourage staff to disclose disabilities through use of the self-service HR system and promotion of the Disability Confident scheme.

### 4.3 Progress to Date

The College has made considerable progress on its equality, diversity and inclusion agenda in the past year. In particular:

#### 4.3.1 Continuous Professional Development

With the launch of our new Learning Experience Platform, 'Evolve' we have been able to offer self-directed learning on a variety of equality, diversity, and inclusion topics such as Anti-Racism, Black Lives Matter, Bullying and Harassment, Cultural Communication, Equity Vs. Equality, Gender Equality, Gender Identity, How Can We Be More Trans-Inclusive?, Introduction to Neurodiversity, Cultural Bias and Privilege.

The mandatory modules of Equality, Diversity and Inclusion Essentials, Managing Diversity and Unconscious Bias were reviewed and redesigned to focus on practical application through using case studies and real (anonymised) West College Scotland examples. Individuals are required to renew these every three years.

#### **4.3.2 Focus on Preventing Gender Based Violence**

We have been working jointly with the Student Association to develop an effective response to Gender Based Violence (GBV).

The college has submitted a Charter application and met with a representative from Emily Test to consider the panel's feedback and discuss some initial priorities to enable us to "pass the Emily Test".

We have also had an initial meeting with White Ribbon Scotland and will be working with them to identify champions within the organisation and to raise awareness of the pledge to never commit, condone or remain silent about violence against women.

#### **4.3.3 International Women's Day**

The College marked International Women's Day by recording a webinar with senior female staff which provided an overview their career journeys, some of the challenges they have faced in their careers as women and advice for colleagues.

#### **4.3.4 LGBTQIA+ Engagement**

The College engaged with Pride month this year through holding 'Rainbow Office Hours' every Friday in June 2022. This was an opportunity for colleagues to come together and discuss LGBTQIA+ issues, themes in movies, television, literature and more. We also hosted a webinar with colleagues from the LGBT+ community and talked about a wide range of issues including bias in the workplace. The College was represented at both Glasgow Pride marches by members of staff, SMT, the Student Association and the Board of Management.

#### **4.2.3. Equality Report and Equality Outcomes 2021-23**

We published our Equality Report in April 2021, which outlined progress against our Equality Outcomes and provided an analysis of staff and student equality data. A staff Equality Survey and engagement with the Student Association informed the development of new Equality Outcomes 2021-23 and a comprehensive report will be published in April 2023 outlining progress made.

## **5. Organisational Development**

### **5.1 Transformational Change Projects**

The Continuing Professional Development Internal Audit Report in March 2020 made the following recommendations:

- Alignment of staff training with the College's strategic objectives.
- Alignment of the annual staff development programme to the operational planning cycle.
- Completion of Continuing Professional Development Review (CPDR) process review and re-launch of revised approach.
- Alignment of staff objectives and development plans with corporate objectives and operational priorities.
- Quality assurance checks of staff objectives to be implemented.

Due to the COVID-19 pandemic an extension was agreed until March 2022. Organisational Development scoped the requirements for a new holistic approach to personal effectiveness, learning and development that would not only meet the recommendations of the Internal Audit Report but would take into consideration staff feedback, professional body requirements (including GTCS) and be sector leading in practice. By March 2022 we had piloted the 'My Conversations' approach that would replace the CPDR Process.

My Conversations is West College Scotland's new and innovative approach to one-to-ones with managers. It is a people-centric employee-led approach so that individuals can take ownership for their own personal effectiveness and development. With the new approach managers get insight into individual drivers, strengths, weaknesses, talents, skillsets and motivators which enable their team members to learn, develop and grow.

It provides clarity in objective setting, as it encourages a collaborative approach between individuals and their managers in which individual goals and objectives align to the College objectives and priorities. Employees are at the heart of the process which powers meaningful conversations that are underpinned by individual drivers. Individuals are encouraged to have three conversations a year: Start of Year, Mid-Year and End of Year and to have as many check ins, career, or development conversations as they require. All conversations are supported with guides and learning.

To enable this process, a collaborative approach to the scope, design and implementation of a modern and easy to use learning experience was initiated. 'Evolve' launched as a pilot in July 2022 and then to all staff in August 2022.

Not only is Evolve the home of recording one-to-ones and goals with managers (My Conversations), but it also captures employees new personal learning records that can be viewed or added to. Evolve automatically tracks progress with learning and provides access to nearly 400 new courses of different lengths and a mixture of facilitator led and self-directed learning. Evolve will make it easier than ever to identify skills gaps through the skills profile area and to close those gaps by taking ownership of learning.

On Evolve learning is categorised as follows:

- Compliance & Mandatory
- Leadership & Management (open to all)

- Personal Development
- Communication & Social
- iAspire (Youth Development)
- LeadingEdge (People Manager Programme)
- Professional Practice (Learning & Teaching)
- Professional Practice (Other)
- Digital First
- Health & Wellbeing
- Equality, Diversity, and Inclusion
- Sustainability

## 5.2 Learning Initiatives and Programmes

### 5.2.1 LeadingEdge Programme

LeadingEdge is the programme being developed to support and enable the effectiveness of managers and leaders. In May 2022, 'Meaningful Conversations' was launched to develop the confidence, knowledge and skills of managers having difficult conversations. This is a blended, flipped classroom format. Learners engage in eLearning to gain knowledge of the theory before attending a virtual classroom to develop confidence and skill through practical application. They are then encouraged to engage in social learning with their peers on the programme when real life examples occur, and they can use each other for support. Ten managers and leaders participated in the learning and provided feedback in order to continuously improve and inform the design of other modules.

As part of the roll out of the My Conversations approach, a one-day virtual classroom 'Coaching Conversations' Workshop was designed and developed to enable managers to take on the role of 'coach' during conversations with their team members. This is now being rolled out to all managers with 20 already having completed the workshop.

### 5.2.2. iAspire Youth Development Programme

iAspire is the dedicated development programme for young people who are employed as Kick Starters, Modern Apprentices or Graduate Interns in West College Scotland.

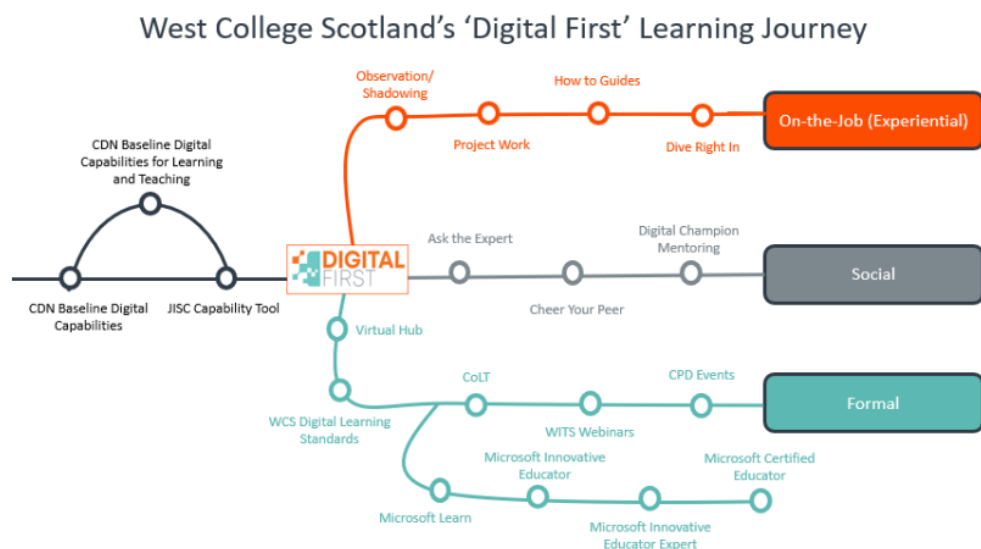
Through the Government's Kick Start Programme, three young people joined us in October 2021. As well as gaining experiential learning in their roles, the new starts took part in a series of workshops to develop transferable, core skills such as Facilitation, Presentation, Interviews, Networking, and Communication. The Young people were extended through local government funding for a further six months before receiving dedicated and personalised employability support to move on to positive destinations. Two Modern Apprentices were employed as Science Technicians and joined the Kick Starters in their skills programme.

Through the Robertson Trust, the Organisational Development and HR Directorate were able to offer a placement to a young person from a socio-economically disadvantaged background. We offered a developmental summer internship in order to provide the young person with experiential learning in the labour market whilst they were at university.

We secured funding for 4 new Graduate Interns from the Graduate Career Advantage Scheme run by the University of Edinburgh. This provides paid positions for graduates who are currently unemployed or under employed. Two have already joined us (Marketing and IT) and another two will join us shortly (HR and Finance). These interns, like the others on the programme are supported with a bespoke learning programme and mentors in their business areas.

### 5.2.3 Digital First

Digital First is the College's programme of digital learning. A new interactive learning journey was launched in June 2022 which declutters the landscape of digital CPD and allows the learner to quickly identify where they are in their learning journey. The journey starts with the learner self-assessing themselves against the CDN Baseline Capabilities, going beyond the baseline with the JISC Capability tool and then building on this depending on the learning content and preference.



**Figure 18: West College Scotland Digital First Learning Journey**

Figure 18 above details the journey. The work on the digital first learning journey contributed to the Herald Digital Transformation Award win in 2021.

The schedule of facilitator led digital learning is based on needs that staff have self-identified through a learning needs analysis survey in May 2022.

## 5.3 CPD/ Learning & Development Activity

The CPD programme of activity this year was predominantly delivered on a virtual basis. The main focus of the programme was on enabling the College Digital and Health & Wellbeing strategies and supporting staff working on a hybrid basis.

