

West College Scotland
LEARNING, TEACHING AND QUALITY COMMITTEE
MONDAY 29 May 2023 via the Teams link circulated

AGENDA

Presentation - Student Association and Student Representation

Grant Taylor, Head of Student Academic and Skills Development

General Business

1. Apologies
2. Declarations of Interests
3. Minutes of the meeting held on Wednesday 15 February 2023
.1 Actions from the minutes Enclosed
Enclosed
4. Matters arising from the Minutes
(and not otherwise on the agenda)

Main Items for Discussion and/or Approval

- | | | |
|---|---------|----|
| 5. Students Association Report | Paper 5 | SN |
| 6. Feedback – Student Surveys and External Review | Paper 6 | CM |
| 7. Safeguarding and Student Wellbeing | Paper 7 | NT |

Items for Information

- | | | |
|---|---------|----|
| 8. ELT Update | Paper 8 | SG |
| 9. Regional Outcome Agreement & Self Evaluation
Report 2023-24 | Paper 9 | SG |
10. Any Other Business
 11. Date Next Meeting: TBC

LEARNING, TEACHING AND QUALITY COMMITTEE

Minutes: Wednesday 15th February 2023.

Present: Gordon Hunt, (in the Chair), Mark Hamilton, Fiona McKerrell, Ruth Binks, Jillian Couto-Phoenix.

Attending: Liz Connolly (Principal), Stephanie Gunn (Vice Principal Educational Leadership), Lee Coutts (Assistant Principal), Jill McDonald (PA to the Executive Team), Waiyin Hatton (Chair of the Board).

Apologies: Waiyin Hatton, George Rice, Abbie McGrath

LM514 WELCOME

The Chair welcomed everyone to the meeting and noted apologies.

LM515 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.

LM516 MINUTES

The minutes of the meeting held on Wednesday 31 November 2022 were approved. One typo to be updated.

LM517 ACTIONS FROM THE MINUTES

The Committee noted no actions from the minutes.

LM518 MATTERS ARISING FROM THE MINUTES

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

LM519 PRESENTATION ON WEST REGION CONTEXT

Allan Dick (Economic Development Manager) gave an indepth overview of current economic drivers. This highlighted the significant decline in working age population throughout Inverclyde & West Dunbartonshire. Unemployment remains a great concern but with the help of SDS in the future they may drill down specific authority information to allow re skilling for the unemployed.

The presentation was noted and the Chair thanked Allan for his contribution to the committee.

LM520 STUDENTS ASSOCIATION (SA) UPDATE

Student Association Report was welcomed by the committee and it was noted the encouraging engagement throughout the report.

Student Association are currently looking for longer term sponsorship to help support with 'Free Breakfast' for students longer term. 'Draft' Partnership events information will be available early 2023.

The report was noted.

LM521 CURRICULUM PLANNING AND REVIEW OUTCOMES

The Vice Principal Educational Leadership provided a summary to the committee and explained each Sector requires to complete information prior to the arranged meetings and this includes Heads of Sector and Curriculum Quality Leaders looking at provision and helping identify changes required within own Sector. The report shows growth areas such as ESOL, Construction and Engineering.

The committee members commented on how interesting the themes are within the report and asked if SFC would consider or have considered flexible funding. The Principal updated the members and explained the indicative funding information was due by the middle of March 2023.

It was also noted bigger student attainment in some areas throughout.

The report was noted.

LM522 NEW 'MY CURRICULUM' SYSTEM

The Assistant Principal Technology & Skills shared a presentation on the curriculum due to commence at West College Scotland in academic year 2023/24 and explained in depth all changes etc in reporting this information. Enrolments will commence in early April 2023 this year. Inhouse system developed over the past 5 months and very proud of this great achievement.

The Chair was very impressed and gave some very encouraging feedback. Other committee members commented on how this would make such a massive difference going forward.

The presentation was noted and the Chair thanked Lee for his contribution to the committee.

LM523 CURRICULUM STRATEGY PROGRESS

The Vice Principal Educational Leadership updated the committee the annual reporting would continue and explained some information within the report is similar to the Regional outcome Agreement.

The report was noted.

LM524 UPDATE FROM EDUCATIONAL LEADERSHIP TEAM (ELT)

The Vice Principal Educational Leadership's report updated the committee on the realignment of senior staff in key areas since the last meeting and shared these positive changes. The Chair thanked Iain Foster-Smith for his contribution to the committee during his term throughout West College Scotland. The Vice Principal Educational Leadership will pass on this lovely comment directly to Iain.

The report was noted.

