

West College Scotland
LEARNING, TEACHING AND QUALITY COMMITTEE
WEDNESDAY 15 February 2023 via the Teams link circulated
or in person at Cunard Suite, Clydebank Campus

AGENDA

General Business

1. Apologies
2. Declarations of Interests
3. Minutes of the meeting held on Wednesday 30 November 2022
 .1 Actions from the minutes Enclosed
None
4. Matters arising from the Minutes
(and not otherwise on the agenda)

Main Items for Discussion and/or Approval

- | | | |
|--|--------------------------|------|
| 5. Presentation on the West Regional Context | Paper 5
Verbal | AD |
| 6. Students Association Report | Paper 6 | AMcG |
| 7. Curriculum Planning and Review outcomes | Paper 7 | SG |
| 8. New 'My Curriculum' System | Paper 8
Verbal | LC |
| 9. Curriculum Strategy progress | Paper 9 | SG |

Items for Information

10. ELT Update Paper 10 SG
11. Any Other Business
12. Date Next Meeting:
 Wednesday 31 May 2023

LEARNING, TEACHING AND QUALITY COMMITTEE

Minutes: Wednesday 30 November 2022.

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

Attending: Stephanie Gunn (Vice Principal Educational Leadership), Cathy MacNab (Assistant Principal), Angela Pignatelli (Assistant Principal), Jill McDonald (PA to the Executive Team), Waiyin Hatton (Chair of the Board).

Apologies: Liz Connolly, George Rice

LM500 WELCOME

The Chair welcomed everyone to the meeting and noted apologies.

LM501 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.

LM502 MINUTES

The minutes of the meeting held on Wednesday 26 October 2022 were approved.

LM503 ACTIONS FROM THE MINUTES

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

LM504 MATTERS ARISING FROM THE MINUTES

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

LM505 RE APPOINTMENT OF CO-OPTED MEMBER

The committee noted that the tenure of co-opted member, Ruth Binks, expires on 29 February 2023. As such, the Chair of the Committee requested that Ruth be reappointed for a further one-year term (1 March 2023 to 29 February 2024).

The Committee approved the reappointment of Ruth Binks for a further year.

LM506 STUDENTS ASSOCIATION (SA) UPDATE

Abbie McGrath (SA President) outlined the varied work of the Students Association over recent months, particularly in liaison with students, lecturers / guidance lecturers to encourage class reps (approx. 200) to participate in upcoming training being held alongside the Student Experience team. It was also noted all Student Association Vice Presidents are available across all 3 campuses on a regular basis and this service will also be available soon at the Waterfront Campus.

The Student Association are contributing £5,000 to assist with 'Free Breakfast' for students.

'Draft' Partnership Agreement will be available early 2023.

The report was noted.

LM507 DRAFT REGIONAL OUTCOME AGREEMENT 2022-23

The Vice Principal Educational Leadership provided a summary of the 2022-23 Regional Outcome Agreement requirements which is a very similar format to last year's. Further detail as discussed will be added for the Board of Management meeting due to be held on 12 December 2022.

The report was approved for submission to the Board.

LM508 DRAFT SELF EVALUATION REPORT 2021-22

The Assistant Principal Performance & Skills updated the committee with information on how the data is measured and the economic impact. The Chair Board of Management requested going forward all this information to be communicated with any future reports. This will show the positive impacts and positive destinations.

The report was noted.

LM509 DIGITAL UPDATE

The Assistant Principal Creativity and Skills updated the committee and explained in detail a breakdown of all monies received from the Scottish Funding Council and how this was utilised during COVID period. At present the Digital mentor system now has 7 specialists. It was noted CDN are currently looking into methods of delivery and a glossary of terminology.

The report was noted.

LM510 UPDATE FROM EDUCATIONAL LEADERSHIP TEAM (ELT)

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

- Staffing - VS
- Estates adaptations to meet curriculum needs.
- Curriculum Planning.

The report was noted.

LM511 PROFESSIONAL LEARNING

The Assistant Principal Performance & Skills updated members on national work that has been undertaken by CDN and GTCS with respect to professional learning, professional standards and registration. A College Professional Learning Group is led by GTCS with representation from the EIS, GTCS, college employers and other stakeholders involved in supporting professionalism of lecturers in FE.

The report was noted.

LM512 CREATION OF A SINGLE TERTIARY QUALITY FRAMEWORK

The Assistant Principal Performance & Skills explained that work on the development of a single Tertiary Quality Framework has been ongoing since November 2021, led by the SFC and with wide engagement from stakeholders across the university and college sectors. Members were provided with a recent update of progress and timescales for implementation. Progress was noted and the Committee will be kept up to date with any further developments.

The report was noted.

LM513 ANY OTHER BUSINESS

- a) Date of next meeting - Wednesday 15 February 2023 at 4pm, Cunard Suite, Clydebank Campus.
- b) Chair of Board of Management thanked Mark Newlands for his contribution to LTQ committee and everyone wished him well.

TITLE: STUDENTS' ASSOCIATION REPORT

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

Lead:

Status: Open



Learning Teaching Quality Committee – February 2023

The Students' Association {SA} continues to work for the benefit of all students. The 2022/23 SA Executive Officer posts consists of Student President– Abbie McGrath and three vice presidents, Emily Kearns – (Greenock), Ryan Robertson (Clydebank) and Sandor Nagy (Paisley).

Recently, our constitution was up for a periodic review, and as such, the Student Association is revisiting this in consultation with NUS to enhance our current constitution to fulfil our statutory requirements.

We are excited to announce that we have signed up to NUS's election service which supports Students' Association in conducting accessible and robust sabbatical officer elections. For this upcoming election, candidates will be offered the chance to attend manifesto writing workshops and attend nominee support sessions to enhance their campaigns. The election process will also be updated to remove any potential barriers to our voting membership. Due to this enhanced support offering, the election results will be announced later than usual in the academic session with a result expected early May. These changes will help strengthen the overall election process and empower our members to engage democratically with their Students' Association.

The SA were pleased to be able to offer our members an in-person Fresher's event in October. There was representation from a huge variety of local business who were able to offer our students access to freebies and discounts as well as live music provided from a WCS alumni. The SA would like to thank all members of staff who supported us in organising the event and for ensuring it's success.

The SA are committed to improving the health and wellbeing of our membership and were happy to provide £2030 to fund 35 additional student places with My Health Scotland, an initiative which provides 1-2-1 support and guidance to help users improve their physical health and wellbeing. The SA are also delighted to support the 'Free Breakfasts' initiative by providing £8000 in additional funds. The free breakfasts have been very well received by students and is a vital service given the current cost of living crisis.

Sandor Nagy, Vice president of Paisley is working with Robin Chandler, Stakeholder Experience Coordinator, as part of a national project being led by *sparqs* (Student Participation and Representation in Quality (Scotland)). During 2023, the project team will be looking at how student engagement and representation can bring useful perspectives, evidence and understanding to exploring attainment and retention, especially in areas where it might be a priority in terms of improving student outcomes.

Emily Kearns, Vice President of Greenock is working with the Health and Wellbeing team and Stakeholder Experience Coordinator to review and implement a new student 'Student Mental Health Agreement'. This is as part of a 2 year project and we are engaging with NUS's 'Think Positive Team' to deliver this.

We are working with students and the College to design a student area within the atrium at our Paisley campus. We are excited to see how the plans develop and we are sure it will provide a much needed space for our students to enjoy. In addition to the student space in our Paisley atrium, we are very pleased to announce we have brokered an agreement with University West Scotland Student Union and have secured the use of their union facilities, clubs and societies for all WCS students aged 18+. We look forward to developing our professional relationship with SAUWS.

The SA are continuing to work in partnership with the College to improve our student representation model. Student representation is at the heart of what we do and we our ambition is for West College Scotland students to become effective contributors towards their learning experience as well holding the Students' Association accountable to our members.

We have recruited a number of voluntary officers who, pending PVG checks will be able to start fulfilling their duties shortly. To date we have recruited the following voluntary officer positions:

- Educational Improvement and Student Experience Officer
- Communications, Digital Media, and Marketing Officer
- Activities, Events, and Fundraising Officer
- Health, Fitness, and Wellbeing Officer
- International Students Officer
- LGBTQIA+ Officer
- Student Parents Officer
- Cycling Officer

The SA would like to highlight some of the results and feedback from the first College survey of the academic session, conducted in November 2022. Overall satisfaction was high and we are pleased to report that 83% of students agreed that 'the College has a Student Association that operates for the good of all WCS students.' We have noted a couple of areas of feedback, which provide an opportunity for improvement. Particularly Inconsistencies in access to learning materials – due to varied practices sometimes Teams, other classes using Moodle or email attachment or paper – which can be confusing for students. Another theme that emerged from the survey was with regards to receiving feedback on progress concerning learning and assessments can be patchy and not always timely.

Recently there have been some operational changes involving the 'Students' Association. Firstly, we would like to thank John Redman for his support over the past few years and wish him all the best for the future. Secondly, we look forward to working with Grant Taylor who has subsumed operational responsibility for the SA following John Redman's departure. We will continue to work closely with WCS to deliver the best and most effective Students' Association for our members.

Meeting	Learning Teaching and Quality
Date	15 February 2023
Location	Clydebank Campus / MS Teams
Title of Paper	Curriculum Planning & Review 2022
Presented By	Stephanie Gunn
Recommendation to Members	For information
Appendix Attached	No

PURPOSE

To provide LTQ Committee with a high-level summary of the 2022 Curriculum Planning & Review (CPR) focus and outcomes.

1. Introduction

As previously shared with the LTQ Committee, our annual Curriculum Planning and Review (CPR) focus is in line with the key objectives in the Curriculum Strategy and requires Sectors to evaluate their progress against the Strategy themes, as well as reviewing and planning changes in response to labour market information and Portfolio Review outcomes.