A range of internal workshops, short courses and awareness sessions took place including:

### 5.3.1 Learning & Teaching

- L&D9DI Assessor Award
- L&D11 Internal Verifier Award
- College Lecturer Registration Programme Information Session
- Teaching in Colleges Today Award Update
- Promoting Understanding of Behaviour & ASD
- Re-Energising Ideas for the New Academic Year
- Teaching and Learning using Microsoft Teams (Beginner)
- Teaching and Learning using Microsoft Teams (Intermediate)
- Teaching and Learning using Microsoft Teams (Advanced)
- Class Notebook for Teaching, Learning and Assessment
- Using Video in Teaching, Learning and Assessment (Microsoft Stream)

### 5.3.2 Learning Technologies / IT

- Microsoft Teams Essentials
- LinkedIn Professional Development Webinar
- Become a MIE Using Stream to record lectures
- Become a MIE Using Assignments in Teams
- Become a MIE Digital Tools for Collaboration with Colleagues
- Become a MIE Using Insights and To-do
- Become a MIE Using Class Notebook in Teams
- Become a MIE MS Teams Overview
- Creating Interactive online learning resources with PowerPoint
- Class Insights in Microsoft Teams
- Microsoft OneNote (Teaching Staff)
- Microsoft OneNote (Support Staff)
- Get started with Microsoft Teams
- Explore teams and channels in Microsoft Teams
- Build collaborative workspaces in Microsoft Teams
- Use chat and calling features in Microsoft Teams
- Run Effective Meetings in Teams
- ClickView Introduction Session - The Why of Video
- ClickView Video Editing and Clipping
- MS PowerPoint Essentials
- MS Teams Breakout Rooms
- MS Teams Meetings for Educators
- OneNote Session - Support Staff
- OneNote Session - Teaching Staff

### **5.3.3 Policy and Legislative**

- My Conversations Awareness Session
- Discipline & Grievance (Line Managers)
- Recruitment & Selection (Line Managers)
- Attendance Management (Line Managers)

### **5.3.4 General**

- Dementia Awareness Workshop
- Helping Learners with Mental Health Problems
- Menopause Awareness
- Prevent Awareness Training
- Making the Most Out of Retirement
- Practical Approach to Project Management
- Learn more about the Jisc Discovery Tool

### **5.3.5 Health, Safety and Wellbeing**

Throughout the year health, safety and wellbeing training sessions were delivered covering topics such as:

- First Aid at Work
- Fire Warden Training
- Asbestos Awareness
- Developing Personal Resilience
- Mental Health Awareness
- Mental Health Awareness: Safeguarding our Wellbeing
- Mindfulness in the Moment
- Tips to Feeling Happy and Content
- Stress Management Techniques
- Managing Burnout
- MOT 4 MEN Event
- Boosting Your Personal Wellbeing

## **5.4 Teaching Qualifications**

A total of 22 Lecturers successfully completed the TQFE programme through the University of Aberdeen during session 2021-22. There are three staff members who are due to complete their TQFE qualification by December 2022. This programme was delivered on a virtual basis with a number of teaching observations taking place on campus.

It has been agreed that West College Scotland will support a further 25 staff members of staff on the TQFE programme for session 2022-23 with the University of Aberdeen. Maintaining this number of staff undertaking TQFE will ensure that the College continues to meet the National Bargaining agreement.

A total of 10 staff completed the City & Guilds Level 4 Professional Recognition Award during 2021-22. This programme is for teaching staff who do not currently meet the TQFE entry criteria. It is a requirement under the National Bargaining Agreement that teaching staff have a suitable progression route onto TQFE. Completing the City & Guilds Level 4 Professional Recognition Award provides this progress route onto TQFE. It is anticipated that there will be a further 10 teaching staff members undertaking this Award during academic session 2022-23.

## 5.5 Bespoke Learning Design

As part of the new Organisational Development offer at West College Scotland, managers and leaders can request a learning diagnostic to help find a learning intervention solution to a particular problem.

As a result of this new offer Organisational Development have designed, developed and implemented 12 bespoke self-directed learning solutions in response to the needs of the College. These include:

- How to be a Mentor
- Staff Induction for New Starts
- Staff Induction for Agency Employees
- Staff Induction for those returning from a break (Long Term Sick, Parental Leave, Career Break etc.)
- Staff Induction for New Managers/CQLs
- Hybrid Working Successfully
- Managing Hybrid Teams Effectively
- Equality, Diversity & Inclusion at West College Scotland
- Managing Diversity
- Student Mental Health & Wellbeing
- Information Security
- Getting to Know Evolve

To support the transformation of the catering offer on all campuses, OD engaged with the project manager and the Vice Principal of Operations in July 2022 to carry out a learning diagnostic to understand the learning needs of the returning staff. Following this, a programme, 'Recipe for Success' was designed, developed and delivered. This included a module on 'Embracing Change' facilitated by OD. Over the course of two weeks, nine catering staff were upskilled in the new equipment and technology that they will be using as well as refreshers on customer experience, student wellbeing and food hygiene. The two weeks also introduced the catering staff to their new product offer.

## 5.6 Mandatory & Compliance Learning

Staff members have direct access to mandatory eLearning via the Compliance & Mandatory dashboard area on Evolve which can be accessed from the Staff Intranet page or externally. The Organisational Development and HR team are monitoring progress on the College's compliance, which as at end of July 2022 was 70%. Reminders have been issued to staff who

have still to complete the online courses and managers and leaders now have access to real-time information on their team's completions. The mandatory learning modules are:

- Safeguarding Essentials
- Equality & Diversity Essentials
- General Data Protection Regulation (GDPR)
- Information Security Essentials
- Fire Safety Understanding Health & Safety
- Fraud Prevention

The following eLearning programmes are also available for relevant staff to undertake.

- Personal Safety and Conflict Awareness
- Supporting Student Mental Health & Wellbeing
- Supporting Student Carers at College
- Hazardous Substances
- Lifting and Carrying
- Managing Diversity
- Unconscious Bias

## **6. Employee Relations**

### **6.1 Local Employee Relations**

The College has maintained good working relations with local trade union representatives from the recognised trade unions (EIS/FELA, Unison and Unite) based on the values of mutual respect and trust during a period of difficult industrial relations at a national level, as well as recovering from the effects of the global pandemic and working together to re-create active and vibrant campus working once more.

Formal channels of consultation and negotiations were based on the Local Recognition and Procedure Agreements, which include provision for monthly Committee meetings with trade union representatives during term time, chaired by the Principal or another member of the College Executive.

The additional consultation forum set up during the pandemic, the Mobilisation Group, came to a natural end as the 2021-22 academic year concluded. It consisted of key advisors from across the College representing Estates, HR, Health and Safety, Curriculum, Information Technology, Finance and Communications, as well as representatives from the recognised trade unions. The work of this group was recognised through a 2021 staff award for keeping our students and staff safe during the pandemic through the provisions and arrangements put in place and for leading our recovery and return to campus.

A specific consultation group was initiated during 2021-22 to discuss the proposals regarding the closure of the nurseries on our Greenock and Paisley campuses, and the changes to the College's catering provision. This involved national representatives from Unite and Unison as well as local representatives and members of the College's management team.

These formal collective arrangements were complemented by regular informal, open agenda meetings with local trade union representatives.

## **6.2 National Bargaining**

All negotiations took place through the National Joint Negotiating Committee (NJNC) and the college had representatives from both the management and staff sides on this forum.

### **Lecturing Staff**

Key decisions relating to lecturing staff during 2021-22 national bargaining include:

- The agreed pay award effective from 1 September 2021 was a consolidated Pay Award of £1000 for all unpromoted and promoted lecturer scale points.
- In resolution of a national dispute, colleges were responsible for locally reviewing their Assessor or Instructor roles against a nationally agreed Lecturer role profile (circular 02/21) to determine if they should be lecturing posts. Management and EIS representatives at West College Scotland have worked effectively together on this.

### **Support Staff**

Key decisions relating to support staff national bargaining during 2021-22 include:

- A consolidated award of £1000 on all salary points for support staff, effective from 1st September 2021.
- The creation of a working group to research the 4-day working week and pilot it in at least one college
- Support staff to receive a guaranteed fourteen hours per academic year for annual career development activity, for self-directed career development planning and research.
- A national agreement for terms and conditions for support staff was published in March 2022 which set out minimum terms. West College Scotland has reviewed existing procedures to ensure these minimum terms are reflected and is adopting any enhancements required.
- The national job evaluation project team has been undertaking final quality assurance checks on the jobs evaluated and individual colleges are due to receive their rank orders by mid November 2022.



## **7. Workforce Planning**

### **7.1 Workforce Planning**

Financial pressures continued to build in 2021-22 impacting significantly on strategic workforce planning which was, to a significant extent, dominated by the imperative to make savings on staffing costs. Voluntary Severance played a significant role in the drive to make savings, including the closure of Paisley and Greenock nursery provision and a restructure of the Catering Team.

### **7.2 Voluntary Severance**

Three waves of a voluntary severance scheme were offered to staff during the period 2021-2022. The first was targeted at Catering and Nursery; the second Hair & Beauty and Music; and the third College wide.

75 individuals applied for voluntary severance and 44 were accepted. 22 left during the reporting period with a further 22 to leave after July 2022.

### **7.3 Catering Team Restructure**

Our catering service has not seen sufficient demand for some time as there is a great deal of competition from local food outlets. The pandemic exacerbated the challenges as there were significantly reduced numbers of staff and students on campus. The College introduced a new catering service offer during 2021-22, enabling us to deliver an offer more appropriate to demand going forward. Through this the College has reduced the number of staff working in the service, which was achieved through voluntary severance and redeployment. There were no compulsory redundancies.

### **7.4 Nursery Closures**

Nurseries operating out of Paisley and Greenock Campuses have been a source of significant financial loss for a number of years. In 2021-22 the decision to close was taken following appropriate consultation with staff and their representatives. Through the use of voluntary severance and redeployment, compulsory redundancy was avoided.

### **7.5 HR Management Information**

Improvements in HR Management Information continue to be made, as we have started to make use of Power BI which will continue to expand over the coming year. Our focus is removing the requirement for manual manipulation of data, thereby saving significant time for the OD and HR team.

## 8. Employee Engagement

### 8.1 My Voice 2022

The All-Staff Engagement Survey was rebranded as 'My Voice' and launched on 3rd May 2022 following a campaign to remind colleagues of what they said in 2021 and the improvements made as a result.

The questions in the 2022 survey were 95% the same as those asked in 2021 to allow for benchmarking. Quantitative questions were asked on the College, Leadership, Management, 'You and Your Role' and modes of working. Qualitative questions covered what individuals like most, improvements they'd like to see and on the future direction/values and mission of West College Scotland.

There were 528 responses to the survey which equates to 42% of the college headcount. This is 134 less responses than 2021. Strike action may have been a cause of lower responses.

Whilst all categories saw a decrease in positive indicators from the 2021 survey other organisations have also noted a decrease in their indicators over this period. The contributing factor is the global pandemic. Organisations invested more time in communication and engagement whilst the majority of their workforce were working from home. When we review the 2022 figures against the 2019 survey, we see an increase in all areas.