LM525 ANY OTHER BUSINESS

- a) Date of next meeting - Wednesday 31st May 2023 at 4pm, Microsoft Teams. – date will be changed not confirmed as yet

Learning, Teaching and Quality Committee: Actions from the Minutes

Date of Meeting	Min Ref	Matter for Action	Responsible Person	Action Taken	Timescale (where applicable)
15 Feb 2023	LM520	Draft Partnership events information will be available early 2023.	Student Association		May 2023
15 Feb 2023	LM522	My curriculum – presentation to full Board of Management.	L Coutts		April 2023
15 Feb 2023	LM523	Curriculum Strategy Progress report yearly.	S Gunn		Feb 2024

Meeting	LTQ Committee
Date	29 th May 2023
Location	Via MS Teams
Title of Paper	Feedback: Student Surveys and External Review
Presenter	Cathy MacNab
Recommendation to members	For information and discussion
Appendix Attached	None

Purpose: To provide committee members with

1. Student completion rates and feedback themes emerging from the 2022-23 national Student Satisfaction and Engagement Survey (SSES);
2. Verbal feedback and general points arising from the recent Education Scotland Progress Visit on 27th April 2023; and
3. A summary of external quality assurance activities for 2022-23.

Introduction

The college participates in a range of external monitoring, mandatory quality assurance activities each session. For session 2022-23 this has included

- The SFC mandatory Student Satisfaction and Engagement Survey annually, which was open to all students within a six-week window from early March to late April 2023, excluding the duration of the Spring break
- A single day Progress Visit (PV) from Education Scotland on 27th April which comprised a team of external reviewers led by our College HMI Dr John Laird
- Compliance systems and qualifications audits/external verification activities from a range of awarding bodies

1. Satisfaction and Engagement Survey

The following information provides a provisional update with some limited quantities of paper returns input ongoing. This is not likely to materially impact on the response rates below.

The SSES satisfaction rate is an Outcome Agreement measure and reported annually to SFC. We await sector benchmark reports for session 2022-23 which will help identify if low responses are unique to WCS or a wider issue, post Covid, across all colleges.

Plans to change the survey data collection method for session 2023-24 are in development, with an aim of improving response rates and using more real time student feedback to inform decision making across the college.

West College Scotland SSES 2022/23 Update 220523			
Overall response rate 28% (2021-22 35%)			
Mandatory SFC Question set 1-13	Agree/ Strongly Agree	2021-22	
1. Overall, I am satisfied with my college experience	91.8%	91.5%	
2. Staff regularly discuss my progress with me.	89.9%	86.4%	
3. Staff encourage students to take responsibility for their learning.	96.8%	96.8%	
4. I am able to influence learning on my course.	88.7%	87.5%	
5. I receive useful feedback which informs my future learning.	92.5%	90.4%	
6. The way I'm taught helps me learn.	90.3%	87.4%	
7. My time at college has helped me develop knowledge and skills for the workplace.	92.7%	92.0%	
8. I believe student suggestions are taken seriously.	82.8%	84.1%	
9. I believe all students at the college are treated equally and fairly by staff.	88.1%	90.7%	
10. Any change in my course or teaching has been communicated well.	84.5%	85.6%	
11. The online learning materials for my course have helped me learn.	87.2%	81.0%	
12. I feel that I am part of the college community.	84.2%	79.5%	
13. The College Students' Association influences change for the better.	52.8%	92.5%	
Please select the option that best describes how much you agree or disagree with the statement			
I am confident that I am on track to satisfactorily complete my course.	87.72%		
I think my Class Rep has had a positive impact during my time at the College.	73.65%		
I find my online classes engaging.	67.27%		
I feel confident in learning digitally/online.	72.26%		
I am happy with the way my course has been adapted to allow me to learn online.	74.15%		
My digital skillset has been developed during my time at college	79.84%		
Lessons on my course have been....			
Interesting	90.02%		
Motivating	85.03%		
Positively Challenging	88.72%		
Choose one option below that best describes your preferred method of learning:			
Answer Choices	Responses		
I prefer to learn online at all times.	5.29%		
A mix of on campus learning and online learning best meets my needs.	33.33%		
I prefer to learn on campus at all times.	55.29%		
My course has helped me... (choose your top 3)			
Answer Choices	Responses		
Progress to a higher level course	56.69%		
Improve my Social Skills	40.42%		
Get a Job	10.98%		
Do my job better	15.77%		
Learn/develop my work related skills	48.50%		
Meet people and make friends	50.40%		
Improve my employability skills	34.03%		
Challenge my ideas	30.14%		
Meet people from different backgrounds	28.94%		
After you have completed this course, what do you plan to do next? (you can make up to 2 choices)			
Answer Choices	Responses		
Enroll on another course at this college	43.31%		
Enroll on a course at a different college	6.09%		
(Seek employment) Look for a Job	29.24%		
Progress to university	20.36%		
Get advice on what I should do next	8.88%		
Not known at this time	17.76%		

2. Education Scotland Progress Visit 27th April 2023

Progress Visits (PVs) are planned collaboratively between the college, Education Scotland and the Scottish Funding Council (SFC). The team carrying out the PV engages with staff, learners and other stakeholders and produces a summary report for each college, which will be shared with the principal, college Regional Board and/or college Board of Management. At the end of the PV, HM Inspectors of Education, Associate Assessors and Student Team Members review the evidence gathered during their discussions with college managers, staff, learners and stakeholders. They assess the progress that colleges have made against their Action Plans, taking account of any changes in local circumstances since the previous annual visit. Based on this evidence, the team will form a view as to whether the college has made satisfactory progress against its Action Plans or has not made satisfactory progress.