Documentation was completed by Sectors prior to individual meetings which were run earlier this session in October rather than November to allow more time for any curriculum adjustments before applications opened for 2023 August start courses. Meetings were once again led by the Educational Leadership Team with the Heads and CQLs in attendance for each Sector.

Discussions in the meetings varied depending on the individual Sector and their priorities. Rather than follow the same agenda for each meeting, ELT again decided on key topics in advance for each Sector in order to focus on the more critical areas for change or challenges in each curriculum. However, due to the College financial context, efficiencies were a major focus across all meetings.

The key themes and issues arising in the CPR meetings were summarised for a later CQL session and areas raised also informed the Business Improvement Projects being taken forward by the SMT.

Sectors will progress their own actions and take forward further review as part of the ongoing Portfolio Review process. A follow up meeting with each Head and ELT has been organised for March to assess progress, particularly with implementing efficiencies.

2. Meeting Market needs

ELT emphasised the requirement to honestly review provision against application trends and to assess course performance overall to determine whether all courses are still fit for purpose. In some areas, reductions in recruitment were identified as specifically COVID related (reduced internal progression to high level courses or industry employment changes) but in others decisions were taken to initiate significant course change, including removing underperforming provision.

The more major decisions taken were to consolidate activity on certain campuses or to remove some modes of learning to allow an alternative focus. It is uncertain in several areas as to whether the recent reduction in student recruitment is likely to be a continuing situation. Student demand is not always in line with RSA identified job openings and low student numbers are impacting on the viability of some more specialised courses.

Areas of unmet demand were identified and where possible, provision is planned to increase in next session's delivery plans. This is restricted however, due to budget, specialist staffing and accommodation availability and additional new courses are mainly for commercial provision. Student demand in areas will be met instead by increasing the traditional class sizes and this will particularly support growth in Engineering, Construction and Learner Development. ESOL Plus courses in Paisley and Clydebank will be removed to replace with straight ESOL classes in order to meet increased demand, particularly in Greenock. An offer of ESOL training for College staff to retrain to help support ESOL expansion was well received.

3. Key themes

- **Shorter upskilling courses** – this was a theme in all CPR meetings, although only a few areas have made significant progress in shifting their focus. Student funding criteria is restricting some developments. New models are being developed and expanded however in areas following initiatives such as the Care Skills Academy and success of November start provision. HND Travel & Tourism will be removed in order to focus on shorter programmes to meet tourism industry needs.
- **Apprenticeships** – there is increased demand for apprenticeship provision (particularly in Engineering) and this has prompted a planned shift in some areas from full-time courses into apprenticeship alternatives (Hairdressing, Beauty and Hospitality).
- **Level 4 vocational course delivery** – as discussed last session, many of our SCQF4 vocational courses have lower attainment and inconsistent approaches to skills development. Learner Development courses have higher success rates and the Sector have been working to implement a partnership delivery approach with vocational Sectors and also to expand their vocational options within their own courses. This has made limited progress and following CPR discussions is now a major ELT priority. It is clear that the direct recruitment into Learner Development courses is mainly through school referral and more needs to be done to increase referral from vocational areas in the admissions process, as well as designing the SCQF4 College provision with a common core and utilising Learner Development staff expertise across the College to support other staff delivery.

PUBLIC

- **Skills Development** – progress has been made in embedding Meta Skills into courses and Sectors are working far closer with Essential Skills and their 'Centre for Meta Performance'. This will be better supported through the current development of the College Skills Policy.
- **Student Guidance** – the increased requirement for more student guidance and support within courses to ensure students are retained and achieve, particularly at lower levels. The positive impact of named Guidance Tutors was evident in several meetings and this has now informed a new Guidance Project to develop this model consistently across the College, supported by guidance tools. The success of last session's Preparation for College programme on recruitment conversion rates in one curriculum area is informing the more consistent approach this session.
- **Cross campus and delivery** – cross campus delivery was previously introduced more as a reaction to lower recruitment but now being planned as a feature, either for whole or parts of courses. There is further potential for more elements of courses to be delivered cross-campus, whilst practical parts are taught on separate campuses, enabling us to retain some specialist courses with lower numbers or to deliver 'master classes' online across campuses.
- **Amended campus focus** - There is a planned rationalisation of some provision to focus more on one campus in response to demand and improve efficiencies. For example, SQA Music and Sound provision will now be run from Paisley and Rock School from Greenock reducing campus competition and retaining student choice overall. Computer Games is to be concentrated in Paisley with the Greenock focus to be on Cyber & Data Science. Science is now to be concentrated in Greenock, adding in new physics options and most science provision will be removed from Clydebank, other than schools programmes and introductory Level 4 provision which will be integrated with Health Care. HNC/D Engineering Systems courses in Greenock will be removed with the focus in Greenock to be to continue to grow employer apprentice and Pre-Apprentice provision.
- **Net Zero and technological advances** particularly in Motor Vehicle, Building Services and Engineering and the impact for courses, commercial activity and for staff CPD
- **External partnership opportunities** – NHS Golden Jubilee Youth Academy, NMIS, school and community options.
- **Qualifications changes** - New Next-Gen HN qualifications and more holistic assessment.
- **The changed employment context** – particularly where this has been impacted by COVID and as highlighted in available data from Regional Skills Assessments – e.g. the current availability of low skilled employment in Care and Hospitality has impacted negatively on student recruitment. Early exit to the workforce has also impacted on retention in some areas and these factors are driving the need for shorter sharper training or in-work training options instead of full-time courses. The workforce in Health & Social Care is facing a recruitment crisis; the delivery model needs to be adjusted to meet this challenge. With the growth of Tech industries, opportunities for new and revised provision have emerged in areas such as Data Analytics, Data Science, Cyber and AI.

4. Capacity and Barriers for Change

The main barriers identified related to accommodation, equipment, staff skillset (particularly for digital delivery), aging workforce and staff recruitment difficulties (particularly in recruiting part-time temporary staff). In addition, staff capacity particularly at promoted level or staff time for curriculum development and further engagement with industry.

A list of priority estates developments and IT requirements was compiled from the CPR exercise to inform estates and IT planning.

5. Summary of discussions and actions

The good employer links and supportive student-centred focus continue to be evident as real strengths of our curriculum delivery. There is an improved cross-Sector approach to working and it is expected this will be expanded through the new combined curriculum Sectors. In terms of course design, many of our staff are well connected and influencing national developments and engaged with employers in shaping provision. Courses have been adapted internally to better suit our student needs and there is a clear skills development focus, with an improved focus on Meta skills but still more to do here, as well as supporting improvements in literacy overall.

Our course offering is continually adapted in terms of the way courses are taught and assessed. There has been increased staff collaboration due to COVID in both delivery and assessment. The COVID adaptations to assessment processes have helped focus staff on the key course aims and essential parts of courses but we believe staff are not taking full advantage of holistic assessment and alternative assessment approaches.

Progress has been made in varying course start times and offering shorter courses to build qualifications but there is still more work to do in this area. As well as recognising the need to offer courses in a more flexible way, there is also a recognition that some full-time courses may no longer suit the market and that offering alternative apprentice provision may be a better option.

The Power BI project to improve data analysis will aid decision making for the curriculum. This, along with a more centralised management of applications this session should help ensure more viable student numbers in classes for 2023-24. Increasing class sizes or adapting delivery methods to increase efficiency will continue to be a major curriculum driver, as will improving retention and attainment.

1. FINANCIAL IMPLICATIONS

There are no particular financial implications as a direct result of this update but there are financial implications if we fail to continue to adapt our curriculum delivery.

2. STUDENT EXPERIENCE

PUBLIC

There are no particular student implications as a direct result of this update, although the student experience is at the core of CPR discussions.

3. HUMAN RESOURCES IMPLICATIONS

There are no particular Human Resource implications as a direct result of this update. However, we recognise that adapting our curriculum and ensuring course financial viability will have a direct impact on staff. Upskilling and recruiting staff remains an absolute priority, as well as minimising duplication in work and strengthening team approaches.

4. LEGAL IMPLICATIONS

There are no legal implications in this update

5. REPUTATIONAL IMPLICATIONS

There are no particular reputational implications in this update other than the critical need to have a curriculum offer which meets regional needs.

6. COMMUNITY/PARTNERSHIP IMPACT

There are no particular community/partnership implications in this update

7. EQUALITIES IMPLICATIONS

There are no particular equalities implications in this update

8. ENVIRONMENTAL IMPLICATIONS

There are no particular environmental implications in this update.

RECOMMENDATIONS

The Committee is requested to:

Note the information contained within this report and discuss any relevant matters.

Meeting	Learning Teaching and Quality
Date	15 February 2023
Location	Clydebank Campus / MS Teams
Title of Paper	ELT update
Presented By	Stephanie Gunn
Recommendation to Members	For information
Appendix Attached	Yes

PURPOSE

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

1. Staffing

A realignment of responsibilities at Head and SMT level has been completed, removing one Assistant Principal position and three Heads posts in the College. The staff communication for this realignment is attached. Handover processes are currently progressing well and new roles will take effect from 1 March (accepting that for college systems, the current Sectors will remain in place until the end of session).

The new Heads and Sector names will be:

	Previous	New
Alistair Rodgers	Head of Engineering	Head of Engineering Technologies
Vacancy	Head of Construction & Building Services	Head of Construction & Building Services
Jim McAllister	Head of Hospitality, Tourism, Business & Languages	Head of Languages, Business & Leisure Industries
Paul McLaughlin	Head of Creative & Digital Industries	Head of Creative & Digital Industries
Paul Martin	Head of Learner Development	Head of Access & Progression
Wendy Sheridan-Price	Head of Hairdressing, Beauty & Make Up Artistry	Head of Health, Wellbeing and Care
Grant Taylor	Head of Essential Skills, Enabling Services and Libraries	Head of Student Academic and Skills Development
Fiona McKenzie	Head of Learning Communities	Head of Education Pathways and Enhancement

2. Estates

All curriculum has now returned to the rewired Oakshaw Building after a little delay for some provision. Unfortunately, some rooms at the top of the Renfrew Building have had

to be decanted for several weeks to allow for roof repairs and this is impacting on Computing and Business courses in particular.