Continuous Improvement Action Plans are being developed at a directorate level whilst four employee 'Collective Ambition' Forums are being set up to focus on key areas that staff would like to see improvements in.

## 9. Health, Safety and Wellbeing

### 9.1 Healthy Working Lives

Public Health Scotland have discontinued their Healthy Working Lives Award Programme – West College Scotland had held the Gold Award since merger. However, the College's health promotion activity, for which West College Scotland was recognised with numerous awards over the years, is set to continue with a Wellbeing Steering Group.

The focus of activity is outlined in the Colleges refreshed Health and Wellbeing Strategy (published in August 2022) with both staff and students being supported within that framework.

Towards the end of the period covered by this report, our Staff and Student Wellbeing Advisors were making plans for a "Forward Together" event and a "Freshers" event planned for the return to campus activity following the global pandemic.

### 9.2 Staff Wellbeing Service

Since coming into post in November 2021 the Staff Health & Wellbeing Advisor has been shaping a new and exciting service which supports and promotes positive wellbeing for all staff at West College Scotland and links with the Student Wellbeing Service and wider Wellbeing Team, contributing to the provision of support across the College community.

The Staff Wellbeing service has 3 main strands of focus:

- offering 1:1 wellbeing support;
- promoting and supporting wellbeing initiatives across the College; and
- contributing to the wider Wellbeing Strategy at West College Scotland.

The 1:1 wellbeing support has been invaluable for a number of staff at the College, some with particularly tough issues to deal with. 36 individuals have been offered support with 28 taking up the offer and benefitting from 1:1 support throughout the period 2021-22. The service is strictly confidential, but some people have commented on their experience of the service e.g. "I enjoyed our session and feel that I benefited greatly from it – I actually felt my shoulders go down as we spoke."

The organised wellbeing initiatives have proven extremely popular and have included Time to Talk Day, Stress Awareness Month, The Kiltwalk, and the Pride March. Following The Kiltwalk one staff member messaged "'looking forward to more team events like this in the future, it was lovely to be able to all get together 😊".

### 9.3 COVID-19 Mobilisation Group

The Mobilisation Group – a consultative group which made recommendations on the response to the pandemic – was officially stood down based on the reduced risk from coronavirus due to the success of the vaccination rollout. The College will reconvene the group if circumstances change.

The Mobilisation Group was recognised with a West College Scotland Team of the Year Award for their impressive efforts during the pandemic.

## 9.4 Oakshaw Electrical Works

When concerns over the safety of the fixed wiring in the Oakshaw Building, Paisley, were identified, the College moved quickly in decanting teaching activity and making plans to relocate this activity over the summer break.

Plans were then put in place to temporarily close the building with a view to commencing remedial works starting in August 2022.

## 9.5 Incidents

A total of 53 injury accidents were reported to the Health and Safety Team in the twelve-month period August 2021- July 2022, 31 more than the twelve-month period 2020-21. This increase is largely due to more activity on site than during the pandemic.

Curriculum activity which includes the use of hand tools, such as hospitality and construction, do tend to have the most accident reports. And indeed, the two incidents reported to the Health and Safety Executive under RIDDOR (Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 2013) were in hospitality and construction. The injuries sustained were not serious enough as to cause ongoing problems, although they required treatment at Accident and Emergency.

A total of three near misses were reported. Remedial action was taken in each case to remove or eliminate the hazard going forward.

There were 51 more First Aid /Illness (no injury) related calls during the period 2021-22 than in 2020-21 (Table 3). This was because there was a lot more activity on campus following the pandemic.

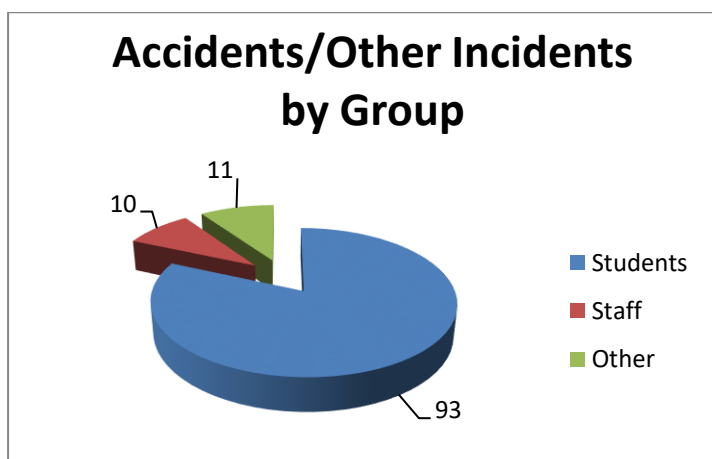
**Table 3: Accidents and Other Incidents 2021–22 Compared to 2020-21**

	2021-22	2020-21
Minor Injury (Work Activity)	39	22
Minor Injury (Other College Activity)	12	4

Illness/First Aid*	56	5
RIDDOR Reportable	2	0
Near Miss	3	3
Violence (inc. Verbal Abuse)	2	0
<b>Total</b>	<b>114</b>	<b>34</b>

\*No injury

**Figure 19: Breakdown of Accidents and Other Incidents by Group**



As we would expect, the majority of accidents and other incidents are experienced by students. The vast majority are not reportable to the HSE. We have adequate first aid cover to ensure that any accidents involving an injury are attended by a trained and qualified First Aider within minutes.

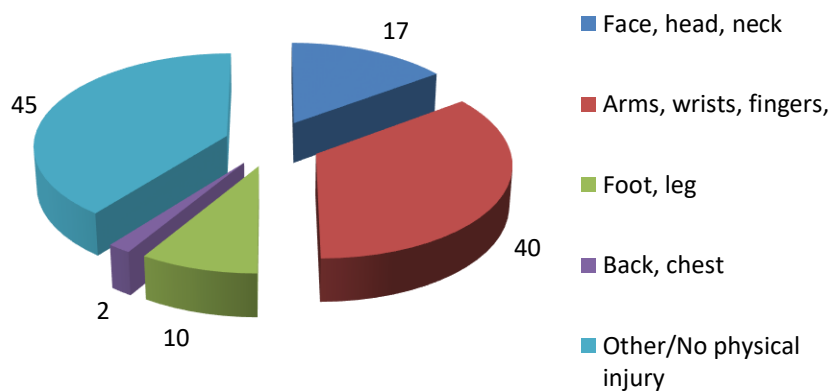
Most injuries sustained tend to be minor. Where injuries are slightly more serious (such as a laceration or crushing injury) it tends to be related to the use of hand tools or kitchen knives etc. Training in how to use such tools safely is part of the teaching on the relevant courses but occasionally a student, especially one who is new to the course, will sustain an injury.

RIDDOR reportable injuries tend to be very low in number. In 2021-22 we had 2 RIDDOR reportable injuries,

**Figure 19: Injuries to Body**

*Note that one individual can have injuries to more than one part of the body.*

## Injuries to Body



## 10. Data Protection and Freedom of Information

### 10.1 Data Protection

The current legislation most pertinent to Data Protection in the UK is the UKGDPR, and the Data Protection Act 2018.

There is a bill currently going through the legislative process in the UK Parliament: The Data Protection and Digital Information (DPDI) Bill. This will make some changes to the content and interpretation of the UKGDPR and the Data Protection Act 2018.

Some of the proposed measures include:

- Data Protection Officers may no longer be a mandatory requirement
- Removal of current Records of Processing Activity requirements, to be replaced by 'Privacy Management Programme'
- Changes in the definition of 'vexatious or excessive' and 'manifestly unfounded' access requests (specific sectoral needs may be considered in this area)
- Removal of requirement for Data Protection Impact Assessments (DPIAs), to be replaced by "risk assessment tools...for the identification, assessment and mitigation of data protection risks across the organisation"
- Replacement of the mandatory DPIA consultation with ICO with a voluntary scheme
- Provide clarity around further processing for reasons not compatible with the original purposes
- Non-essential cookies will be allowed without consent, with a plan to move to a general opt-out model, although not for sites likely to be accessed by children, and the government will work with industry to develop a browser-setting approach
- Soft opt in for electronic direct marketing will be extended to non-commercial organisations
- Allow private bodies acting on behalf of public sector to rely in some circumstances on public task lawful basis
- Proposed reforms to the structure and governance of the ICO

At the time of writing, the Bill is at the second reading stage in Parliament.

#### 10.1.1 Information Request Statistics (August 2021 - July 2022)

**Table 4: Information Request Statistics**

Nature of Requests				
	Student Personal Data	Staff Personal Data	CCTV	Total
Police Scotland	5			5
Solicitors	2	3		5
Staff Member				
Student	7*			7
Local Authority	1			1
Insurance Company				

Students Awards Agency Scotland	9			9
Total	24	3		<b>27</b>

\*2 Right to erasure (or 'Right to be forgotten') requests.

**Table 5: Data Breaches**

Nature of Incident				
	Number affected	Type of data	Resolved?	Reportable to ICO?
Form on website re voluntary severance was overwritable. One member of staff filled it in and saved. Accessible by other members of staff for a short while.	Unknown.	VS data, re application.	Yes, system reviewed to ensure that original remained in place, not over-writable.	No. No evidence of harm to data subject, or high risk for harm to others.

### 10.1.2 Data Protection Compliance

It has been proposed that the Data Protection Steering Group will be renamed the 'Information Governance Group', with its remit widened to include information governance, records management, and cyber security matters. An amended terms of reference for the group will be published in due course.

The changes in law referred to in 10.1 have raised concerns that the EU adequacy decision may be in jeopardy, if the UK strays too far from the content or spirit of the EU GDPR. Any such considerations will be unlikely to take place in the EU until the Data Protection and Digital Information Bill is passed into law.

The College has adopted the ICO's 'Accountability Tracker' to monitor detailed compliance data, and to fulfil its obligations under the seventh data protection principle 'Accountability'.

The Data Protection Officer has created a local risk register with the items most pertaining to data protection law from the Accountability Tracker and is currently working on a Risk Register Report which will be shared with the Data Protection Team in autumn 2022.

## 10.2 Freedom of Information (Scotland) Act 2002

The Freedom of information (Scotland) Act 2002 came into force on 1<sup>st</sup> January 2005 and covers public authorities in Scotland. Under the Act a person who requests information from a Scottish Public authority which holds it is entitled to be given it by the Authority. The right

is subject to certain conditions and exemptions. The Act is enforced by the Scottish Information Commissioner.