The review team thanked the college for accommodating and organising the Progress Visit, and asked that staff and students be thanked also, for their open and honest discussions. A total of 12 meetings took place over a single day and included discussions with the Student Association, a wide range of students from across curriculum departments, senior managers, Heads of Sector, Curriculum and Quality Leaders, Operational Managers, teaching and professional services staff.

To date we have not received the formal, written report and therefore a summary of verbal feedback follows.

Positive practice:

- Students overall enjoy and value their learning experience and feel well supported by the college and staff teams to achieve their qualification
- Well-developed and well understood processes for curriculum and portfolio review and development of a thematic approach to course evaluation
- Good awareness and progressive work around meta performance and meta skills development
- Valuable wellbeing and counselling support for staff and students
- Strong relationships in partnership working across a wide range of partners
- Application and recruitment process resulting in increases in course offers and students progressing quickly to enrolment
- Retention rates in most curriculum areas is better than sector
- Refreshing of the curriculum offer in most areas is providing a positive learning experience
- Recognition of the importance of quality improvement work such as Intervention and Improvement Plans

Areas for development:

- some work is required in ensuring that staff and student feedback informs progressive development of IT related systems. The student Intranet MyWest, for example, is not always well used by students, nor uniformly adopted by staff as a means of contact and information sharing for students.

- there is currently no standardised approach to the use of learning platforms (VLE, MS Teams) resulting in variations of experience for students in, and across, curriculum areas.
- the Student Association and student representation generally have not been effective during 2022-23 in ensuring that the student voice is threaded through all aspects of decision making within the college.
- some inconsistencies in practice were noted around (1) student induction processes and (2) timely feedback on assessment

The PV outcome will specify a requirement for a 3-6 monthly update on progress on actions in each area for further development. Work is underway to address this.

Quality Assurance Compliance Summary

To maintain compliance with awarding bodies the college Quality Department operate an Internal Approvals process to provide assurance against set Quality Criteria that provision is quality assured, resourced and fit for purpose. The table below summarises the outcomes of courses/units that were submitted for approval during 2022-23. The Quality Standards Committee endorses the interim approval decisions of the Quality Team. Following the departure of the Head of Quality and Professional Standards in January 2023, it is our intention to move to an independent Approval Panel endorsement system from Session 2023-34.

Internal Approvals Summary 22-23	24 submissions	Approved	16
		Approved with Conditions	6
		Not Approved	1
		Pending	1

The college makes certification claims to awarding bodies based on student assessment outcomes and is audited by awarding bodies through an external verification process. The outcomes of external verification activities for Session 2022-23 are as follows:

Awarding Body Quality Assurance Activity Summary 2022-23				
External Verification (EV)	Number	Successful Outcome	Action Plan	Awaiting outcome/report
EV visits completed	49	45	4	1
EV pending by 30 th June	41	-	-	-
Accreditation Quality Systems Visits	2	2	-	-
Malpractice Investigation (SQA)	1	-	-	1

Notes:

1. The college withdrew NEBOSH accreditation in March 2023
2. CITB – the college withdrew as a centre for CITB apprenticeship testing (local arrangements with Pearson Vue are in place for college candidates to undertake skills tests)

Meeting	LTQ Committee
Date	18 May 2023
Location	MS Teams
Title of Paper	Safeguarding and Student Wellbeing August 22 – May 23
Presented By	Nathan Tyler Director of Communications, Engagement and Student Experience
Recommendation to Members	Approval
Appendix Attached	No

PURPOSE

This paper provides the Corporate Development Committee with updates in relation to the following matters:

- Service Funding Update
- Wellbeing Strategy (RISE)
- Safeguarding
- Student Counselling (Time4U)
- Wellbeing
- Green Rooms
- Prevent
- Corporate Parenting

This paper is presented in line with the LTQ Committee Terms of Reference

Safeguarding and Student Wellbeing – Aug '22 to May '23



Award winning WCS Wellbeing Team at the ICON Awards 2022

Contents

- Introduction
- Service Funding Update
- Wellbeing Strategy
- Safeguarding
- Student Counselling
- Wellbeing
- Green Rooms
- Prevent
- Corporate Parenting

1. Introduction

Following the departure of Iain Forster-Smith, Assistant Principal Student Life and Skills, from the College in March 2023, responsibility for overseeing Safeguarding and Student Wellbeing has passed to Nathan Tyler, Director of Communications, Engagement and Student Experience – supported by a sector leading team of Scott Campbell, Alison Grech and Sandra Docherty.