3. Credits 2022-23

The credit position remains the same as reported at the last Committee meeting. We are still likely to require the full 2% tolerance but hopeful that we can manage to address any further shortfall. January start courses have recruited reasonably well but students will need to be retained in order to claim credits so the credit claim for these courses will not be known until March.

Our Autumn course recruitment increased with later November start course enrolments. The HE student enrolment numbers are still lower than last session (by almost 400 students – 8% reduction) but FE numbers on full-time or short full-time courses are now slightly higher (by 200 students – 4% increase). We have improved early retention overall from 8.3% withdrawal before 1 Nov in Full time courses in 2021-22 and a 6.3% this session. The main improvement is in FE from 9.3% to 6.7%. HE is from 6.6% to 5.5%. As well as being good for student progression, this is also positive for our credit claim since we can only claim funding for full time students attending after 1 November.

4. Young Persons Guarantee Funding (YPG) for 2022-23

The YPG college allocations and guidance was published on 25 January. The College was allocated £273,542 YPG funding and £80,104 targeted Child Poverty funding for initiatives to be run until 31 July 2023. <https://www.sfc.ac.uk/publications-statistics/guidance/2023/SFCGD032023.aspx>

This funding is in the form of a grant rather than credits and this change has been welcomed, as well as welcoming the additional funding to support initiative for the target groups. However, the timing of the announcement will make it very challenging to plan and deliver activity in the time period and meet the reporting criteria and requirements.

Following a meeting with SFC, we are now working up several projects which have SFC agreement in principle. This is around the Preparation for College 'Flying Start'; the SCQF4 project supporting a Learner Partner model with College sectors and an integrated Guidance system. These initiatives were all being taken forward but now can progress with far more impact and speed, utilising the YPG funding. Whilst the funding must be used by July, these initiatives will provide a longer term impact for the future.

5. Digital Strategy

The Digital Strategy Group presented their quarterly update on our annual Digital Action Plan. Of the 20 objectives for session 2022 – 2023, the action owners have:

- fully completed 10 objectives;
- 6 are green and on track for completion;
- 3 are sitting at amber;
- 1 is at black (new business arising) and
- there are no objectives sitting in the red.

Going forward, these objectives will be embedded into our WCS operating practices to ensure we generate genuine digital change and digital business transformation across our practices, mindset and staff skillset. The intention being that one day the Digital Strategy Group need not exist!

6. My Curriculum

The rollout of our new curriculum planning, building and timetabling system is occurring at pace. It has been very well received with staff. A separate presentation will be provided to the Committee by the Assistant Principal Technology and Skills.

7. Community recognition

The College is delighted to be awarded this year's College Community Award at the annual CDN College Awards. CDN College Community Learning Award honours the innovative work colleges do to deliver community-based learning opportunities, the College scooped Gold for their work with Ferguslie Learning Centre. The Centre is dedicated to the delivery of adult based learning the centre provides local, accessible, and inclusive flexible opportunities which help people to overcome barriers to learning. With a range of courses on offer students have the opportunity for progression and are supported to the next step in their journey whether that be further education or employment. This is the second year in a row that the College has won this category.

8. UWS

Meetings have been held with senior staff in UWS looking at potential partnership delivery of some curriculum in Greenock. We have now narrowed down to the curriculum in the Waterfront (& potentially Science but probably excluding Sport). The proposal is that we run degree level provision there, franchised through UWS with either our staff or theirs teaching (their preference is our staff). Nothing would change with our existing HE provision which is only to Level 7 but the proposal is to introduce Level 8 & 9 which potentially may strengthen the numbers in our Level 7 courses in the future, providing more pathways to study locally.

UWS have been made aware of the student numbers and know there will not be large classes. UWS are keen that degree provision starts next session and ideally across several curriculum areas but we are currently assessing whether we have sufficient students interested or capable of this. It may therefore start in a smaller way in one curriculum area or through more part time degree options.

In exchange for the students, UWS would kit out some of our Waterfront campus with the furniture and technology suitable for degree level and that reflects best on them – funky furnishings etc! This has the potential to be a positive PR story for Greenock, good for our staff and students. However, the financial details and viability still need to be worked through and more curriculum discussions with CQLs and Heads before potentially progressing.

PUBLIC

1. FINANCIAL IMPLICATIONS

Staff realignment and curriculum change will contribute to budget savings.

2. STUDENT EXPERIENCE

There are no particular student experience implications in this update.

HUMAN RESOURCES IMPLICATIONS

There are no HR implications in this update.

3. LEGAL IMPLICATIONS

There are no legal implications in this update

4. REPUTATIONAL IMPLICATIONS

There are no particular reputational implications in this update, although if the UWS partnership progresses, this could be a positive news story in Greenock.

5. COMMUNITY/PARTNERSHIP IMPACT

There are no particular community/partnership implications in this update

6. EQUALITIES IMPLICATIONS

There are no particular equalities implications in this update.

7. ENVIRONMENTAL IMPLICATIONS

There are no particular environmental implications in this update

RECOMMENDATIONS

The Committee is requested to:

Note the information contained within this report and seek any clarification as required.

Appendix 1
Staff Communication

SMT and Heads realignment of responsibilities

This note is to update you on changes to management responsibilities within the College. We have taken the decision to reduce the SMT by one post through voluntary severance. In addition, we will reduce College Heads posts by three, one through VS and two through not filling recently vacated positions. This is not an easy decision but has been brought about due to the ongoing significant financial pressures being faced by the public sector. The changes will make a significant contribution to the cost reductions we require to make as a College.

The remits of the removed posts will be reallocated amongst the remaining SMT and Head postholders and have been agreed with the individuals concerned. Some operational details and post or Sector name changes are still to be confirmed and we plan full handover arrangements, which in some cases will continue from March through to the summer to smooth the transition., The outline of the changes, which will take place from 1st March, are as follows.

Iain Forster Smith Assistant Principal for Student Life and Skills will leave the College in February and arrangements for the transfer of his remit are as follows:

- **Nathan Tyler, Director of Communication, Policy and Engagement** will take on Student Advisory Services, admissions, administration and student wellbeing with **Scott Campbell Head of Student Services** retaining leadership for these areas and moving into Nathan's Directorate. Nathan will become the Director of Communication, Engagement and Student Experience.
- **Cathy MacNab, Assistant Principal Performance and Skills** will take on the Senior Management responsibility for the School College Partnership with **Fiona McKenzie Head of Learning Communities** moving into Cathy's Directorate.
- **Lee Coutts Assistant Principal Technology and Skills** will take on a leadership role for Curriculum Planning and Timetabling systems and the work undertaken by the **QIA team**. Further details of this move will be communicated shortly.
- **Lynn Tabor MIS Manager** and the **Data Services** staff will move to **Alan Ritchie Director of Finance's** Directorate.
- Iain's curriculum leadership remit for the **Care Sector** will be shared between **Sara Rae** and **Cathy MacNab's** Directorates, making permanent the interim Head leadership arrangements we have in place following the **Head of Sector Jackie McLellan** leaving in October. **Fiona McKenzie** will continue to lead Childhood Practice and **Wendy Sheridan-Price Head of Hairdressing, Beauty and Make Up Artistry** will lead Health & Social Care. We will not replace the **Head of Care** post in the structure.

PUBLIC

John Redman Head of Quality and Professional Standards left the College in January 2023 and arrangements are in place to manage quality with the staff in the Directorate, **Fiona Goggins Quality and Examinations Manager** will report directly to Cathy MacNab. In addition:

- **Fiona McKenzie** will take on a quality remit relating to college wide self-evaluation and professional practice. This will give Fiona an education and training remit from Early Years education through to schools and tertiary sector professional development.
- To enable this, **Paul Martin Head of Learner Development** will take on a leadership role for Community provision.
- **Grant Taylor** will provide the Head level support for the Student Association.

Sharon Gardiner Head of Maths, Science, Social Sciences and Sport reduced to part time working in August 2021 and has been sharing the Head's post on a temporary basis with **Vivienne Pollock, CQL Learner Development**. Whilst we recognise the success of this Sector in working collectively and building their curriculum over the years, we also recognise the opportunities that working with other curriculum areas in different Sectors can bring to sharing good practice and developing new initiatives. The departments within this Sector will be moving into other Sectors as follows (new Sector names still to be confirmed) and the Sector Head's post will be removed.

- **Maths and Science** will join the departments in the Engineering Sector led by **Alistair Rodgers** (where science and maths are currently managed alongside Social Sciences, arrangements are still to be made with the curriculum CQLs concerned as to how this will be managed).
- **Sport** will join the departments in the Hospitality, Tourism, Business and Languages Sector led by **Jim McAllister**.
- **Social Sciences** will join the departments in the Essential Skills, Enabling Services and Libraries Sector led by **Grant Taylor**.

In addition, we have forthcoming vacancies for the **Head of Business Development and Innovation** and the **Head of Construction and Building Services** posts.

We will be making interim arrangements for the **Head of Business Development and Innovation** position with Sharon Gardiner taking on a part-time Head of Business Development remit until the end of 2023-24. Further arrangements are currently under consideration for the leadership of the Innovative Learning parts of the post.

We will be recruiting an internal **Acting Head of Construction and Building Services** before recruiting to the permanent role.

Meeting	Learning Teaching and Quality
Date	15 February 2023
Location	Clydebank Campus / MS Teams
Title of Paper	Curriculum Strategy Progress update
Presented By	Stephanie Gunn
Recommendation to Members	For information / discussion
Appendix Attached	Yes (Curriculum Strategy for reference and draft Internal Audit report)

PURPOSE

To provide LTQ Committee with a high-level summary of progress to date on the objectives of the 2021-26 Curriculum Strategy.