As well as responding to requests, Public Authorities must publish certain information on their website.

Public Authorities must provide the information, or tell requestors why they will not provide it, within 20 working days.

The College received 18 FOI requests during 2021-22. Most requests are from Trade Unions which is not unusual. That said, the level of FOI requests tends to be sporadic, without any discernible patterns.

**Table 6: FOI Requests**

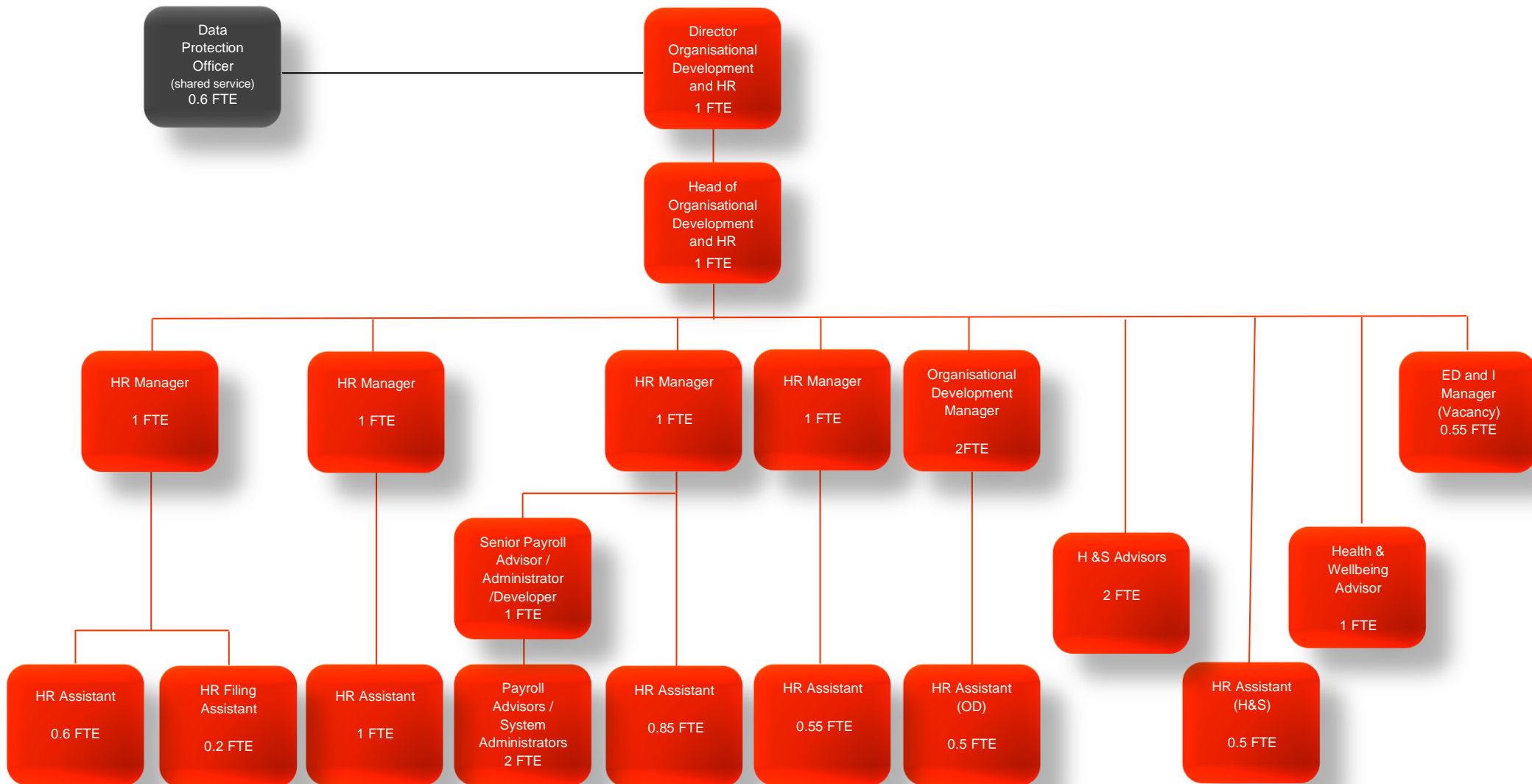
<b>1 Aug 2021 to 31 Jul 2022</b>								
		<b>Nature of Request</b>						
<b>Request</b>		Procurement Issues	Student Issues and Numbers	Estates and Buildings	HR and Staff Issues	Financial Informaion	Other	<b>Total</b>
	Commercial Organisations					1	1	<b>2</b>
	Trade unions				4	4	1	<b>9</b>
	Not provided/Other	1	2	1		3		<b>7</b>
	<b>Total</b>	<b>1</b>	<b>2</b>	<b>1</b>	<b>4</b>	<b>8</b>	<b>2</b>	<b>18</b>

## 11. Forward Look to 2022-2023 and Beyond

As we move into 2022-2023, the key areas of focus for the Organisational Development and HR Directorate include:

- Progressing with our ambitious 2030 People Strategy which sets out how we will create a sector-leading environment of fair work, where colleagues feel deeply connected with the College's vision and have the skills to deliver our future ambition
- Embedding and enhancing our new approach to personal effectiveness, learning and development through My Conversations and the Evolve Platform
- Progressing our commitments and Equality Outcomes outlined in the Equality Report 2021
- Introducing strategies, tools and processes to create upskilling and reskilling opportunities whilst identifying, developing and retaining talent and succession planning
- Working towards a 'One College Culture' where staff know and can articulate the vision of the college and their role in achieving it
- Progressing the actions resulting from the 2022 My Voice staff survey

## 11. Appendix: Organisation Chart as of 31 July 2022



<b>Meeting</b>	Corporate Development Committee
<b>Date</b>	22 November 2022
<b>Location</b>	MS Teams
<b>Title of Paper</b>	Sustainability Update Report
<b>Presented By</b>	Alan Ritchie Director of Finance
<b>Recommendation to Members</b>	For Noting
<b>Appendix Attached</b>	A: 2021-22 Climate Change Report B: Sustainability Newsletter

## PURPOSE

This paper provides the Corporate Development Committee with an update on the implementation of the College Sustainability Strategy and includes a summary of the College 2021-22 emissions.

The paper is presented in line with Corporate Development Committee Terms of Reference:

*'To consider and advise the Board of Management on the development and implementation of College policy and strategy, including but not limited to the following areas:*

- *Estate*
- *Carbon management and sustainability'*

The paper is submitted *For Noting*.

## 1. Context

- 1.1 In October 2022 the Board of Management approved the College Sustainability Strategy. The Board noted that the Strategy set out the intended direction of travel which the College planned to take in addressing the global climate challenge. The Board also noted that without significant investment by the Scottish Government several of the objectives within the Strategy would prove difficult if not impossible to achieve.
- 1.2 The [Scottish Colleges' Statement of Commitment on the Climate Emergency](#) highlights how college staff and students are working together to achieve a more sustainable future for Scotland. It includes 10 key actions, which have been developed to support Scotland's efforts to achieve net-zero climate emissions by 2045, and Scotland's colleges are aiming to achieve net-zero by 2040, or earlier. The College Sustainability Strategy embeds the 10 key aims along with adopting the main actions from the Roadmap.
- 1.3 The Strategy contains five objectives with a high-level delivery plan for each objective being noted within the Strategy. The five objectives are:
  - Leadership and Governance
  - Teaching and Learning
  - Estates and Operations
  - Partnerships and Engagement
  - Carbon reduction and data collection
- 1.4 The College has created a Sustainability Oversight Group chaired by the Principal and which has drawn its membership from both staff, student, and union representatives. The Group met for the first time on the 3 November 2022, with further quarterly meetings planned throughout 2022-23.
- 1.5 The actions contained within the Strategy have been transferred onto the Pentana management system and a report on progress will be brought to future meetings of the Committee.
- 1.6 This report provides detail on the following areas:
  - Annual Climate Change Report 2021-22
  - Sustainability Activities in previous quarter
  - Future activities

## **2. Annual Climate Change Report**

2.1. Section 44 of the Climate Change Act places duties on public bodies which requires them to:

- contribute to carbon emissions reduction targets.
- contribute to climate change adaptation.
- to act sustainably.

2.2. As part of the above duties, the College intends to submit a seventh Annual Climate Change Report. This report will cover the year to 31 July 2022 and will be submitted in advance of the 30 November 2022 deadline. The College Annual Report will be peer reviewed as part of EAUCs one to one pairing by colleagues from Borders College. This process is due to take place in the middle of November allowing the College to make any amendments coming out from the peer review before final submission.

2.3. The College 2021-22 submission can be found at *Appendix A*.

2.4. The annual report highlights the:

- Progress made by the College in reducing the level of carbon dioxide it generates.
- Levels of interaction with other public and private sector organisations.
- Sustainability projects undertaken during the year.

2.5. The level of carbon dioxide released by the College is calculated in three stages:

1) The College collates detailed data over the past year in relation to utility usage, travel, waste and the impacts of the projects undertaken.

2) This data is then classified as either:

- Scope 1 - direct emissions from owned or controlled sources.
- Scope 2 - indirect emissions from the generation of purchased energy.
- Scope 3 - all indirect emissions (not included in Scope 2) that occur within the College.

3) The usage data is then multiplied by an emission factor, which are updated annually. The emission factors are updated annually due to improvements and changes to the methodologies used in deriving the factors – for example - electricity grid factor

fluctuates annually due to changes in the fuel mix at power stations, level of renewable electricity generation and the proportion of imported electricity.

## 2021-22 Emissions

- 2.6. The global pandemic required the College to close all campuses during certain periods in 2019-20 and 2020-21. These closures had a significant impact upon the level of emissions generated by the College over these two years with 2021-22 being considered as a return to normal activity.
- 2.7. Table (1) below shows the level of carbon emissions by year and records the cumulative carbon saving made by the College since 2014-15. The table shows that the College has reduced the level of carbon dioxide emissions by 2,415 tonnes or 46% during the year to 31 July 2022 compared to the base year (2014-15).