The teams that support our student community through Safeguarding, Counselling and Wellbeing continue to see an increase in demand. The negative impacts of the Covid pandemic continue to manifest themselves in people’s mental health and day-to-day lives. This has been further exacerbated by the current cost of living crisis, with the deprived communities we serve among the hardest hit by energy poverty and food insecurity.

With poverty linked to eating disorders, depression, low self-esteem and chronic stress, more students are experiencing mental and physical health problems while finding it increasingly difficult to access the care they need from an under-pressure GP and wider NHS health service.

The Mental Health Foundation research published in 2022 found that 54% of Scottish college students reported having moderate, moderately severe, or severe symptoms of depression.

As a result, our award-winning Wellbeing and Counselling teams are now very much on the frontline and the first port of call for many of those in need of help. They are also critical to student retention and the delivery of a wider positive student experience at West College Scotland.

Nathan Tyler

Director of Communications, Engagement & Student Experience

2. Service Funding Update

Unfortunately, while recognising the need and demand for college-based Counselling, the Scottish Government funding for such services, launched in 2018, has now been removed. No decision on future funding has been made and the Scottish Government have yet to publish either the promised Spring 2023 Student Mental Health Plan or its wider Mental Health and Wellbeing Strategy.

West College Scotland however see Wellbeing and Counselling as ‘business critical’ and despite the removal of Scottish Government money we are maintaining the full service built up through 2020/21 through finding efficiencies elsewhere in the organisation.

We will continue to explore alternate funding routes, apply for grants and add our weight to the collective Scottish college pressure being exerted on the Scottish Government to think again about the need to fund such vital services.

3. Wellbeing Strategy

West College Scotland has the wellbeing of our community at the heart of everything we do. We want to make sure that all our employees and students have the tools, knowledge, skills, and experiences they need to thrive and live fulfilled and happy lives. The RISE Wellbeing Strategy launched in late 2022 is intended to supplement existing efforts on all aspects of wellness within the College, as well as to complete our prior Student and Staff Mental Health and Wellbeing Strategies.

Our Mission is to collectively and collaboratively RISE out of challenging times and build on the excellent support system available to staff and students.

There are 4 cornerstones to the 'WCS RISE Wellbeing Strategy' which encourages ALL staff and students by being:

- **READY** to learn, study and work in a comfortable environment while developing personal resilience for college and beyond.
- **IN TOUCH** with their own health and wellbeing, recognising the necessity of seeking help when confronting challenges, and encouraging others to do the same.
- **SUPPORTED** to feel safe, secure and strong enough to embrace college and working life and enjoy their successes.
- **EMPOWERED** and energised to engage in excellent education and career opportunities while maintaining positive mental health.

The success of the strategy will be measured in multiple ways through an annual cycle of analysis, reflection, review and improvement. During this first year the Wellbeing Strategy team will develop key metrics to measure against and identify more fully the Wellbeing improvement journey.

Please click here to read the WCS RISE Wellbeing Strategy in full: [a4-booklet.pdf \(westcollegescotland.ac.uk\)](#)

4. Safeguarding

The role of the Safeguarding team is to respond quickly and effectively to concerns raised by staff, usually curriculum, and to implement Safeguarding Procedures. The safeguarding team constitutes three Wellbeing Advisors with additional support from the Student Wellbeing Manager, Head of Student Services, Student Life Manager and the Director of Communications, Engagement and Student Experience should they be called upon for guidance etc.

Members of the Safeguarding team do not have responsibility or authority to investigate reported incidents and do not get overly involved with incidents, rather they act as a triage service – talking directly to the individual concerned and passing them along to the relevant fully-briefed service as required. On occasion that may be the Time4U counsellors, Police Scotland or the likes of local authority Social Work teams.

Recent examples include numerous incidents of domestic violence, self-harm, physical and sexual abuse, and multiple students expressing suicidal thoughts.

Other complex examples include:

- A student disclosing physical abuse and coercive control by a husband who is also attending West College.
- An allegation of sexual assault on campus premises, later to prove unfounded.
- A student experiencing multiple violent attacks by family members
- An ESOL student taking part in a hunger strike
- Instances of homelessness.

On busy days the Safeguarding team have had up to four or five potential safeguarding incidents to handle in addition to their Wellbeing roles.

- 38% of referrals present with suicidal thoughts, 62% of referrals present with other issues.
- 33% of cases are from Clydebank Campus, 21% of cases are from Greenock campuses, 44% of cases are from Paisley campus
- Creative & Digital Industries, Learner Development, and Maths, Science, Social Sciences and Sports have the largest referrals to the Safeguarding team
- Least referrals are from Care and Construction & Building Services
- 57 safeguarding incidents in the academic year to date (Note: Many of the incidents referred are found not to constitute safeguarding once thoroughly assessed. All individuals however triaged and handed on to most appropriate service or person to assist them).

5. Student Counselling

TIME 4 U is the College's free, confidential, and highly professional Student Counselling Service, available to all currently studying at West College Scotland.