1. Introduction

Our West College Scotland Curriculum Strategy 2021-26 (attached) was written May 2021, approved by the Board and published for staff at the start of session 2021-22.

Key objectives are for:

- An impactful curriculum, specifically designed to meet the breadth of individual student, employer and local needs.
- A curriculum co-designed and delivered in collaboration with employers and other relevant stakeholders, with explicit progression pathways and not limited by our College curriculum structures.
- A curriculum that can easily flex and is regularly adapted and re-imagined to respond to Government and Regional differentiated priorities, meet the employers' needs and to the College financial context.
- A curriculum to fully develop all students' digital skills making the very best of digital pedagogy, through both remote and campus-based learning, teaching and assessment.

The financial deficit this session and the financial challenges for next session are influencing curriculum decision making and driving more efficiencies in delivery. Financial efficiency is part of the Curriculum Strategy but has needed to take an even higher priority due to the financial context of the College. The Business Improvement project for Curriculum Delivery links directly to the Curriculum Strategy and has been informed by the Strategy priorities.

2. Delivery against Strategy Objectives to date

The key Curriculum Strategy objectives were again embedded within the autumn Curriculum Planning and Review process, requiring individual curriculum Sectors to assess their curriculum against the Strategy objectives and identify their actions to contribute to the Strategy overall. Integrating into the CPR process helped to ensure awareness and understanding of the Strategy direction.

At the 'welcome back' sessions with all teaching staff in August the presentation included a reminder of the Curriculum Strategy key objectives and intended purpose.

A Curriculum Strategy internal audit was undertaken this January by our auditors. The full report will go to the next Audit Committee and is attached. The audit covered the development of the Strategy, benchmarked the content and reviewed the monitoring processes. The draft report has no recommendations and nine points of good practice (attached).

Last session, as previously reported to LTQ, we made more limited progress on the Strategy objectives, in part due to COVID additional restrictions and focus on addressing credit shortfalls. This session the financial College context and budget planning has impacted some areas but has also focused Strategy work around a more efficient delivery and curriculum change.

The ELT took the decision at the start of this session to focus energies on key areas of the Strategy to drive change, alongside the work on the major Business Improvement Projects. Areas of priority are marked in bold in the Strategy text in the first column of the following table and summarised in the second column.

Work is still ongoing on all areas of the Strategy, but the following progress update highlights the key areas of focus this session and a brief commentary as to progress made to date. The overall assessment is that we have made good progress to date, whilst there are areas that will need to be prioritised further during the rest of this session. The recently announced YPG funding will help in resourcing some of this work this session to increase impact.

In terms of measuring progress overall, we have identified the following set of high level KPIs. Whilst not measuring all that the Strategy is designed to address, these KPIs focus on key areas of Curriculum change. Our benchmark year will be 2021-22 and the first progress against the KPIs will be reported at the Learning, Teaching and Quality Committee, February 2024.

Strategy Objective	Proposed KPI
To provide a more flexible, individualised curriculum with an increased range of part-time delivery.	FT and PT % of activity Additional detail will be provided regarding the changes in the various modes of learning.
To grow apprenticeship delivery	Apprentice numbers Additional detail will be provided regarding curriculum areas.
To revise our SCQF4 provision to provide a more coherent skills based vocational offer with a breadth of progression routes.	SCQF4 enrolment, success rates & progression
Adapting provision to meet Government and Regional employment priorities.	Activity % changes in key employment areas.
Improving the efficiency of delivery overall	Teaching hours for student credit activity

1. FINANCIAL IMPLICATIONS

There are no particular financial implications in this update, although the efficient delivery of the curriculum is a major Strategy priority.

2. STUDENT EXPERIENCE

There are no particular financial implications in this update, although the Curriculum Strategy is designed to improve the student experience overall.

3. HUMAN RESOURCES IMPLICATIONS

There are no particular Human Resource implications in this update

4. LEGAL IMPLICATIONS

There are no legal implications in this update

5. REPUTATIONAL IMPLICATIONS

There are no particular reputational implications in this update

6. COMMUNITY/PARTNERSHIP IMPACT

There are no particular community/partnership implications in this update

7. EQUALITIES IMPLICATIONS

There are no particular equalities implications in this update

8. ENVIRONMENTAL IMPLICATIONS

There are no particular environmental implications in this update

RECOMMENDATIONS

The Committee is requested to:

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Note the information contained within this report and discuss as appropriate, including agreeing the draft KPIs.

Curriculum Strategy priorities 2022-23

Aim		
Personalised: Develop an impactful curriculum, specifically designed to meet the breadth of individual student, employer and local needs		
(Strategy) We will do this by:	Key ELT areas of priority for 2022-23	Update of progress January 2023
<ul style="list-style-type: none"> • Ensuring all courses have explicit course aims, core skills profile, and meaningful, clear pathways for entry and progression. • Chunking' courses to provide more flexible and blended delivery models and developing micro-credentials that are recognised by industry and professional bodies. • Reviewing alternative industry qualifications available and broadening the selection of qualifications used for College courses. • Ensuring all courses include work-integrated learning as simulation or placements. • Ensuring accredited Employability and Meta skills are embedded in all courses through undertaking an essential skills audit and implementing improvements where required. • Building guidance into course design to support career management and ensure students can make informed choices for 	<p>Implement internal design principles for each level of SCQF delivery to ensure a consistency and quality of offer.</p> <p>Develop new micro-credential, short and courses providing more choice for upskilling and employers.</p> <p>Increasing evening and part-time courses</p> <p>Embedding Meta skills in all courses and providing opportunities for students to evaluate their meta skills performance.</p> <p>Building guidance into course design in a consistent way and developing online tools to support student guidance.</p>	<p>Design Principles Design Principles and Skills Policy developed and progressing to final approval and dissemination. Some of the work on SCQF4 has been incorporated into this along with embedding Employability and Meta Skills.</p> <p>Micro-credentials The College represented on national QAA Scottish Tertiary Education Network for Microcredentials. The Network are responsible for shaping national aspects of Microcredentials including the definition, principles, general policies, Development, Design and Delivery and Recognition and Quality Assurance The College has mapped our online learning offering to the draft national definition where they appear to be aligned. The four other aspects being developed by the Network are moving at pace with a target of being completed by Spring 2023. This would allow the College to further map and identify the current Microcredential offering, as well as informing the development and design of any future products.</p> <p>Evening, Part time, Short & online courses Our short and online courses continue to reshape and develop to meet skills demand with the introduction of new offerings for 22-23 across the</p>

Aim		
<p>progression and have access to additional learning options to meet their personal and career needs.</p> <ul style="list-style-type: none"> • Building our flexible portfolio of short course provision designed specifically to meet employer needs. 		<p>themes of: social media, learning disabilities, project management, strategy, coaching, and a number of programming courses.</p> <p>We continue to expand our range of Green Skills courses in conjunction with the Energy Skills Partnership and to meet employer and local needs.</p> <p>Our evening programme has not developed as planned. We have agreed to recruit a new post of Evening Coordinator working across the college to increase the provision in 2023-24.</p> <p>Guidance</p> <p>A project is being taken forward to rationalise the developments around guidance and ensure a streamlined, student centred approach. We will be utilising some of the recently announced YPG funding in order to maximise the impact of this project for future years.</p>

Aim		
Collaborative: Develop a curriculum co-designed and delivered in collaboration with employers and other relevant stakeholders		
(Strategy) We will do this by	Key ELT areas of priority for 2022–23	Update January of progress 2023
<ul style="list-style-type: none"> • Facilitating staff involvement in national curriculum groups to ensure our region is represented and key developments are at the forefront of West College Scotland. • Ensuring every curriculum area involves employers, labour market intelligence and student progression feedback in the design of the curriculum. • Standardising and combining SCQF4 provision across the College to ensure 	<p>Drive changes to SCQF4 course portfolio with cross-Sector involvement to provide a greater range of learning and progression options for individuals to improve success and core/meta skills development.</p> <p>Work with employers, HEIs and external agencies.</p>	<p>SCQF4</p> <p>Awareness raising sessions with Heads and CQLs took place but implementation of the ambition has been limited. A project plan has been created which includes the requirement for an agreed WCS Statement of Ambition/Vision to drive more radical change to this agenda under the new Access and Progression structure changes. In addition, an analysis of all SCQF Level 4 provision and KPIs has been undertaken to highlight target areas and gaps which need action planning.</p> <p>Employers</p>

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Aim		
<p>more appropriate generic skills development and a breadth of progression options.</p> <ul style="list-style-type: none"> • Reviewing and revising School and Community pathways in collaboration with Local Authorities to ensure there is a strategic offering to meet local skills needs and co-creating curriculum. • Working with HEIs to enhance articulation pathways and develop industry related partnership provision • Facilitating cross-Sector and interdisciplinary curriculum developments within the College to respond to emerging employment opportunities, encourage innovation and improve efficiencies 	<p>Facilitating cross-Sector and interdisciplinary curriculum developments</p>	<p>We have been working collaboratively with the Babcock International Group, Fife College and City College Portsmouth to develop a co-created curriculum for apprenticeship growth as well as identify new opportunities for pre-apprenticeship groups.</p> <p>Relationships with local employers including NMIS/AFRC, CITB, Morrison Construction, BAE Systems, Ferguson Marine and Babcock are positive and are productive in enhancing and developing a co-created curriculum.</p> <p>HIEs We have held positive talks with the University of Strathclyde to develop new articulation routes in a wider range of degrees from 2024 across a range of sectors. We have had talks with UWS about future collaborative provision, potentially in Health & Social Care, Early Years & Social Sciences in Greenock.</p> <p>Cross Sector initiatives Further cross-sector initiatives have in part being initiated through the realigned Heads responsibilities.</p>