**Table (1): Level of College carbon emissions by year**

Year	Scope 1	Scope 2	Scope 3	Total	Cumulative Movement	%
2014-15	2,243	2,870	190	5,303		
2015-16	2,391	2,465	277	5,133	(170)	3
2016-17	2,265	1,959	635	4,859	(444)	8
2017-18	2,325	1,562	543	4,430	(873)	16
2018-19	2,378	1,423	448	4,249	(1,054)	20
2019-20	2,002	1,006	259	3,267	(2,036)	38
2020-21	2,032	785	245	3,062	(2,241)	42
2021-22	1,854	860	174	2,888	(2,415)	46
2021-22 Procurement <sup>1</sup>			7,000	9,888		

- 2.8. The College had originally set a target for carbon reductions of 10% or 530 tonnes by 2021 and this was achieved during 2017-18
- 2.9. The October 2022 Board approved Sustainability Strategy sets a target for the College being Net Zero by 2040

<sup>1</sup> The reporting requirements have been amended to require from 2022-23 the reporting of procurement emissions. This figure represents the 2021-22 level of College procurement emissions.

2.10. The [Energy Savings Trust](#) defines net zero as:

*'...achieving a balance between the carbon emitted into the atmosphere, and the carbon removed from it. This balance – or net zero – will happen when the amount of carbon we add to the atmosphere is no more than the amount removed.'*

*To reach net zero, emissions from homes, transport, agriculture and industry will need to be cut. In other words, these sectors will have to reduce the amount of carbon they put into the atmosphere. But in some areas, like aviation, it will be too complex or expensive to cut emissions altogether.*

*These 'residual' emissions will need to be removed from the atmosphere: either by changing how we use our land so it can absorb more carbon dioxide, or by being extracted directly through technologies known as carbon capture, usage and storage.'*

2.11. As noted by the Board of Management in approving the Sustainability Strategy, the capability of the College reaching Net Zero will be challenging given the lack of investment in the College infrastructure or alternative funding.

2.12. The sector is awaiting the SFC Infrastructure Strategy which was due to be published in the autumn of 2022. It is anticipated that this Strategy will set out a road map for the FE/HE sector to address the Net Zero commitment it has been asked to make. Further details will be provided to the Committee once the sector Infrastructure Strategy has been published.

2.13. Over the years the College has been asked to refine the data that it reports on, and this has led to the following changes:

2018-19

- Required to include loss of refrigeration gases. This accounts for approximately 58% of the total scope 3 emissions

2020-21

- Required to include the impact of home working which now accounts for 42% of College scope 3 emissions.

2021-22

- Procurement emissions

The College is now required to report on the level of emissions generated from its procurement activities. For 2021-22 this is a voluntary reporting requirement but from 2022-23 this will be mandatory.

Procurement emissions are to be estimated using the [Higher Education Supply Chain Emissions Tool](#) (HESCET) which calculates emissions according to spend.

HESCET is a tool for estimating emissions for various procurement sources and seeing where best to focus efforts to reduce emissions. The Scottish Government do not expect public bodies to set reduction targets for reported emissions that are high level estimates. However, they do expect action to reduce these emissions. So, in terms of the College achieving net zero, at this stage the College doesn't have to include Scope 3 procurement emissions in its net zero target. But it does need to evidence that it has taken steps to reduce these emissions through e.g., improved internal processes (sustainability weighting within tenders), supplier engagement, demand reduction for products and services, or using a circular economy approach to procurement.

2.14. As can be seen the impact of the inclusion of the procurement data is considerable and the College will require to take proactive action to address this category of emissions. The Sustainability Strategy has identified some actions which can be taken including:

- reducing and consolidate the number of frequent orders.
- use of local suppliers where possible.
- encourage second hand purchasing and repairs where possible.

### **Scope 1 - Gas**

2.15. There has been a reduction in the level of gas emissions of 9% during 2021-22. The reduction is primarily related to delays in switching on heating systems, mild weather not requiring heating systems to run as long and a slight reduction in the factor used to calculate overall emissions.

2.16. The factor reduction is a calculated amount provided as part of the reporting suite and not controlled by the College. Any reduction is down to suppliers making the supply of gas 'greener'.

	2018-19	2019-20	2020-21	2021-22
Kwh	12,937,477	10,889,858	11,006,808	10,144,198
Emissions	2,379	2,002	2,032	1,852
Factor	0.18385	0.18387	0.18316	0.18254

2.17. The level of gas usage is now considered as optimal for the College given its current infrastructure and levels of investment.

2.18. The College could see reductions in Scope 1 emissions in future years through undertaking the following actions:

- Replacement of boilers at the Paisley campus (estimated cost £1.0m) – the College does not have the funding available to resource this change and continues to look for alternative sources of funding. One barrier to funding is the potential redevelopment of the Paisley site within the next 10-year period which will hinder a positive payback calculation.
- Taking advantage of the Clydebanks District Heating System. It is estimated that if the College was to join the system that up to 200 tonnes of CO<sub>2</sub> could be saved per year. However, there are several factors associated with this project which will require to be considered in finalising the overall project feasibility, including the extent of any financial implications.
- To fully implement a Heating and Cooling Policy which would see the heating switched off during the warmer period. The heating was not turned on in campuses until October 2022 and this delay along with reducing the overall temperatures in College buildings will see gas usage reduce.
- Better control of the BMS to allow buildings to run more efficiently during non-operational periods.

### **Scope 2 - Electricity**

2.19. Electricity usage has shown an increase of 9% for 2021-22 with a significant element of the increase due to the return to normal campus operations. The level of use (Kwh) remains less than the last full year of operations (2018-19). It is hoped that with the initiatives being undertaken as part of the Sustainability Strategy, that the 2021-22 level will be the optimal level going forward.

2.20. Overall emissions have increase due to the increase in usage (Kwh). Had the usage remained the same the College would have seen a 9% reduction in emissions as the factor used to calculate emissions

had reduced. This reflects the provision of electricity becoming greener through introduction of wind, solar and tidal energy sources.

	2018-19	2019-20	2020-21	2021-22
Kwh	5,570,830	4,315,284	3,695,753	4,446,554
Emissions	1424	1006	785	860
Factor	0.2556	0.23314	0.21233	0.19338

2.21. The College could see reductions in Scope 2 emissions in future years through undertaking the following actions:

- Continued to replace light fittings with more energy efficient units. This action has already been undertaken in the majority of the College estate and work remains ongoing to update all lighting.
- Continuing to educate staff and students to switch off lights and other electrical items where possible.
- The College is currently investigating the possibility of centrally switching off all computers across the College when not in use.

2.22. Again, the level of usage is at an optimum level without significant investment in the overall electrical infrastructure.

### **Scope 3**

2.23. The largest reduction in emissions, 42% has occurred in the level associated with water, waste, and travel.

	2018-19	2019-20	2020-21	2021-22
Waste	196	3	7	6
Water	36	35	11	10
Travel	93	23	14	48
Homeworking	N/a	N/a	144	31
Electricity Transmission	121	87	69	79
Refrigeration Gases	0	111	0	0
<b>Total</b>	<b>446</b>	<b>259</b>	<b>245</b>	<b>174</b>

**2.24. Waste**

The College is benefiting from the consolidation of waste contracts which took place in 2019-20. This contract has reduced the level of waste which goes to landfill by 100%.

All College waste is now recycled by the waste collection provider, Enva. The College still has work to do internally to encourage more recycling as tonnes of recycling waste is being recovered from our general waste at the recycling plant which has financial implications.

Enva are to carry out a waste audit of all campuses and sufficient recycling bins and signage will be put in place as well as waste campaigns delivered by Enva.

**2.25. Water**

Timely and frequent meter readings required by the Estates Department to ensure accuracy of data, costings, and the potential to detect abnormal usage/leaks.

The College is also considering implementing a water audit to be carried out by Business Stream to identify any further savings / adjustments to be made.

**2.26. Travel**

With the return to normal campus operations in 2021-22 travel has increased

Managers will be encouraged to promote the use of Teams as first option for meetings unless face to face meeting is preferable.

The Travel and Subsistence Policy will be updated to reflect this.

**2.27. Homeworking**

This has become a recent reporting requirement. College emissions have reduced since most staff have returned to campus.

There will be an additional reporting requirement over the next year or two to report on staff and student commutes.

**2.28. Electricity Transmission**

Has seen a reduction due to consumption being less, however, the emission factor has continued to decrease over the years due to the grid becoming greener and renewable energy being used.

## 2.29. **Refrigeration Gases**

Have overall been reported as zero with there being no reported leaks. 2019-20 reported a leak which accumulated for 58% of our scope 3 emissions in that year.

Routine service and checks continue to be carried out to prevent further leaks.

2.30. 2021-22 has seen a return to normal College activities and also enhanced sustainable practices and opportunities, that if continued, will put the College in a good position to continue to see modest reduction in the level of emissions generated by the organisation.

2.31. The College has, however, reached a point where without significant investment in the College physical infrastructure it will prove challenging to continue to record material reductions in CO2 emissions going forward.

2.32. The College will continue to:

- Educate students and staff on the effects of carbon emissions on the College and is working with EAUC to assess what further resources can be used in this regard.
- Invest in energy efficient lighting and other projects where there is a positive return on investment should funding allow this investment.
- Engage with local partners to develop any collaborative activities which are beneficial to both organisations.
- Implement a heating and cooling policy which would see the heating switched off during the warmer period.
- Consider better control of the BMS to allow buildings to run more efficiently during non-operational periods.
- Liaise with West Dunbartonshire Council in relation to the Clydebank district heating system, to establish the viability of this project and potential funding streams.
- Explore options for replacing the boilers at the Paisley campus.

### **3. SUSTAINABILITY ACTIVITIES IN PREVIOUS QUARTER**

3.1. In promotion of Climate Action Week, the latest Sustainability Newsletter (Appendix B) was featured as part of the College Westworld News to include the following:

- The launch of the Sustainability Strategy and key actions for the year ahead.
- New and increased electric car charging points installed at Clydebank campus.
- The recruitment of volunteers for the reinvigorated Sustainability Oversight Group with the first meeting taking place on 3 November 2022 and chaired by the Principal.
- Partnership working with Home Energy Scotland to promote energy saving tips and advice.
- Promotion of the 17 Sustainable Development Goals and to audit the curriculum against the goals to embed sustainability further within the College.

### **4. FUTURE ACTIVITIES**

4.1. Noted below are some of the activities planned for the coming period:

- Working in partnership with Developing the Young Workforce as part of the Climate Hero Programme, the College will work closely with a senior secondary pupil to provide work experience around sustainability. The College will also share best practice and experience with the schools eco group on recycling.
- Learner Development Department to host a College vintage clothing event on behalf of charity shops to encourage a more affordable and sustainable way to shop.
- Promote a Christmas switch off campaign and monitor and report progress.
- Participate in the Global Goals Teach In: an annual week-long campaign delivered by Students Organising for Sustainability that asks college lecturers to embed the sustainable development goals into their teaching for a week.