The Monday-Friday service offers one-to-one counselling sessions, either in person or through online channels, with a team of eight qualified and experienced counsellors. All counsellors are BACP or BABCP registered and certified.

This is the second full academic year where we have had a full complement of staff and accurate recording of students engaged in this service.

- Gender of students o 67% female o 21% male o 0% transgender female o 12% transgender male
- 55% of cases are from Clydebank Campus, 15% of cases are from Greenock campuses, 30% of cases are from Paisley campus
- Majority of students fell in the age 16-25 category, but an overall spread was present.
- Most referrals came from Maths, Science, Social sciences, and Sport and Creative and Digital Industries
- Least referrals came from Engineering and Construction & Building Services

The Time4U Counselling Service is highly regarded by both student users and by staff who see the positive impact it delivers and understand the team's exceptional understanding of and commitment to student wellbeing.

A recent testimony was submitted as part of our upcoming WCS Staff Awards regarding one of the counselling team:

"After only two sessions with Geraldine, I feel so much better with what's going on at home. The weight has been lifted from my shoulders and I can now see a path of what I'm doing and how I am going to attain it. When I didn't beforehand.

"She gave me the reassuring gentle prod in the direction of where I needed to go and the reassurance alongside it. No words can describe how free I now feel. After months, if not years of dealing with it on my own.

"I must say, the way she dealt with me made me feel at ease. Nothing was too much trouble, there was no worry for taking too much time. The best way to explain it is almost like I'm talking to my best friend, grandmother and big sister in the one person. She is very good at what she does and I would recommend her to anyone. An absolutely fabulous lady."

6. Wellbeing



As mentioned in the Executive Summary, the Wellbeing team is now funded directly by the College, and not from targeted Scottish Government funding. Further to that commitment the College has now moved the three Wellbeing Advisors (who also perform the Safeguarding function) from temporary to permanent contracts.

The ICON award-winning Wellbeing Team has seen a significant increase in the number of referrals to the service in this past academic year. In the first half of the academic year 22/23 there was a 66% increase in referrals, an 85% increase in the number of males accessing the service, and a large increase in the number of 'walk ins' to the refurbished Wellbeing Spaces.

There have been some common trends with the reasons for referral to the service. Low mood and anxiety are the dominant issues and at the start of the academic year, there were a considerable number of students struggling being on campus. This is not surprising considering that many are returning students who may have experienced their first/previous years learning as online and this adjustment to the 'new normal' after Covid lockdowns has had an impact with socialising and being around large groups of people.

We have seen a rise in the number of students presenting with financial difficulties, a direct indication that the current cost of living crisis is having an impact on students. We have also seen an increase in the number of students presenting at the point of crisis where they have been in extreme distress. In addition, there is a steady number of students with concerns regarding coursework stresses and periods of low mood.

The Wellbeing service continues to deliver workshops to classes across campuses and sectors - delivered on topics such as Building Resilience, Managing Stress, and Recognising and Coping with Anxiety. Wellbeing staff also attend the majority of courses over the induction weeks to introduce the service to students, continue regular class engagement through the year and have maintained the popular 'Press Pause' wellbeing activity drop-in sessions.

The wellbeing service are also leading on taking forward initiatives such as the Emily Test charter, White Ribbon campaign which we are aiming to implement in August.

High tariff mental health and psychological conditions require a lot of Wellbeing time. Staff continue to work beyond the parameters of the role to support students by working out with office hours when required and working through lunch times as this is when most students are looking for support. Staff continue where required to link students with appropriate services and referrals to the counselling team are high.

Due to current waiting times for the Counselling service and the volume of the crisis situations that are presenting on campuses daily, wellbeing staff are helping fill the gap to ensure students have someone who can respond in an urgent situation

Student Testimony:

"The wellbeing service has been a great help. At the start of the year, I wasn't coping too well with being back on campus due to anxiety but this has helped getting some good advice and know that there is a quiet space and a calming environment to come to."

Staff Testimony:

"We don't know what we would do without the wellbeing service, especially for our students who become stressed during placement and find being able to contact our wellbeing advisor a great source of support."

Two recently introduced initiatives also worth highlighting are CALM Curriculum and Wellbeing Matters.

Care (C) Attitude (A) Listen (L) Mindfulness (M) is a tool to help students and staff cope with the demands of learning and teaching, as well as dealing with general anxiety. Acting as a 'mindfulness safety valve' the technique allows pressures to be released in a healthy, controlled manner. Those interested can book face-to-face, online group or individual sessions in which positive affirmations, emotional freedom techniques and meditation are practiced.

Wellbeing Matters offers weekly drop-in virtual sessions where people can offer peer support, share positive stories and collectively explore struggles.

To date 350+ students and 300+ staff have benefited.

7. Green Rooms

Serving some of the most deprived areas in the West of Scotland, poverty is sadly a daily struggle for many of our students. Coupled with the cost-of-living crisis, staff acknowledged the increase in the number of students who were struggling to access basic resources such as food and clothing to sustain them and their families. With several college departments

running their own 'foodbanks', the Wellbeing team recognised the need for **all** students to be able to access the same resources.