Aim		
<p>Agile and Adaptive: Develop a curriculum that can easily flex and is regularly adapted and re-imagined to respond to Government and Regional differentiated priorities, meet the employers' needs and to the College financial context</p>		
(Strategy) We will do this by:	Key ELT areas of priority for 2022–23	Update of progress January 2023
<ul style="list-style-type: none"> • Being forward looking, identifying and supporting and investing in strategic growth areas of the curriculum in line with 	<p>Growing our apprenticeship provision.</p>	<p>Apprenticeships An Apprenticeship Growth Plan in place building on the College’s position of being in the top quartile for SDS MA places and Framework offering</p>

Aim		
<p>current and emerging regional and national skills needs.</p> <ul style="list-style-type: none"> • Growing our work-based learning and Apprenticeship delivery. • Using trend data and ILM effectively to inform timely changes to the curriculum and remove or revise curriculum failing meet student and industry needs, ensuring value for money and maximum impact for our delivery costs. • Adapting our curriculum to respond to demand and varying our delivery within the region to meet the specific needs of our individual local authority areas. • Delivering cross-campus and combined elements of the curriculum to improve student choice and options for students to study more in their local campus, whilst reducing duplication of staff effort and improve efficiencies. 	<p>Delivering a more efficient curriculum overall to meet the college financial context is the major priority with a specific Business Improvement project. This includes amending our course portfolio and adapting delivery through more blended learning, combining units, in increasing class sizes. This will be supported by the priority project to develop our systems for Curriculum Planning and Timetabling.</p>	<p>thereby providing both scale and scope of opportunities across our Region. In addition to this, the College has grown its Apprenticeship offering through sub-contracted arrangements which cover both large employers and sector national bodies including CITB, SECTT and SNIPEF. A 5 year plan is in place to capitalise on opportunities around areas of demand including Care and Engineering as well as new MA Framework developments including Pharmacy and IT, which meet our Regional labour market skills need. It should be noted that Skills Development Scotland as the primary contractor of apprenticeships have highlighted some potential overall ‘capped’ growth in apprenticeship numbers due to anticipated budgetary constraints, however the College is well placed to maximise the ability to increase delivery through its multiple partnerships, networks and scale of provision. Apprenticeship provision to BAE Systems and Babcock continues to grow successfully. We are developing a new relationship management plan with Babcock to accelerate growth where possible.</p> <p>Care Academy The College received funding from the UK Government through the Community Renewal Fund to establish the “West Care Academy” offering a suite of training throughout Inverclyde and West Dunbartonshire.</p> <p>The academy enables local people to enter the care sector and upskill people currently working in care roles, as part of their continual professional development. In doing so, this provides the opportunity to build the collaboration, innovation, and leadership capability of local care businesses to meet the health and social care challenges of our post-pandemic society. y</p> <p>Regional Delivery Model</p>

Aim		
		<p>The Business & Tourism departments and Computing Departments at Clydebank and Greenock have developed Regional Delivery Models to enable cross campus delivery, maximising student access to expertise and student learning experience.</p> <p>Efficiencies Delivering a more efficient curriculum is a major SMT Business Improvement Project. Efficiencies were a key part of the CPR process and are now being planned through the Curriculum Planning process for 2023-24.</p>

Aim		
Digital: Develop a curriculum that fully develops all students' digital skills and meet industry needs		
(Strategy) We will do this by:	Key ELT areas of priority for 2022-23	Update of progress January 2023
<ul style="list-style-type: none"> • Providing appropriate level learning opportunities to ensure all students have the digital skills required for online learning and entry to their courses. • Ensuring the development of generic and industry related digital skills are included and ideally accredited in every course. • Including specific curriculum to meet the digital employment and digital industry needs. • Further developing our online learning courses and online learning elements included within course design, with a sound pedagogical rationale underpinning 	<p>We have identified a level of cross over between the Curriculum Strategy and Digital Strategy and the priority actions for 2022-23 are more within the Digital Strategy.</p> <p>The digital skills aspects in courses will be taken forward by curriculum Sectors and the online course development is covered in the Personalisation aspect of the Strategy.</p>	<p>Supporting Students' Digital Skills We have designed and created bespoke package of units to enable student digital skills development as they progress through their SCQF levels of study as follows:</p> <ul style="list-style-type: none"> • Developing Confidence to Learn Online; • Digital Skills for College and your Future Career: Beginner; • Digital Skills for College and your Future Career: Intermediate; • Digital Skills for College and your Future Career: Advanced. <p>We have the additional resource of the Jisc Digital Capability Tool for students to enable their self-directed progression of their digital skills base.</p> <p>We have advanced the use of Azure and Cloud-based technology to mirror digital industry needs. Through the CPR process we continue to</p>

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Aim		
<p>the design of what may be on campus or online.</p> <ul style="list-style-type: none">• Designing curriculum assessment to utilise digital technology as a default position, with a rationale required for alternatives based on an inclusivity and accessibility for individuals.		<p>support development needs identified in addressing the digital industry requirements of:</p> <ul style="list-style-type: none">• Cyber, Data Science and AI for Creative and Digital Industries• PLC and CNC Technologies in Engineering• Digital Pedagogical Practices across all Sectors.



WEST COLLEGE SCOTLAND

CURRICULUM STRATEGY 2021-26

WWW.WESTCOLLEGESCOTLAND.AC.UK



1. EXECUTIVE SUMMARY

1. PURPOSE

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

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

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

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

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

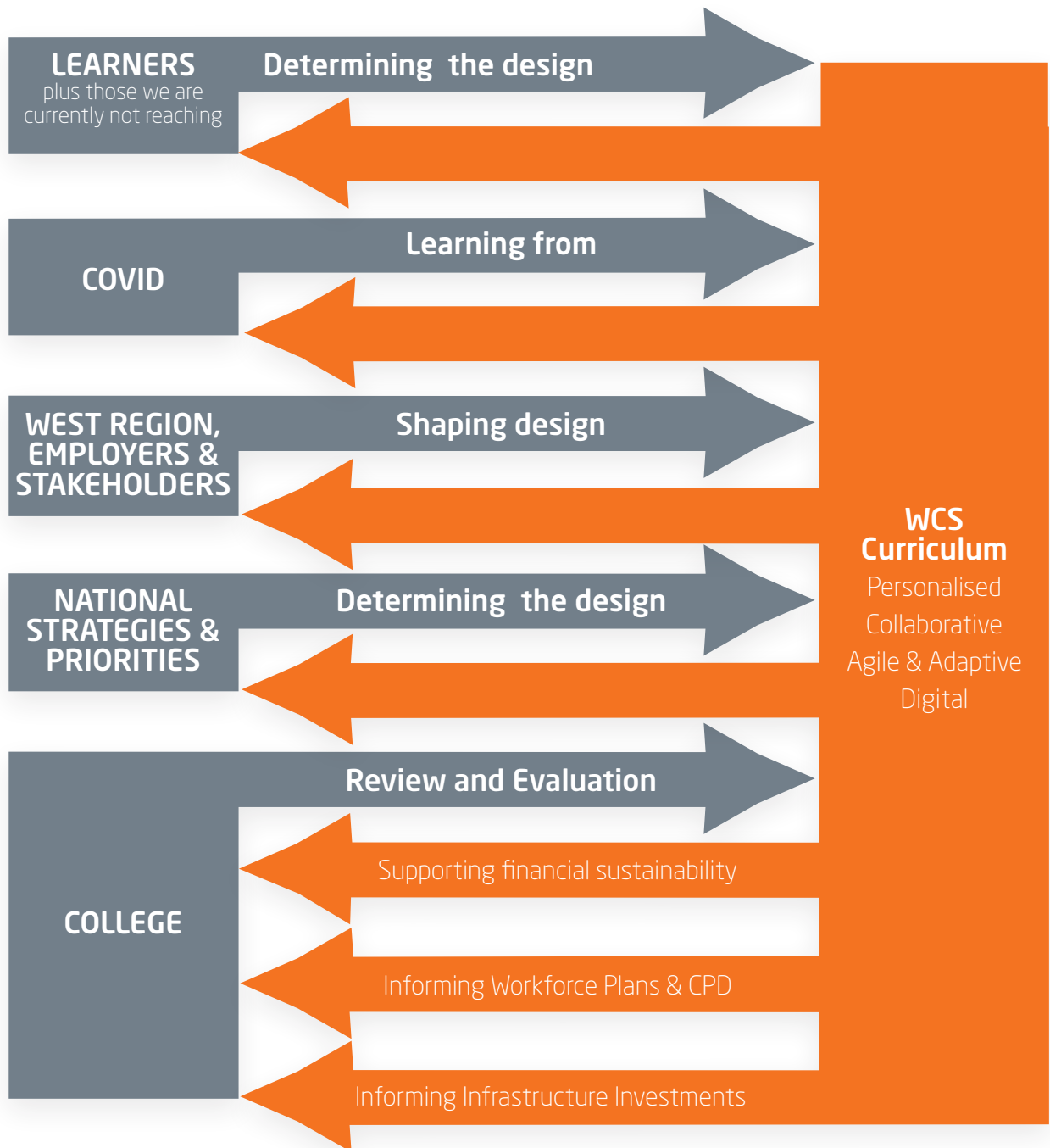
During the period of the Curriculum Strategy, College Lecturers will progress with GTCS registration and undertake formal professional learning and updates to maintain registration. This provides us all with opportunities for transformative self-evaluation that supports professional development of those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



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

2. KEY CURRICULUM DRIVERS AND OUR CURRICULUM RESPONSE

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



2. KEY CURRICULUM DRIVERS AND OUR CURRICULUM RESPONSE

2.1 NEEDS OF OUR LEARNERS AND COMMUNITIES

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

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

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

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

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

2. KEY CURRICULUM DRIVERS AND OUR CURRICULUM RESPONSE

2.2 COVID

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

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

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



2. KEY CURRICULUM DRIVERS AND OUR CURRICULUM RESPONSE

2.3 ECONOMIC RECOVERY AND REGIONAL SKILLS NEEDS

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

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

Our curriculum must respond to support key local industries and local economic strategies. SDS Regional Skills Assessments predict that the main employment growth in the West Region will be in caring, personal service occupations and health professionals. Additional growth to 2023 is predicted in business administration, public services, science and technology, culture, media, sports and transport. There is a forecasted requirement for 500 people to fill job openings in Childcare activities within education within the Region by 2023. Longer term growth is in the same employment areas, with the greatest requirement for skilled workers with higher education level qualifications (SCQF7+). Replacement job opportunities are likely to be in wholesale and retail, human health and social work. SDS highlights in their [Climate Emergency Skills Action Plan](#) that 'Green jobs' to support Scotland's aspirations on carbon reduction are an area of opportunity for the region.