- 4.2. There are expected that there will be actions / initiatives coming out of the Sustainability Oversight Group which will be reported to the Committee.

## **5. FINANCIAL IMPLICATIONS**

- 5.1. There are financial implications associated with this paper which are yet unsubstantiated in relation to the cost of delivering the Sustainability Strategy. Significant investment will be required in the estate, which the College is unable to fund, to reach the net zero objective of the College.
- 5.2. It is hoped that the upcoming release of the SFC Infrastructure Strategy will assist in obtaining the required funding.
- 5.3. The College will require to ensure that all estate related projects mitigate the impact on the climate and an element of estate maintenance funding will require to be directed to sustainability projects.

## **6. STUDENT EXPERIENCE**

- 6.1. The student experience will be enhanced by the implementation of the Sustainability Strategy. The strategy builds upon the good work undertaken in alerting our students to the challenges faced by climate change. It is noted that further work can be done to embed this work further into the learning and teaching undertaken by the College.

## **7. HUMAN RESOURCES IMPLICATIONS**

- 7.1. There are human resource implications associated with this paper. The requirement to increase the level of training to all staff may impact upon staff development budget.

## **8. LEGAL IMPLICATIONS**

- 8.1. There are limited legal implications associated with this paper. There are currently no legislation implications of not implementing the Strategy, but it requires to be noted that this may not be the case going forward.

## **9. REPUTATIONAL IMPLICATIONS**

- 9.1. There are reputational implications for the College in not implementing the Sustainability Strategy.

- 9.2. The College would be seen as not contributing to the climate change challenge and the 'green credentials' of the institution would be damaged. It is expected that students and staff going forward may look at the ethical and green credentials of the employer before accepting a place with them.

## **10. COMMUNITY/PARTNERSHIP IMPACT**

- 10.1. There are community implications associated with this paper. In line with the reputational implications of not implementing the Strategy, where the College looks to work with partners there are now more cases where the College is being requested to state that it has a Sustainability Strategy and that it is being implemented.

## **11. EQUALITIES IMPLICATIONS**

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

## **12. ENVIRONMENT IMPLICATIONS**

12.1. There are environmental implications associated with this paper as noted above.

### **RECOMMENDATION**

The Corporate Development Committee is invited to consider and note the Sustainability Update Report.

# WestWorld

Staff Newspaper of West College Scotland

## 5 things you need to know ....about Hybrid Working

1

The needs of our customers, whether that's a student, staff member or external stakeholder comes first.

2

Going forward the **College aims to have a greater staff presence** on each of our campuses, all teams will be expected to carefully consider what level of onsite presence works best for our students/customers and the College community.

3

In order to optimise service provision, ensure a vibrant College Community, and reinforce teamworking, staff should be on campus a proportion of the time.

4

Staff who have reduced their amount of childcare or care provision for other dependents, should ensure they have sufficient arrangements in place.

5

Support will be available for staff who are anxious including through online information, PAM Assist and the College's Staff Health and Wellbeing Advisors.

### IN THIS ISSUE

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#### SUSTAINABILITY NEWSLETTER

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#### STAFF STORIES

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#### LEAVERS

[PAGES 8/9](#)



View our short, animated clip about **["What to Expect on Campus"](#)** or refer to the full **[Hybrid Working Guide](#)** for more information.

# FORWARD TOGETHER

The wellbeing of our community is at the heart of everything we do at West College Scotland. Last month saw our staff wellbeing days 'Forward Together' take place across our college campuses.

It was an opportunity for staff to come together, enjoy some lunch and take part in a range of activities including yoga and mindfulness sessions, treatments from our Beauty Therapy students, and pet therapy from Paws Against Stress, which proved to be a big hit!

Our Greenock staff were even treated with a special visit from alpacas! A huge thank you to Larch Green Alpacas who helped organise a wonderful day.

A great way to kick off the new academic year!



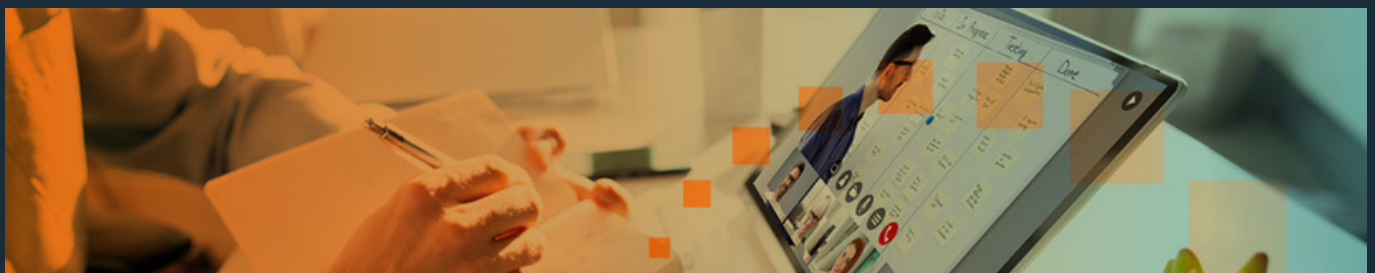


## Graduation 2022!

This month saw the return of our in person graduation ceremonies which took place over 13, 15 & 21 September in Clydebank Town Hall, Greenock Town Hall and Paisley Abbey respectively.

We welcomed over 500 graduates and their families & friends across the 3 events to celebrate their achievements this past academic year.

A huge thank you goes to the staff across the College who supported the event and helped make it such a success.



**YOUR NEW LEARNING  
EXPERIENCE PLATFORM**

**EVOLVE**  
LEARN • DEVELOP • GROW

**WEST COLLEGE  
SCOTLAND**

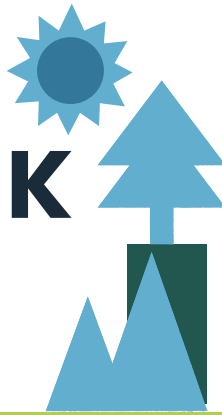
# Sustainability

NEWSLETTER

SEPTEMBER 22

## CLIMATE ACTION WEEK SCOTLAND

26TH OF SEPTEMBER



Find out what WCS is doing to support climate action.

## Launch of Sustainability Strategy

The College Sustainability Strategy identifies our vision and commitment to making West College Scotland a more sustainable place to study and work.

As part of the Scottish Colleges' Statement of Commitment on the Climate Emergency, West College Scotland has pledged to reach a net zero target by 2040, five years ahead of the Scottish Government target.

### Some key points for 2022/23

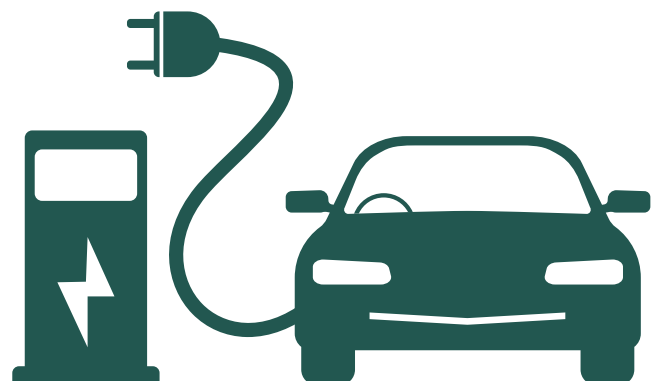
- ◆ College Corporate Strategy updated to include sustainability objectives
- ◆ Strategy approved by BoM with net zero target of 2040
- ◆ Creation of Sustainability Oversight Group
- ◆ Creation of a College 'Goods for Free' page for staff and students to access
- ◆ Reduce annual carbon emissions by a further 4%

## Additional Electric Charging Parking

We are delighted to announce that we have installed and increased our electric charging points at Clydebank.

Due to continuous technical issues with previous charging points at Clydebank we realised the importance of installing new and efficient electric parking to

support a reliable service for our electric car users. Whilst upgrading, we also decided to increase our charging points from two to four to help accommodate the growing demand. We will be looking to increase charging bays at Paisley and Greenock as the funds become available.



## Sustainability Oversight Group - Volunteers required

Are you passionate about becoming more sustainable and making a difference to the environment we live in? If so, the College is looking for two volunteers from support staff to become vital team members.

The group will be chaired by the Principal and will meet on a quarterly basis. You will be responsible for overseeing the delivery of college sustainability initiatives.

If you are interested, please get in touch with Marcelle McLaughlin, Sustainability Officer by close of business on **Friday 7 of October.**



## WIN £750 TOWARDS YOUR ENERGY BILLS

**How good is your energy saving knowledge? Enter Home Energy Scotland's quick quiz for your chance to win £750 or a runner-up prize of £500.**

Simply answer five questions about energy savings, greener choices and carbon reduction - don't worry, we'll help you along the way! You'll get some good advice and see that small changes can make a big difference.

[Let's get started.](#)

### Some key points for 2022/23

- ✦ Avoiding standby and turning appliances off when you're not using them could save up to £55 and 45kg of carbon dioxide ever year. This saving includes all appliances, consumer electronics, lights and chargers that have been left on standby mode or have been left on and not in use. Figures from Energy Saving Trust, correct as of April 2022.
- ✦ A smart meter's in-home display can help to identify how much energy is used at different times of the day. This can help households identify energy that is wasted. Facts from Energy Saving Trust, correct as of April 2022.
- ✦ An average household could knock £70 off their annual energy bills by reducing shower time to 4 minutes. Figures from Energy Saving Trust, correct as of April 2022.
- ✦ Reducing your car use by a quarter could save up to £202 in fuel costs and 510kg of CO<sub>2</sub> a year. Figures from Energy Saving Trust, correct as of February, 2022.
- ✦ Replacing an A-rated oil boiler with an air source heat pump could save around £600 annually. Figures from Energy Saving Trust, correct as of April, 2022.
- ✦ Too Good To Go App – reduce food waste. Globally, more than 1/3 of food is wasted - and that's bad news for our planet. Food waste is responsible for 10% of greenhouse gases, and we use a landmass the size of China to produce food we end up throwing away. It makes no sense, does it? Too Good To Go is an app that connects customers to restaurants and stores in their local area that have surplus food at discounted prices.