In October 2022, a group of staff implemented the initial concept of a pantry. Not only did this support the wellbeing needs of our students but aligned with the Colleges [Sustainability strategy](#), by recycling unused and unwanted items. The team worked to establish an appropriate space on each campus with rooms being repurposed to house donations and 'The Green Room' brand was established.

Following the success of the first Green Room which opened in Greenock in December 2022, the Paisley, Greenock Waterfront and Clydebank rooms quickly followed in January 2023. The rooms house donated items including dried and tinned foods, clothing both new and freshly laundered, pre-loved items and general goods. Items are made available for free to both students and staff, in a foodbank style setup. The location of the rooms mean that they are easily accessible and are away from busier locations to prevent any stigma or embarrassment around accessing the services. Open during college hours, users can come as they please without having to worry about missing class.

The College's Marketing team developed the branding and promotional materials, raising awareness of the initiative through the staff intranet, MyWest student platform and through our social media channels. Call outs were made for donations, volunteers and to advertise the opening of the rooms across these key platforms as well as in our staff newsletter, West World.



Our Wellbeing Advisors continue to oversee the project and work alongside the volunteers to ensure the continued success.

Now in its sixth month our Wellbeing Advisors continue to oversee the project and work alongside the volunteers to ensure the continued success. As the rooms are unmanned, allowing users to access resources with discretion, it is difficult to quantify the exact number of people accessing the support. Given the turnover of donated items we can confidently say though that the rooms are being heavily utilised by our College community.

As the project relies on the generous support of our community, both with donations and managing the spaces, no funding has been required so far. However, there is an increasing issue around the lack of food being donated or able to be accessed from external sources. Local food banks are stretched in terms of their provision and are therefore unable to offer support, and help from major retailers such as Asda is very ad hoc due to their other CSR commitments.

To help address the issue and try to ensure the long-term sustainability of the Green Rooms several initiatives are underway:

- Fundraising raffles
- Selling of unsuitable donated clothing (via Cash for Clothes) and using money to buy food
- West College Scotland Tough Mudder team fundraising – please click on the following link if you would like to sponsor them:
https://www.justgiving.com/crowdfunding/teamwcs-toughmudder23?utm_term=rdDy5dy8K
- Continued awareness raising through internal College communications including WestWorld
- External stakeholder engagement to raise awareness of need

Within the rooms, users can leave feedback in a guestbook style format. Due to the sensitivities around this initiative users can leave these anonymously. Comments include:

“It’s great to have a facility like this. Feeding my family can be a struggle, so this room is really helpful.”

“It is very kind. This helps me and my family thank you”,

“The college cares about helping me out as things are expensive.”

“I can make a meal for my family with these ingredients.”

“Thank you as I got a coat, and it was cold.”

“My husband is out of work and we are struggling to eat – this has been amazing.”

“Donations are so important, we want to help others and it’s key to us as family to do what we can.”

With some students only eating once a day and some of their parents going without meals in order to feed their children the College is also continuing to provide free cereal bars and fruit every morning and is currently reviewing whether that offering can be expanded further.

8. Prevent

Nathan Tyler, Director of Communications, Engagement and Student Experience has taken over from Iain Forster-Smith as the Scottish College sector’s lead on the Scottish Government’s PREVENT sub-group.

On behalf of the sector (and in conjunction with Colleges Scotland) Nathan has highlighted the removal of Scottish Government funding for counsellors etc as a potential issue in identifying radicalisation, poor mental health, individuals vulnerable to coercion etc in student populations going forward, should expert staff be lost. The Government’s Safeguarding and Vulnerability Team have taken the concern as an action and have now spoken to relevant colleagues across Government.

Far right and Incel radicalisation remain the biggest issues in Scotland, diverging from the UK Government’s renewed focus on Islamist extremism following a recently published contentious review.

With a growing ESOL population in colleges the rise of the Patriotic Alternative group and its splinter Homeland faction is of greatest concern – particularly with continued protests by the far right group outside a hotel housing refugees in Erskine, close to our Paisley campus.

9. Corporate Parenting

Implementation of the College’s Corporate Parenting Plan continues with Year 1 of the three-year initiative coming towards its conclusion. Minor adjustments are required in the coming months to reflect organisational changes but should have no impact on delivery.

Externally SAAS has increased the Care Experienced Bursary from £8,100 to £9,000 per year, which is welcomed. Enhancements to the online application and enrolment forms have also been made to allow for early identification of Care Experienced applicants, the changes will also enhance our data collection.