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



Community



Economy



Skills

2. KEY CURRICULUM DRIVERS AND OUR CURRICULUM RESPONSE

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

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

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



2.4 NATIONAL PRIORITIES AND STRATEGIES

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

The four themes in the plan are:

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

Key current national strategies to influence our curriculum development include:

- **[Enterprise and Skills Board Strategic Plan](#)** including the outputs to embed a culture of lifelong learning at all stages of an individual's career, including a stronger emphasis on work-based learning, to enable Scotland to better respond to the current and future skills needs of industry and learners and ensuring that we have a demand led skills system that is flexible and highly responsive to industry and learner needs.
- **[STEM Education and Training Strategy](#)** which aims to build Scotland's capacity to deliver excellent STEM learning, and to close equity gaps in participation and attainment in STEM. Aiming to inspire young people and adults to study STEM, and to provide a better connection between STEM education and training and the needs of the labour market in Scotland.
- **[A Digital Strategy for Scotland](#)** to ensure that everyone in Scotland has the skills required to fully participate in our digital nation.
- **[Scotland's AI Strategy](#)** with the aspiration that Scotland will become a leader in the development and use of trustworthy, ethical and inclusive AI (artificial intelligence), building a skilled and diverse workforce.
- The Government's soon to be published **Blue Economy Action Plan** to launch a programme of collaborative projects across the public sector, Scotland's science base, marine industries and the marine environmental sector.
- **[The Review of Coherent Provision and Sustainability - Progress Update - March 2021 \(sfc.ac.uk\)](#)** highlights the need to recognise, and credit, both formal and informal prior learning of individuals (RPL).

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



2.5 FINANCIAL EFFICIENCIES AND VALUE FOR MONEY

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



2.6 COLLEGE RESOURCE INVESTMENTS AND OPPORTUNITIES

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



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

Our Curriculum Strategy should inform and work alongside our Estates, Digital and People Strategies and our Work Force Plan. It will also shape our annual Learning, Teaching and Assessment enhancement action plans.

3. OUR OVERALL CURRICULUM PRIORITIES AND AIMS

3.1 THE CURRICULUM STRATEGY THEMES

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

- **Personalised:** An impactful curriculum, specifically designed to meet the breadth of individual student, employer and local needs.
- **Collaborative:** A curriculum co-designed and delivered in collaboration with employers and other relevant stakeholders, with explicit progression pathways and not limited by our College curriculum structures.
- **Agile and adaptive:** A curriculum that can easily flex and is regularly adapted and reimagined to respond to Government and Regional differentiated priorities, meet employers' needs and to the College financial context.
- **Digital:** A curriculum to fully develop all student's digital skills, making the very best of digital pedagogy, through both remote and campus-based learning, teaching and assessment.

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

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



Personalised



Collaborative



Agile & Adaptive



Digital

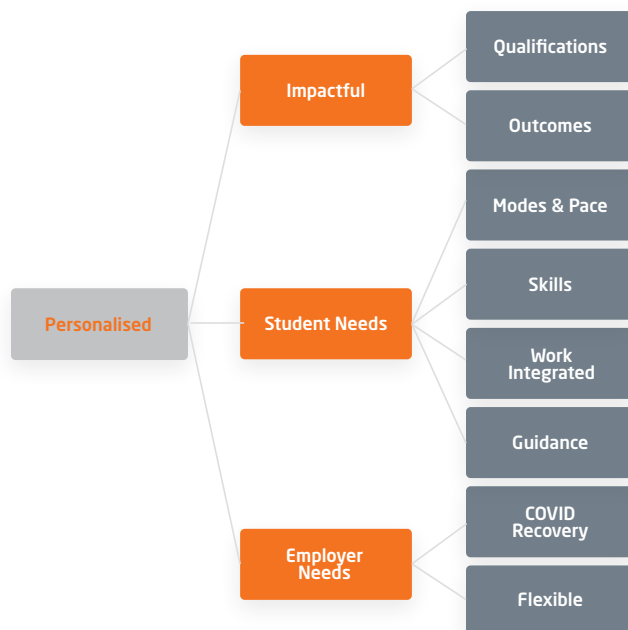
4. OUR KEY CURRICULUM PRIORITY ACTION 2021-26 TO ACHIEVE OUR AIMS

Personalised

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

WE WILL DO THIS BY:

- Ensuring all courses have explicit course aims, core skills profile, and meaningful, clear pathways for entry and progression.
- ‘Chunking’ courses to provide more flexible and blended delivery models and developing micro-credentials that are recognised by industry and professional bodies.
- Reviewing alternative industry qualifications available and broadening the selection of qualifications used for College courses.
- Ensuring all courses include work-integrated learning as simulation or placements.
- Ensuring accredited Employability and Meta skills are embedded in all courses through undertaking an essential skills audit and implementing improvements where required.
- Building guidance into course design to support career management and ensure students can make informed choices for progression and have access to additional learning options to meet their personal and career needs.
- Building our flexible portfolio of short course provision designed specifically to meet employer needs.



MEASURES OF SUCCESS:

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

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

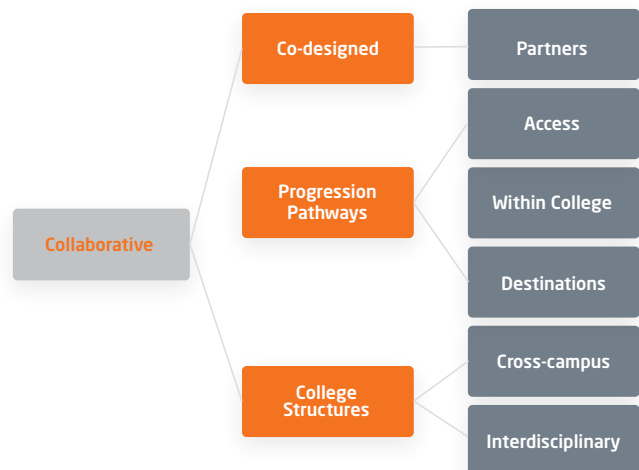
Collaborative

Aim

A curriculum co-designed and delivered in collaboration with employers and other relevant stakeholders, with explicit progression pathways and not limited by our College curriculum structures.

WE WILL DO THIS BY:

- Facilitating staff involvement in national curriculum groups to ensure our region is represented and key developments are at the forefront of West College Scotland.
- Ensuring every curriculum area involves employers, labour market intelligence and student progression feedback in the design of the curriculum.
- Standardising and combining SCQF4 provision across the College to ensure more appropriate generic skills development and a breadth of progression options.
- Reviewing and revising School and Community pathways in collaboration with Local Authorities to ensure there is a strategic offering to meet local skills needs and co-creating curriculum.
- Working with HEIs to enhance articulation pathways and develop industry related partnership provision
- Facilitating cross-Sector and interdisciplinary curriculum developments within the College to respond to emerging employment opportunities, encourage innovation and improve efficiencies.



MEASURES OF SUCCESS:

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

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

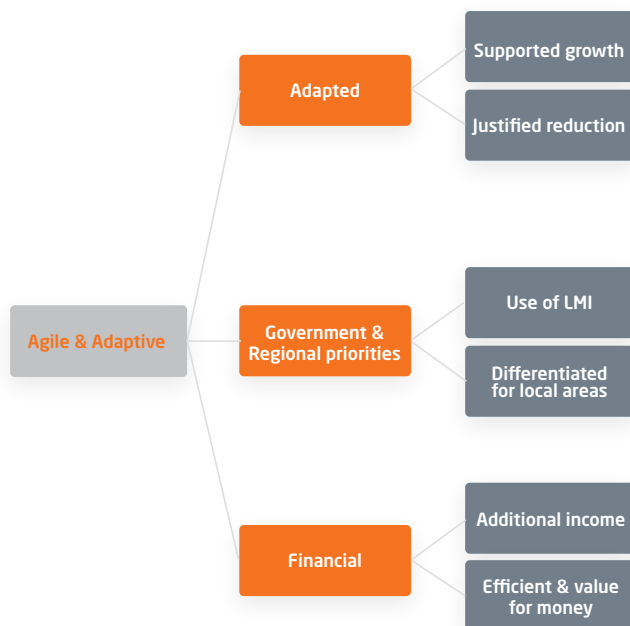
Agile & Adaptive

Aim

A curriculum that can easily flex and is regularly adapted and reimagined to respond to Government and Regional differentiated priorities, meet employers' needs and to the College financial context.

WE WILL DO THIS BY:

- Being forward looking, identifying and supporting and investing in strategic growth areas of the curriculum in line with current and emerging regional and national skills needs.
- Growing our work-based learning and Apprenticeship delivery.
- Using trend data and ILM effectively to inform timely changes to the curriculum and remove or revise curriculum failing meet student and industry needs, ensuring value for money and maximum impact for our delivery costs.
- Adapting our curriculum to respond to demand and varying our delivery within the region to meet the specific needs of our individual local authority areas.
- Delivering cross-campus and combined elements of the curriculum to improve student choice and options for students to study more in their local campus, whilst reducing duplication of staff effort and improve efficiencies.