## The 17 Sustainable Development Goals

The Sustainable Development Goals (SDGs), also known as Global Goals, are a set of 17 integrated and interrelated goals to end poverty, protect the planet and ensure that humanity enjoys peace and prosperity by 2030.



## SHARON MAKES CAPTAIN!

**Sharon Percy, Hairdressing and Make-Up Artistry Receptionist, shared with us her love for golf after recently becoming Lady Captain at her Golf Club.**

This year Sharon organised her very first Ladies' Day where everyone (including men) had to wear pink! The Fun Mixed Texas Scramble was a huge success with Sharon sponsoring all 18 holes with prizes and organised named memorial holes for past members that had sadly passed. In her new role as Captain, Sharon wanted to get more involved with other clubs by entering into competitions. To her great surprise, she took home Bronze Runner Up and 3rd Place in the Tri Am Team.

Sharon also organised a ladies golfing trip to Arran. Calling themselves the 'Arran Par-Tee Burdies' Sharon said the girls had a wonderful time laughing all the way to the 19th hole! We can't wait to hear all the stories from the next trip!

In the future Sharon would love to set up WCS cross campus golfing teams, involving current and retired staff members. Teams could take part in charity rounds of golf or fun Texas scrambles, nothing too competitive!

Are you a keen golfer? We want to hear from you! We are planning to organise a cross campus College golf event so if you would like to get involved please contact [sharon.percy@wcs.ac.uk](mailto:sharon.percy@wcs.ac.uk) or [victoria.odonnell@wcs.ac.uk](mailto:victoria.odonnell@wcs.ac.uk) to register your interest by Friday 21st October.



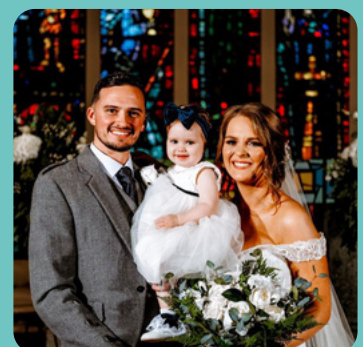
## LORNA CELEBRATES THE BIG 4-0!

It was celebrations all round for Lorna McNulty as she was treated to a tea party from her Newton suite colleagues early this month to mark her big birthday in style. Lorna was delighted when her niece and "sidekick" Lucy, who is also a WCS student made a surprise visit to the celebrations. Happy Birthday Lorna!

## WEDDING BELLS FOR DANIELLE

Huge congratulations to Danielle Quinn, who finally got to have her dream big day with now husband Dominic after COVID cancellations.

Danielle was originally due to be married in September 2020 but had to postpone because of lockdown restrictions. She has since welcomed her beautiful daughter Orla who made the perfect flower girl on her fabulous wedding day. We wish the Crosseys all the best for their future as a family!



## MACMILLAN COFFEE MORNING

**Huge well done to Janise Maxwell and her team who hosted a fantastic MacMillan Coffee morning on Tuesday 20 September with so many staff & students getting involved to support.**

Janise organised tea, coffee & cake trays to be dropped off to any workroom so that teams could host their own coffee morning across our 3 campuses. She also organised a fabulous raffle with lots of exciting prizes from gift baskets to hairdryers! So far over £2800 has been raised with money still coming in – well done to everyone who got involved in supporting this worthy cause.

Donations can still be made on Janise's fundraising page using the QR code below:



# FOND FAREWELLS!

This month we say goodbye to a few familiar faces at WCS – We wish them all the best for the future.



## GOOD LUCK LESLEY

**We say goodbye to Lesley Skewis who started in the College as an apprentice when she was just 17, almost 13 years ago!**

Lesley worked in lots of different areas across the College including the Library, Quality, SMT office and finally in Curriculum Admin.

She said "I am going to miss everyone so much but I am excited for my new role". She is taking on a new position as Early Careers Coordinator at BAE Systems and we wish her all the very best for the future!

## GOODBYE FRANCES!

**After almost 17 years in the Construction Department, Frances Montgomery is leaving the College this month to enjoy some "me time" including lots of long walks with her westie Jasper.**

She said, "I've met a lot of lovely people over the years. Thanks for all the chit chat, help, hard work (putting up with me!) and all of the fun days and nights out."

She is looking forward to getting back into crafting and "who knows what else?" – she says "the world is my oyster!". Good luck Frances!



## REMEMBER TO FOLLOW US ON SOCIAL MEDIA



# GOODBYE KAREN



Since joining the College in 2015, Karen McLuskey has worked across several roles, most recently within the Creative Industries department.

She said "I will miss the amazing people most. I also always looked forward to the end of year Dance Showcase. Getting to see the students through from their audition to watching them dance at the end of the academic year was always so special."

She is taking some time out for a few months to figure out what comes next but until then, she has a Mediterranean cruise

planned with work bestie Stephanie Harte, eating and drinking their way around Spain, Italy and France!

Karen said, "I'd like to say a massive thank you to all of the amazing people I've worked with - you are all such good eggs - thank you for being so welcoming, approachable, supportive and for making my job as easy as it possibly could be - I've really appreciated your time, patience and wonderful chat!"

*I'd like to say a massive thank you to all of the amazing people I've worked with - you are all such good eggs* ”



## GOOD LUCK JACKIE

After 4½ years as Head of Care, Jacqueline McLellan is moving onto a new role with Education Scotland as an Inspector.

She said, "Whilst I am looking forward to the next steps in my career, I will deeply miss working at the College.

"I have thoroughly enjoyed my time and am especially grateful to have worked with such amazing teams. I give special thanks to my AP, CQL's, lecturing team, support services and Head colleagues for all their support and encouragement during my time at West College Scotland."

We wish Jackie all the best in her new role!

## Staff Health and wellbeing Support

An informal, confidential space to discuss any aspect of personal and professional wellbeing, on a one-to-one basis.

[CLICK FOR MORE INFO](#)



<b>Meeting</b>	Corporate Development Committee
<b>Date</b>	22 November 2022
<b>Location</b>	MS Teams
<b>Title of Paper</b>	Schedule of Business 2022-23
<b>Presented By</b>	Amy McDonald Vice Principal Operations
<b>Recommendation to Members</b>	Consideration
<b>Appendix Attached</b>	No

**PURPOSE**

The purpose of this report is to provide a summary of the work of the Corporate Development Committee during 2022-23.

The paper is presented in line with West College Scotland Corporate Development Committee Terms of Reference:

*'To review its own effectiveness at least annually and to report the results of that review to the Board.'*

The paper is submitted *To Consider*.

## **1. BACKGROUND**

- 1.1 The main purpose of the Corporate Development Committee is to:
- Have strategic oversight of finance, procurement, human resources and organisational development, communications, marketing and matters of a general nature that do not fall to other standing Committees, ensuring solvency, sustainability, efficiency and innovation.
  - Advise on the strategic implementation, review and development of required strategies and policies that reflect best practice and improve organisational performance, ensuring appropriate and effective controls and processes are in place.
  - Ensure the College manages all assets and resources in accordance with Scottish Government and Scottish Funding Council requirements.
- 1.2 This report provides a summary of the items which the Committee has considered during 2022-23 in fulfilling the above requirement.

### **Next Steps**

- 1.3 The Corporate Development Committee are requested to consider the content of the report and whether it requires any further assurances to be provided.

## **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 paper.

## **4. HUMAN RESOURCES IMPLICATIONS**

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

## **5. LEGAL IMPLICATIONS**

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

## **6. REPUTATIONAL IMPLICATIONS**

- 6.1 There are no reputational implications associated with this paper.

## **7. COMMUNITY/PARTNERSHIP IMPACT**

- 7.1 There are no community implications associated with this paper.

## **8. EQUALITIES IMPLICATIONS**

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

## **9. ENVIRONMENT IMPLICATIONS**

- 9.1 There are no environmental implications associated with this paper.

**RECOMMENDATION**

The Corporate Development Committee is requested to consider the content of the report and whether there are any further assurances required.

## Public

Corporate Development Committee					
Remit	6 Sept 2022	22 Nov 2022	22 Nov 2022 Joint Committee	7 March 2023	30 May 2023
a) <i>To have strategic oversight of the overall management of the College's resources – finance, people, procurement, information technology and property.</i>					
b) <i>To consider and advise the Board of Management on the development and implementation of College policy and strategy, including but not limited to the following areas:</i>					
<ul style="list-style-type: none"> <li>• <i>Communication and Marketing</i> <ul style="list-style-type: none"> <li>○ Update report on communication and marketing activity</li> </ul> </li> </ul>	Y	Y		Y	Y
<ul style="list-style-type: none"> <li>• <i>People</i> <ul style="list-style-type: none"> <li>○ Update report including information on: <ul style="list-style-type: none"> <li>▪ Lecturing/support union staff meetings</li> <li>▪ Equality, Diversity and Inclusion Committee</li> <li>▪ National Bargaining</li> <li>▪ People Strategy 2022-2030</li> </ul> </li> <li>○ Annual review of Modern Slavery Statement</li> </ul> </li> </ul>	Y	Y		Y	Y
<ul style="list-style-type: none"> <li>• <i>Health and Safety</i> <ul style="list-style-type: none"> <li>○ Update report including information on: <ul style="list-style-type: none"> <li>▪ Update from Health &amp; Safety Committee</li> </ul> </li> </ul> </li> </ul>	Y	Y		Y	Y
<ul style="list-style-type: none"> <li>• <i>Estate</i> <ul style="list-style-type: none"> <li>○ Update report including information on: <ul style="list-style-type: none"> <li>▪ Estate leasing arrangements</li> <li>▪ Estate Strategy 2016-2026 Refresh</li> <li>▪ Estate outline business case update</li> <li>▪ Estate maintenance and projects</li> <li>▪ Sustainability</li> </ul> </li> </ul> </li> </ul>	Y	Y		Y	Y