The full WCS Corporate Parenting Action Plan 2022-2025 can be read here:
<https://www.westcollegescotland.ac.uk/media/214671/wcs-corporate-parenting-action-plan-a4-booklet-3rd-draft-260522.pdf>

LTQ Committee / Safeguarding and Wellbeing Report / May 2023

10. FINANCIAL IMPLICATIONS

10.1 There are no direct financial implications associated with this paper.

11. STUDENT EXPERIENCE

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

12. HUMAN RESOURCES IMPLICATIONS

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

13. LEGAL IMPLICATIONS

13.1 There are no legal implications associated with this paper.

14. REPUTATIONAL IMPLICATIONS

14.1 There are no reputational implications associated with this paper.

15. COMMUNITY/PARTNERSHIP IMPACT

15.1 There are no community implications associated with this paper.

16. EQUALITIES IMPLICATIONS

16.1 There are no equality implications associated with this paper.

17. ENVIRONMENT IMPLICATIONS

17.1 There are no environmental implications associated with this paper.

RECOMMENDATION

The LTQ Committee is invited to consider the report for information and approve.

Meeting	Learning Teaching and Quality
Date	29 May 2023
Location	MS Teams
Title of Paper	ELT update
Presented By	Stephanie Gunn
Recommendation to Members	For information
Appendix Attached	No

PURPOSE

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

1. Staffing

Our recent VS closed mid-April and 20 lecturers (12 FTE) and 5 support staff (2.8 FTE) were accepted at a salary saving of £855k. Other applications could not be accepted due to the curriculum or service area requirements.

2. Credits 2022-23

The predicted credit position for this session remains the same as reported at the last Committee meeting. We are still likely to require the full 2% tolerance and have budgeted for a further 1,000 credit shortfall but are still hopeful that we can manage to reduce this. The remaining credits left to deliver are mainly for Preparation for College programmes for next session and distance learning. Distance Learning is on track to deliver to target but Preparation for College is still more uncertain to predict the level of student engagement and if there will be any impact from the current EIS Action Short of strike.

3. Young Persons Guarantee Funding (YPG) and Child Poverty funding for 2022-23

As reported at the last LTQ, the College received last minute funding of £273,542 YPG and £80,104 targeted Child Poverty to run initiatives until July 2023. Our submitted plans were accepted by SFC and initiatives are underway to utilise the funding. There may be a potential extension of the deadline from end of July to September but we await SFC communication on this.

Initiatives:

- The Preparation for College 'Flying Start' initiative to provide supported enrolment for young people starting courses in August. We are working with Local Authorities and DWY to identify young people most in need of additional support and running weekly 'Flying Start Sessions' from now and through the summer.

PUBLIC

- The SCQF4 project supporting a Learner Partner model with other College sectors in the College delivering vocational courses at SCQF4
- A system build for an integrated Guidance system
- ESOL wrap around support for refugees
- Taster sessions in the community
- Breakfast Club food support for students.

4. Credits 2023-24

Our indicative funding for 2023-24 has been announced and we expect the final announcement at the end of May, hopefully along with the Credit Guidance. Credit targets for all colleges were reduced around 10%. Ours is a drop of 10.7% and 16,638 credits.

We were expecting a credit reduction and had been planning for a number of scenarios. Plans are now in place with the courses and predictions in My Curriculum Planner and this information has been used to build the staffing budget. We have been able to make significant staffing savings through more efficient curriculum delivery. We anticipate being able to comfortably make credit target in 2023-24 based on plans and current application levels for 2023-24 courses.

Unfortunately, whilst the credit situation is positive, SDS have cut apprenticeship provision by 13% for Scotland. At present we are still assessing what the level of reduction will be for our college since the reductions will not be even across providers or frameworks. In some cases, indications are that some of our numbers will stay the same i.e. CITB. Any reduction will also result in a credit reduction as well as loss of income.

5. Industrial Action

Both EIS and our support unions are engaged in National industrial action over pay. It is likely that there may be support staff strikes before the summer but as yet, the dates have not been communicated. EIS commenced action short of strike from 1 May and this involves a work to rule and resulting boycott. We will try to work to minimise disruption and progression impacts for students. At present there are no significant impacts reported and we are pleased to report that end of year showcase events are progressing as planned.

6. End of Year showcases

Creative Industries and Hairdressing, Beauty and Make Up Artistry are running a number of events at the end of term to showcase their student work.

- Celebrating 30 years of Make Up Artistry (Tuesday 6 June, 5-8pm Clydebank Campus)
- HND Art & Design Exhibition (Tuesday 6 June, 6-7pm Abercorn, Paisley)
- Dance Show (Wednesday 7 June, 7.30pm Beacon Art Centre, Greenock)
- Drama Production (Wednesday 7 and Thursday 8 June 7pm, Inchinnan Building, Paisley campus)
- Minds of Young Artists (MOYA) (Friday 16 June 2-4pm The Bungalow, Paisley)

7. Lecturer CPD Day 17 August

We are planning an all lecturer CPD day in the first week of the new session. Normally this is managed through individual Sectors but this time we intend to mix staff more across Sectors to enable the sharing of practice and cross-Sector learning. The event will be held on the Paisley campus and include some elective sessions to suit individual CPD needs. The key theme of the day is learning and teaching practice.