MEASURES OF SUCCESS:

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

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

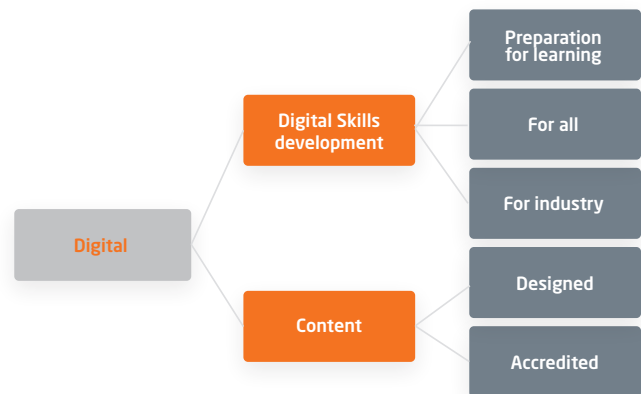
Digital

Aim

A curriculum to fully develop all student's digital skills, making the very best of digital pedagogy, through both remote and campus-based learning, teaching and assessment.

WE WILL DO THIS BY:

- Providing appropriate level learning opportunities to ensure all students have the digital skills required for online learning and entry to their courses.
- Ensuring the development of generic and industry related digital skills are included and ideally accredited in every course.
- Including specific curriculum to meet the digital employment and digital industry needs.
- Further developing our online learning courses and online learning elements included within course design, with a sound pedagogical rationale underpinning the design of what may be on campus or online.
- Designing curriculum assessment to utilise digital technology as a default position, with a rationale required for alternatives based on an inclusivity and accessibility for individuals.



MEASURES OF SUCCESS:

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



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

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

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

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

2021

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West College Scotland Internal Audit 2022-23

Curriculum Strategy
January 2023

Overall Conclusion
Strong

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

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

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

Overview

Purpose of review

The purpose of this review was to ensure that the College has a robust Curriculum Strategy in place that provides a clear framework for evaluating the College's curriculum portfolio and how this is developed further to meet the needs of learners and stakeholders. We also reviewed how the Strategy aids staff members through the development of new programmes to meet said needs.

This review formed part of our 2022/23 Internal Audit Annual Plan.

Scope of review

Our objectives for this review were to ensure:

- The College has a robust Curriculum Strategy that effectively identifies their current and future delivery in line with the Strategic Priorities of the College.
- The College's Curriculum Strategy has a clear direction identifying strategic goals for the College's delivery.
- The College's Curriculum Strategy includes an appropriate assessment of their learner and stakeholder needs in line with the local and national economic and skills requirements.
- The College are able to effectively deploy their Curriculum Strategy in their course delivery.
- The College effectively monitor and review their Curriculum Strategy.

Our approach to this assignment took the form of discussion with relevant staff, review of documentation and where appropriate sample testing.

Limitation of scope

There was no limitation of scope.

Background

The College formally adopted their Curriculum Strategy in Summer 2021 where the Board approved the Strategy during the June 2021 Meeting.

The purpose of the Strategy can be summarised as follows:

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

The College’s Curriculum Strategy establishes a vision, direction and focus for the design of the College curriculum in the next five years and provides a framework against which the existing curriculum portfolio can be evaluated and further developed. Specifically, the Strategy will be used to shape the curriculum portfolio across the College and allow for the College to develop numerous learning opportunities.

The Strategy shapes the College delivery as this will directly influence the College’s curriculum portfolio and influence how the curriculum is delivered. Specifically, the College are aiming for the curriculum to be skills based both in focus and design meaning that the College curriculum will address the skills required within the local context and for their students. There is a strong focus on Continuing Professional Development for College staff so that they are constantly working towards strengthening delivery and sharing and promoting good practice.

The Strategy provides a 5-year outline where the content will be reviewed on an annual basis to ensure that goals are in line with the local context and stakeholder needs.

It is the aim of the Strategy to provide the very best transformational learning opportunities, which provide the skills to give a competitive advantage for the College’s students when entering or while progressing within the workplace.

Key Drivers for the Development of the College Curriculum Strategy

Key aspects that determined the design of the Strategy was Learners, National Strategies and Priorities, West Region Employees and Stakeholders and Covid-19.

Learners

The needs of learners and communities was considered during the development of the Strategy where key trends were identified as follows:

- Location- the College operate in an area of high deprivation therefore they need to ensure that the curriculum provides valuable skills that meet both personal needs of individuals and community requirements.
- Equality- the College aim to ensure that their curriculum priorities contribute towards improving social wellbeing, addressing attainment gaps, and tackling gender inequalities.
- Meeting the individual needs of their students through providing upskill courses, inductor programmes to build student confidence, ensuring that there are clear progression routes, and flexibility of offering to accommodate all types of learners and their study needs.
- Appropriate employability, meta skills development, and personal development.
- Relevant to employment needs and include work integrated learning including work placements.
- Constantly progressing and adapting the Strategy to meet future needs and ensuring that student and employer feedback is fed into the review of the Strategy.

National Priorities and Strategies

The College's Curriculum Strategy aligns with Scotland's Future Skills Action Plan. Four themes of this action plan are as follows:

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

Other such national strategies that influence the College's Curriculum Strategy were as follows:

- Enterprise and Skills Board Strategic Plan published by gov.scot;
- STEM Education and Training Strategy published by gov.scot;
- A Digital Strategy for Scotland published by Transforming Planning. Scot;

1 EXECUTIVE SUMMARY

- Scotland's AI Strategy;
- Blue Economy Action plan published by gov.scot; and
- Review of Coherent Provision and Sustainability published by the SFC.

West Region Employees & Stakeholders

A key driver of the College's curriculum is future skills needs and employment opportunities regionally and nationally. As a result, active labour market intelligence and working closely with local employers directly fed into the College's development of their Curriculum Strategy.

The College want to ensure that their Strategy is future facing and takes advantage of emerging opportunities.

The impact of Covid-19 has resulted in the College focusing on upskilling and reskilling within their current curriculum providing higher level education at university level and for graduate apprentices. The College also wanted to focus on considering enterprise and entrepreneurial skills and support for small business development into their current portfolio.

A key resource used by the College was the Skills Development Scotland (SDS) regional Skills Assessment that identified employment growth in caring, personal service occupation and health occupations. Growth was also predicted to be in business administration, public services, science and technology, culture, media, sports, and transport. Possible emerging industries were identified through the Climate Emergency Skills Action Plan published by SDS where there will be an increased requirement for 'green jobs' to support Scotland's aspirations surrounding carbon reduction. Another skill identified was digital, this was especially highlighted during the pandemic with the reliance on digital skills for College delivery and employment requirements to remain functioning entities.

The West Region Economic Recovery Plan has also identified multiple key sectors to support the development, including the following themes:

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

It is therefore the aim of the Strategy to address Economic Strategies, Regional Plans, Local Employment Needs and Labour Market Trends.

Covid-19

External factors such as Covid-19 had an effect on the Curriculum Strategy and this was considered as part of the development of the Strategy.

The College identified that the West Region was disproportionately affected by Covid-19. As a result, the College's Curriculum needs to ensure that it plays a critical role in providing opportunities to those groups most adversely affected.

A key driver is ensuring that the College contributes towards the economic and social recovery of the Region, whereby the College need to ensure that the skills and needs of learners and employers are met.

Covid-19 allowed the College to development their digital delivery and as result digital skills will play a crucial part in the College's curriculum both in design and delivery.

Overall Curriculum Priorities and Aims

The College's Curriculum Strategy adopts the same four key strategic themes as the Colleges Corporate Strategy, identifying specific aims based off curriculum delivery:

- Personalised: *"An impactful curriculum, specifically designed to meet the breadth of individual student, employer, and local needs".*
- Collaborative: *"A curriculum co-designed and delivered in collaboration with employers and other relevant stakeholders, with explicit progression pathways and not limited by our College curriculum structures";*
- Agile and adaptive: *"A curriculum that can easily flex and is regularly adapted and reimagined to respond to Government and Regional differentiated priorities, meet employers' needs and to the College financial context";* and
- Digital: *"A curriculum to fully develop all student's digital skills, making the very best of digital pedagogy, through both remote and campus-based learning, teaching and assessment".*

Each Strategic Theme will have dedicated Priority Actions that identifies how the College will achieve their strategic aim.

1 EXECUTIVE SUMMARY

Review and Evaluation of the Strategy

The aims of the College's approach to reviewing and evaluating the Curriculum Strategy are ensuring that the Strategy:

- Supports Financial Sustainability,
- Informs Workforce Plans & CPD, and
- Informs Infrastructure Investments.

The College wants to ensure that their curriculum is efficient and provides value for money to their students. This will ensure that the College are efficiently utilising funds to meet student needs. The College strive towards generating additional income through their curriculum delivery to allow for further investment in overall student experience supporting their strategic investment.

The College's Curriculum Strategy is a key document used to shape other strategies for the College including those surrounding Estates, IT and Workforce Development. Key data that will feed into the development of the Strategy includes recruitment and performance trend analysis, self-evaluations, competitor analysis and labour market data. This information will allow for the College to develop resource and infrastructure requirements whilst also identifying areas where staff skills need to be developed to support delivery.

2022/23 Implementation of the Strategy

The academic year 2022/23 is the first year that the College has adopted the Strategy where the College adapted their Curriculum Planning Process to ensure that the Strategy was sufficiently considered during the development of their Curriculum Plan. This included introducing a new Curriculum Planning Review assessment as part of the Curriculum Planning Process that required Heads and Curriculum Quality Leaders to review their current delivery against the College's Strategy identifying areas of strengths and weaknesses within their Sector.

Thereafter Heads and Curriculum Quality Leaders are asked to assess the target curriculum plan in line with the same parameters.

Work Undertaken

We completed the following work per objective of the review:

Objective 1: The College has a robust Curriculum Strategy that effectively identifies their current and future delivery in line with the Strategic Priorities of the College.