Corporate Development Committee					
Remit	6 Sept 2022	22 Nov 2022	22 Nov 2022 Joint Committee	7 March 2023	30 May 2023
<ul style="list-style-type: none"> <li>Carbon management and sustainability               <ul style="list-style-type: none"> <li>Sustainability Strategy</li> <li>Annual Scottish Government Sustainability Report</li> </ul> </li> </ul>	Y	Y		Y	Y
<ul style="list-style-type: none"> <li>Information Technology               <ul style="list-style-type: none"> <li>Update report including information on:                   <ul style="list-style-type: none"> <li>Demand</li> <li>Project Spend</li> <li>Security</li> <li>Key Projects</li> <li>Implications</li> </ul> </li> </ul> </li> </ul>	Y	Y		Y	Y
<ul style="list-style-type: none"> <li>Finance               <ul style="list-style-type: none"> <li>Management Accounts</li> <li>Update of Financial Forecast</li> <li>SFC Funding Update</li> <li>Annual budget and medium-term financial forecast</li> <li>Update report including information on:                   <ul style="list-style-type: none"> <li>SFC engagement and returns</li> <li>Finance system developments</li> <li>Student funding</li> <li>Procurement</li> </ul> </li> </ul> </li> </ul>	Y Y Y Y	Y (October) Y Y		Y (January) Y Y	Y (April) Y Y Y
<ul style="list-style-type: none"> <li>Procurement               <ul style="list-style-type: none"> <li>Ongoing reporting of procurement matters through the Finance Update Report</li> <li>Procurement Annual Report including future year plan</li> <li>PCIP Audit Report (next review due TBC – post Jan 2023)</li> </ul> </li> </ul>	Y	Y Y		Y	Y

Corporate Development Committee					
Remit	6 Sept 2022	22 Nov 2022	22 Nov 2022 Joint Committee	7 March 2023	30 May 2023
<b>Ensuring progress is monitored in delivering strategic outcomes in these areas.</b>					
<b>Finance</b>					
<b>c) To consider and advise the Board of Management on key strategic financial and management matters including:</b>					
<ul style="list-style-type: none"> <li>• <i>solvency of the College</i> <ul style="list-style-type: none"> <li>○ Cashflow report contained in the Management Accounts</li> </ul> </li> </ul>	Y	Y		Y	Y
<ul style="list-style-type: none"> <li>• <i>Cashflow</i> <ul style="list-style-type: none"> <li>○ Cashflow report contained in the Management Accounts</li> </ul> </li> </ul>	Y	Y		Y	Y
<ul style="list-style-type: none"> <li>• <i>effectiveness and appropriateness of the utilisation of College resources</i> <ul style="list-style-type: none"> <li>○ Update on year-end financial position</li> <li>○ Internal Audit Report – IT Strategy</li> <li>○ Internal Audit Report – Payroll Review</li> <li>○ Internal Audit Report – Estate Strategy</li> <li>○ Internal Audit Report – Budget and Financial Monitoring</li> </ul> </li> </ul>	Y		Y	Y	Y Y Y
<ul style="list-style-type: none"> <li>• <i>financial strategy, budgeting, financial monitoring and forecasts</i> <ul style="list-style-type: none"> <li>○ Management Accounts</li> <li>○ Update of Financial Forecast</li> <li>○ Update on SFC Funding</li> <li>○ Annual budget and medium-term forecasts</li> <li>○ Internal Audit Report – Budget and Financial Monitoring</li> </ul> </li> </ul>	Y Y Y	Y (October) Y Y		Y (January) Y Y	Y (April) Y Y Y Y
<ul style="list-style-type: none"> <li>• <i>banking arrangements and approval of bank signatories</i> <ul style="list-style-type: none"> <li>○ Annual review of banking arrangements</li> </ul> </li> </ul>	Y				

Corporate Development Committee					
Remit	6 Sept 2022	22 Nov 2022	22 Nov 2022 Joint Committee	7 March 2023	30 May 2023
<ul style="list-style-type: none"> <li><i>investments and borrowing</i> <ul style="list-style-type: none"> <li>Annual review of banking arrangements</li> </ul> </li> </ul>	Y				
<ul style="list-style-type: none"> <li><i>taxation</i> <ul style="list-style-type: none"> <li>Annual update report on taxation matters</li> <li>Reports will be provided on any material changes as required</li> </ul> </li> </ul>	Y				
<ul style="list-style-type: none"> <li><i>pension arrangements</i> <ul style="list-style-type: none"> <li>College pension schemes overview</li> </ul> </li> </ul>					Y
<ul style="list-style-type: none"> <li><i>approval of contracts between the values of £250,000 and £500,000</i> <ul style="list-style-type: none"> <li>Authorisation sought as required</li> </ul> </li> </ul>					
<b>d) To consider and recommend the College's annual financial statements and associated reports for approval to the Board of Management at a joint meeting with the Audit Committee.</b> <ul style="list-style-type: none"> <li>External Audit Management Letter</li> <li>Corporate Governance Statement</li> <li>Financial Statements</li> <li>Annual Internal Audit Report</li> <li>Internal Audit Annual Plan 2022-23</li> <li>External Audit Planning Memorandum</li> </ul>	Y		Y Y Y Y		Y
<b>e) To ensure adherence to statutory requirements related to the College's financial affairs and compliance with the Financial Memorandum, Scottish Public Finance Manual (SPFM) and related guidance (including Accounting Policies in the Financial Statements) and to provide the Board of management with assurance on these matters.</b> <ul style="list-style-type: none"> <li>Internal Audit Annual Report</li> </ul>			Y		

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Corporate Development Committee					
Remit	6 Sept 2022	22 Nov 2022	22 Nov 2022 Joint Committee	7 March 2023	30 May 2023
<ul style="list-style-type: none"> <li>External Audit Management Letter</li> <li>Annual report on Corporate Governance Compliance</li> </ul>			Y		Y
<b>f) To review College Financial Regulations on an annual basis, or more frequently if required and recommend these to the Board of Management for approval.</b> <ul style="list-style-type: none"> <li>Review of Financial Regulations</li> <li>Corporate Governance Statement review – Financial Statements</li> </ul>	Y		Y		
<b>Human Resources and Organisational Development</b>					
<b>g) To have strategic responsibility for oversight of and compliance with employment, health and safety, data protection and freedom of information legislation, advising the Board of Management on the operation and implementation of effective and efficient policies and systems in the following areas, advising the Board of Management on these areas as required:</b>					
<ul style="list-style-type: none"> <li><i>equality, diversity, and inclusion</i> <ul style="list-style-type: none"> <li>Update from Equality, Diversity, and Inclusion Committee included in People Update Report</li> </ul> </li> </ul>	Y	Y		Y	Y
<ul style="list-style-type: none"> <li><i>learning and development</i> <ul style="list-style-type: none"> <li>Updates provided as required</li> </ul> </li> </ul>					
<ul style="list-style-type: none"> <li><i>employee relations</i> <ul style="list-style-type: none"> <li>Update provided in People Update Report</li> </ul> </li> </ul>	Y	Y		Y	Y
<ul style="list-style-type: none"> <li><i>health, safety and wellbeing</i> <ul style="list-style-type: none"> <li>Update provided in People Update Report</li> </ul> </li> </ul>	Y	Y		Y	Y

Corporate Development Committee					
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<ul style="list-style-type: none"> <li>workforce planning               <ul style="list-style-type: none"> <li>People Strategy 2022-2030</li> </ul> </li> </ul>	Y	Y		Y	Y
<ul style="list-style-type: none"> <li>payroll               <ul style="list-style-type: none"> <li>Overview of College pension schemes</li> <li>Internal Audit Report – Payroll Review</li> </ul> </li> </ul>					Y Y
<ul style="list-style-type: none"> <li>voluntary severance schemes               <ul style="list-style-type: none"> <li>Update as required</li> </ul> </li> </ul>					Y
<ul style="list-style-type: none"> <li>freedom of information and data protection               <ul style="list-style-type: none"> <li>Annual Report</li> </ul> </li> </ul>	Y				
<b>Assets and Infrastructure</b>					
<b>h) To consider and advise the Board of Management on key strategic infrastructure matters including:</b>					
<ul style="list-style-type: none"> <li>monitoring and review of the overall management and development of College property and information technology, ensuring that a comprehensive register of land, buildings and infrastructure assets is maintained and assurance is given to the Board of Management that the correct procedures are followed in respect of Exchequer funded assets.               <ul style="list-style-type: none"> <li>Update report including information on:                   <ul style="list-style-type: none"> <li>Estate leasing arrangements</li> <li>Estate Strategy 2016-2026 Refresh</li> <li>Estate outline business case update</li> <li>Estate maintenance and projects</li> <li>Sustainability</li> </ul> </li> </ul> </li> </ul>	Y	Y		Y	Y

Corporate Development Committee					
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<ul style="list-style-type: none"> <li><i>maintenance of estate and information technology in an efficient and effective manner, in accordance with a planned maintenance programme which is consistent with approved strategy and associated financial projections.</i> <ul style="list-style-type: none"> <li>Estate maintenance, sustainability and project update reports</li> </ul> </li> </ul>	Y	Y		Y	Y
<ul style="list-style-type: none"> <li><i>the implementation and development of carbon management and sustainability plans to address Scottish Government climate change requirements and ensure awareness of local, national, and global environmental matters.</i> <ul style="list-style-type: none"> <li>Sustainability Strategy</li> <li>Annual Scottish Government Sustainability Reporting Requirements Update</li> </ul> </li> </ul>	Y	Y			
<ul style="list-style-type: none"> <li><i>consideration and approval of information technology initiatives and innovations as required and the promotion of the effective and efficient use of IT services and assets.</i> <ul style="list-style-type: none"> <li>IT Update Report</li> </ul> </li> </ul>	Y	Y		Y	Y
<b>Marketing and Communications</b>					
<b>i) To consider and advise the Board of Management on key strategic matters relating to marketing and communications including:</b>					
<ul style="list-style-type: none"> <li><i>the implementation, development and review of marketing and communication strategies</i> <ul style="list-style-type: none"> <li>Update report on communications and marketing activity</li> </ul> </li> </ul>	Y	Y		Y	Y
<ul style="list-style-type: none"> <li><i>policies which enable the College to build its reputation.</i> <ul style="list-style-type: none"> <li>As required</li> </ul> </li> </ul>					

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Corporate Development Committee					
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<b>Risk</b>					
j) <i>To consider risk relating to the matters that fall within the Committee's remit and to agree what mitigating factors/actions are in place and what further action, if any, needs to be taken to address such matters of risk.</i> <ul style="list-style-type: none"> <li>○ Review of Strategic Risk Register</li> </ul>	Y	Y		Y	Y
<b>Other Matters</b>					
k) <i>Any other matters as required by the Board of Management.</i>					
l) <i>The Committee can request representatives of other organisations to attend meetings if/as required.</i>					