8. Active Campus Coordinator

We are currently progressing the recruitment of an Active Campus Coordinator funded by Sports Scotland for two years. These posts are being introduced in 18 colleges across Scotland to promote and facilitate the delivery of sport and physical activity on campus, contributing to the health and well-being of students, staff and the community. This role will encourage and empower the student population to be more active more often whilst in College education. The post will be within the Student Wellbeing Team, reporting to the Student Wellbeing Manager and will also work closely with the Student Association and the Sport departments.

9. UWS

Unfortunately, the options for partnership delivery with UWS in Greenock do not look likely to start in 2023-24 due to delays from the university and their internal procedures. We continue to discuss options for the future. We do have a reasonable large cohort of employed staff from Inverclyde Council wanting to start the Childhood Practice Degree on a part time basis but the set academic university year may not enable a start in 2023-24.

10. Enrolment and Timetabling Update

Enrolment opened much earlier this year (19 April) for students holding unconditional offers. Early indications are opening earlier has been worthwhile and we already have over 1,000 students enrolled for 2023-24. FE students can also apply for their student funding earlier and we have made a commitment to have their funding in place for August provided they apply before 30 June. As a result of the work on My Curriculum, we expected curriculum teams to have their 2023-24 timetables into the new timetabling system before 30 April. This has been a very successful exercise, with most timetables now populated and will be published to students from 19 June via My West. We are hopeful that having enrolment, funding applications and timetables available earlier to students will assist with retention.

1. FINANCIAL IMPLICATIONS

The staffing changes through VS and Curriculum Planning will contribute to financial savings. However, the SDS apprentice reduction financial implications are unknown at this time.

2. STUDENT EXPERIENCE

There is the potential for the industrial action to impact on the students in terms of delays to resulting.

PUBLIC

It is expected that the appointment of an Active Campus Coordinator will have a positive impact on the student experience over the next two years.

Early enrolment and timetabling availability will have a positive impact on the student experience.

HUMAN RESOURCES IMPLICATIONS

There are no particular 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.

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.

Meeting	Learning Teaching and Quality
Date	29 May 2023
Location	MS Teams
Title of Paper	ROA 2023-24 & Self Evaluation 2022-23
Presented By	Stephanie Gunn
Recommendation to Members	For information
Appendix Attached	No

PURPOSE

To provide LTQ with information about arrangements for the ROA for 2023-24 and the self-evaluation report for 2022-23.

The Regional Outcome Agreement guidance has been published for 2023-24. <https://www.sfc.ac.uk/publications-statistics/guidance/2023/SFCGD122023.aspx>

It is again an interim, one year agreement but the deadlines have been brought forward with submission at the end of October and publication in December instead of draft submission in December and publication April/May. This is to bring them back on track to then start preparing the 2024-25+ ROA.

The priority headings are similar to the previous ones

- Fair access and transitions
- Quality learning and teaching (it was High Quality originally!)
- Coherent Learning Provision
- Work based Learning and Skills (previously Learning with impact – students are equipped and ready to take up appropriate employment in the future).
- Net Zero and Environmental sustainability response (previously Climate Emergency)

The following are not specified as priority individual headings

- Student participation and engagement in their educational experience (to be included in Quality Learning & Teaching)
- Fair Work
- Equalities and inclusion (covered in Fair Access and our Public Sector Equality Report)

The National Measures table has been expanded a little to include some of the previous measures but again there is no long term target setting and it is just for 2023-24.

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There is a 6 page Self Evaluation report again but submission is brought forward from December to the end of October.

There is a new requirement to submit Case Studies which demonstrate ways that funding has been used. All institutions should provide two case studies - one on the theme of outcomes for students and one on outcomes for economic transformation and social renewal.

We intend to prepare a draft ROA over the summer for submission to the Board on 9 October. The Self Evaluation Report however could be approved by the LTQ at the meeting later in October along with the finalised ROA for submission. The LTQ in October is themed 'performance' and therefore the Self Evaluation Report can also form part of the performance reporting for Committee. This can be circulated to the Board before submission.

1. FINANCIAL IMPLICATIONS

There are no particular finance implications in this paper.

2. STUDENT EXPERIENCE

There are no particular student experience implications in this paper.

HUMAN RESOURCES IMPLICATIONS

There are no particular HR implications in this paper.

3. LEGAL IMPLICATIONS

There are no legal implications in this paper.

4. REPUTATIONAL IMPLICATIONS

There are no particular reputational implications in this paper.

5. COMMUNITY/PARTNERSHIP IMPACT

There are no particular community/partnership implications in this paper

6. EQUALITIES IMPLICATIONS

There are no particular equalities implications in this paper.

7. ENVIRONMENTAL IMPLICATIONS

There are no particular environmental implications in this paper

RECOMMENDATIONS

The Committee is requested to:

Note the information contained within this paper.

PUBLIC