- We reviewed the College's Curriculum Strategy and discussed with the College's Vice Principal Educational Leadership the process for preparing the Strategy. We also benchmarked the College's Strategy alongside another Scottish College to ensure that the Strategy reflected good practice.
- We reviewed the College's Curriculum Strategy Action Plans for 2021/22 and 2022/23.
- We reviewed the College's Corporate Strategy for 2019-2025 to ensure that the Curriculum Strategy objectives were in line with overarching strategic objectives.

Objective 2: The College's Curriculum Strategy has a clear direction identifying strategic goals for the College's delivery.

- We reviewed the strategic themes, corresponding aims, identified actions to achieve strategic aims and measures for success identified within the College's Curriculum Strategy.

Objective 3: The College's Curriculum Strategy includes appropriate assessment of their learner and stakeholder needs in line with the local and national economic and skills requirements.

- We reviewed how the College assessed Learner, Employer and Community needs through reviewing the following:
 - Skills development workforce statistics for employment and modern and foundation apprenticeships.
 - Skills Development Workforce Economic Recovery assessments.
 - Skills Development Workforce Regional Skills Assessments for the West Region and Glasgow City.
 - The College's assessment of the Regional Skills Assessment and how this fed into the development of the Curriculum Strategy.
 - Glasgow City Region Skills and Employment Portfolio Work Plan for 2021/22.
 - WCS Student Satisfaction and Engagement Survey completed at the beginning and the end of the academic year.

Objective 4: The College are able to effectively deploy their Curriculum Strategy in their course delivery.

- We reviewed the College’s Curriculum Planning Process, this included reviewing the corresponding guidance provided to staff for completing the Curriculum Planning Reviews.
- We reviewed the Curriculum Planning Reviews for the following Sectors (which at the time of developing the curriculum for 22/23 was all the College’s Sectors):
 - Creative and Digital Industries;
 - Engineering;
 - Essential Skills Enabling Services and Libraries;
 - Care;
 - Hospitality, Tourism, Business and Languages;
 - Learner Development;
 - Maths, Science, Social Sciences and Sports; and
 - Construction & Building Services.

Objective 5: The College effectively monitor and review their Curriculum Strategy.

- We discussed with the College’s Vice Principal Educational Leadership the processes surrounding monitoring and reviews for the Curriculum Strategy.
- We reviewed the Progress Update Papers provided to the Learning, Teaching and Quality Committee.
- We reviewed the College’s August 2022 Sector Day that included coverage of the Curriculum Strategy.

Conclusion

Overall conclusion

Overall Conclusion: Strong

We can provide the College with an overall strong level of assurance surrounding the controls in place for the development and implementation of the College's Curriculum Strategy. We have raised several good practice points and no recommendations for improvement. Please refer to **Section 1: Good Practice Points** for further information.

Summary of recommendations

Grading of recommendations

	High	Medium	Low	Total
Curriculum Strategy	0	0	0	0

As can be seen from the above table there were no recommendations raised.

Areas of good practice

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

1.	The College has a detailed Curriculum Strategy that effectively establishes the College's vision surrounding the design of their curriculum and how their curriculum is to address the needs of key stakeholders. Specifically, the Strategy clearly identifies the basis of development and the key drivers that enabled the College to actualise their vision surrounding curriculum delivery. We were also able to confirm that the College's Curriculum Strategy is user friendly, easy to interpret, and effectively utilises flowcharts and graphics.
2.	The College has a detailed action plan that effectively identifies the College's overarching strategic objectives and the key priorities for the period. Progress against actions is reviewed and updated on a regular basis with the most recent update occurring in January 2023. We were able to confirm that the College are on track to deliver their strategy in line with the actions identified for the academic year 2022/23.
3.	We benchmarked the College's Curriculum Strategy alongside another one of our Scottish college clients and did not identify any areas where further detail was required or that key information was omitted from the Strategy. We are therefore able to confirm that the Strategy is highly detailed and in line with good practice.
4.	We were able to confirm that the College's Curriculum Strategy is effectively linked to the overarching College Corporate Strategy for 2019-2025. Specifically, the Curriculum Strategy adopts the same strategic themes as the Corporate Strategy developing specific aims based off curriculum delivery rather than College wide operations. Strategic themes are as follows: <ul style="list-style-type: none"> ➤ Personalised; ➤ Collaborative; ➤ Agile and adaptive; and ➤ Digital.
5.	We were able to confirm that the College's Curriculum Strategy has clearly defined Strategic Themes with a detailed aim per theme. Thereafter, the College will clearly identify how they aim to achieve the strategic aim and the measures of success for actions identified. The College's detailed action plans are developed based off the Curriculum Strategy and will identify actions to be completed for the academic year including more short and medium-term actions.

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

6.	We were able to confirm that the College appropriately considered student and employer needs as well as the local, regional, and national context.
7.	The College has robust curriculum planning and review processes where Heads and Curriculum Quality Leaders are required to complete detailed paperwork that involves assessing the curriculum against the College's Curriculum Strategy. The assessment will include identifying the areas of strengths and weaknesses per strategic theme identified within the Strategy and formally evaluating and grading the effectiveness of delivery in line with the Strategy for the current curriculum and identifying the target grade for future delivery. This is a new process adopted by the College for their 2022/23 curriculum where this will be incorporated into the curriculum planning going forward.
8.	We were able to confirm that the College provides sufficient guidance to Heads and Curriculum Quality Leaders to effectively complete the Curriculum Planning Reviews that are developed to assess the College's progress against achieving the strategic themes within the Curriculum Strategy. Guidance provided effectively sets out the background, rationale and objectives surrounding the Curriculum Planning Process, detailed coverage of the methodology and template documentation.
9.	The College have yet to complete a formal review of delivery against the Curriculum Strategy as the 2022/23 curriculum is the first year that the Strategy was considered during the planning and development of the College's curriculum. However, the College has strong controls surrounding the monitoring of the Curriculum Strategy Action Plan where this is reviewed on a regular basis by the Educational Leadership Team. The College will also provide a annual update to the Learning, Teaching and Quality Committee summarising the progress to date for the delivery against the Curriculum Strategy Strategic Objectives.

The following is a list of observations from our review

1.	<p>During our review of the College's Curriculum Strategy we found that there was reference to a Learning, Teaching and Assessment Enhancement Action Plan however, after discussions with the Vice Principal Educational Leadership we found that this plan does not exist and the College has decided to no longer develop this plan and focus on adopting a more integrated approach with regard to teaching, learning and assessment. Specifically, the College are identifying actions in relation to learning, teaching and assessment on a course level through curriculum team action plans.</p> <p>The College are also planning on integrated learning, teaching and assessment within their online training platform Evolve to strengthen CPD and systems to review curriculum quality.</p>
2.	<p>During our review of the College's Curriculum Planning Reviews, we found that 1 out of the 8 Sectors did not include future grading of the curriculum delivery against the strategic themes identified within the Curriculum Strategy. This is due to the fact that the College are in the process of restructuring their Sectors where the Care Sector will be split into two sub areas that will join 2 current sectors.</p>

3 AUDIT ARRANGEMENTS

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

Audit stage	Date
Fieldwork start	16 January 2023
Closing meeting	19 January 2023
Draft report issued	31 January 2023
Receipt of management responses	TBC
Final report issued	TBC
Audit Committee	9 March 2023
Number of audit days	6

4 KEY PERSONNEL

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

Wylie & Bisset LLP			
Partner	Graham Gillespie	Partner	graham.gillespie@wyliebisset.com
Director	Stephen Pringle	Director of Internal Audit	stephen.pringle@wyliebisset.com
Senior	Siobhan Archibald	Internal Audit Senior	siobhan.archibald@wyliebisset.com
Auditor	Carla Tamagnini	Internal Auditor	carla.tamagnini@wyliebisset.com

West College Scotland			
Key Contact	Stephanie Gunn	Vice Principal Educational Leadership	stephanie.gunn@wcs.ac.uk
Wylie & Bisset appreciates the time provided by all the individuals involved in this review and would like to thank them for their assistance and co-operation.			

APPENDICES

A GRADING STRUCTURE

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

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

A GRADING STRUCTURE

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

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

Purpose of review

The purpose of this review will be to ensure that the College has a robust Curriculum Strategy in place that provides a clear framework for evaluating the College's current curriculum portfolio and how this is developed further to meet the needs of learners and stakeholders. We will also review how the Strategy aids staff members through the development of new programmes to meet said needs.

This review forms part of our 2022/23 Internal Audit Annual Plan.

Scope of review

Our objectives for this review are to ensure:

- The College has a robust Curriculum Strategy that effectively identifies their current and future delivery in line with the Strategic Priorities of the College.
- The College's Curriculum Strategy has a clear direction identifying strategic goals for the College's delivery.
- The College's Curriculum Strategy includes an appropriate assessment of their learner and stakeholder needs in line with the local and national economic and skills requirements.
- The College are able to effectively deploy their Curriculum Strategy in their course delivery.
- The College effectively monitor and review their Curriculum Strategy.

Our approach to this assignment took the form of discussion with relevant staff, review of documentation and where appropriate sample testing.

Limitation of scope

There is no limitation of scope.

Audit approach

Our approach to the review will be:

- Review the Curriculum Strategy to ensure that it is robust and appropriate.
- Review the Curriculum Strategy to ensure that it allows the College to meet their Strategic Priorities.
- Review the monitoring arrangements in place at the College.

Potential key risks

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

- The College do not have a robust Curriculum Strategy to effectively identify their current and future delivery in line with the Strategic Priorities of the College.
- The College's Curriculum Strategy does not have a clear direction identifying strategic goals for the College's delivery.
- The College's Curriculum Strategy does not include appropriate assessment of their learner and stakeholder needs in line with the local and national economic and skills requirements.
- The College are unable to effectively deploy their Curriculum Strategy in their course delivery.
- The College do not effectively monitor and review their Curriculum Strategy.