WEST COLLEGE SCOTLAND

West College Scotland
Board of Management
Monday 12 December 2022 at 4.00p.m. Paisley Campus

Agenda

General Business

1. Welcome

2. Apologies

3. Declarations of Interests

4. Minutes of the meeting held on Monday 10 October 2022   Enclosed   WH
    .1 Actions from the minutes   Enclosed   WH

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

6. Student Association Report   Paper 6   AMcG

7. Chief Executives Report   Paper 7   LC

8. Chair's Report   Paper 8   WH
    .1 Board Membership and Committees   Pape 8.1   WH

Items for Decision / Approval

9. Financial Statements:
    .1 Internal Audit Report 2021-22   Paper 9.1   AMcD
    .2 2021-22 Report from Audit Committee
       to the Board of Management   Paper 9.2   GL
    .3 External Auditor Annual Report and
       Letter of Representation 2021-22   Paper 9.3   AMcD
    .4 Financial Statements for the Year Ending 31 July 2022   Paper 9.4   AMcD

10. Business Transformation Plan - Short Life Working Group Report   Paper 10   LC

11. Regional Outcome Agreement 2022-23 and Self Evaluation 2021-22   Paper 11   StG

12. 2021-22 HR Report   Paper 12   JR

13. Strategic Risk Register Review   Paper 13   AMcD

Items for Discussion

14. Committee Chair Reports:
     .1 CD Committee   Paper 14.1   JL
     .2 Joint CDC / Audit Committee   Verbal   GL
     .3 LTQ Committee   Verbal   MN

15. Any Other Business

16. Date of Next Meeting:
     Monday 27 February 2023 at 4.00 p.m.

Items for Information / Noting

17. Audit Committee - Minutes of the meeting held on Wednesday 21 September 2022

18. LTQ Committee - Minutes of the meeting held on Wednesday 26 October 2022

19. CD Committee - Minutes of the meeting held on Tuesday 22 November 2022

20. Joint Audit / CD Committee - Minutes of the meeting held on Tuesday 22 November 2022

21. Board of Management:
     .1 Membership
     .2 Schedule of Business 2022/23
     .3 Dates of Board and Committee Meetings 2022/23

Charlene Clark
PA to the Principal

BOARD OF MANAGEMENT

Minutes: Monday 10 October 2022.

Present: Waiyin Hatton (Chair), Douglas Bayley, Graeme Bold, Liz Connolly, Gordon Hunt, Linda Johnston, John Leburn, Ronald Leitch, Grant Lyall, Abbie McGrath, Fiona McKerrell, Jane McKie, Daniel McMahon, Mark Newlands, Sandor Nagy, George Rice.

Attending: Stephanie Gunn (Vice Principal Educational Leadership), Amy McDonald (Vice Principal Operations), Natalie Smith (Director Organisational Development and HR), Alan Ritchie (Director Finance), Nathan Tyler (Director Communications, Policy and Engagement), Shirley Gordon (Secretary to the Board), Anne McEwen (Head of Estates).

Apologies: No apologies were received.

By Invitation: Inspector Margaret Rose Livingstone, Education Scotland.

BM840 WELCOME
The Chair welcomed everyone to the hybrid Board meeting (Greenock Campus and Teams) and thanked everyone for their attendance. No apologies were noted.

Dr Hatton formally recorded her thanks to Inspector Margaret Rose Livingstone from Education Scotland for her earlier update on the inspection visit in April 2022. The Board was pleased to hear some examples of a strong learner focus at the College especially its quick response to student priorities during the pandemic and agreed the feedback (particularly from an external inspection) was uplifting.

Dr Hatton introduced the new Student Association Vice President (replacing Paul Sefton on the Board and CDC) – Sandor Nagy whose term of office is 1 August 2022 to 31 July 2023. The Board also looked forward to continuing working with Abbie who had been re-elected as the SA President.

Dr Hatton confirmed that an election process for a new Teaching Staff Board Member to replace Mark Gillan was undertaken after he resigned on 24 August 2022. George Rice was duly appointed for a 4-year term (10 October 2022 – 9 October 2026) and George was at his first meeting today.

BM841 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.

BM842 MINUTES OF PREVIOUS MEETING
The minutes of the meeting held on Monday 13 June 2022 were **approved**.

BM843 ACTIONS FROM THE MINUTES
The Board **noted** the actions taken since the last meeting and **agreed** that the completed actions could now be removed.

BM844 MATTERS ARISING FROM THE MINUTES
There were no matters arising not otherwise on the agenda. Ms McDonald provided an update on progress with works which were moving forward positively at the Oakshaw Building on the Paisley Campus.

BM845   **STUDENTS ASSOCIATION REPORT**
Abbie McGrath (President, WCS Students Association) summarised the activities of the Students Association (SA) since the last Board meeting highlighting, in particular, the ongoing liaison with students, lecturers / guidance lecturers and the College Executive.

Ms McGrath reported that one of the SA's main priorities this year would be to action the points that emerged from the Education Scotland Progress visit in April 2022 as highlighted earlier by Ms Livingstone.

Ms McGrath explained that the SA was planning for a new supporting post to provide enhanced focus for a social media presence and dedicated administration support. The College continued to support the SA through the Student Experience Team who administered College-wide surveys, feedback, and student outcome analysis, as well as student representative training materials and delivery.

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

BM846   **CHIEF EXECUTIVE'S REPORT** Restricted Item

BM847   **CHAIR'S REPORT**
The Board received a written report from the Chair who summarised her recent activities and meetings including those in her capacity as Chair of Colleges Scotland.

Dr Hatton recorded her appreciation to Board members who were able to attend the four live graduation ceremonies and to College colleagues whose professionalism ensured their smooth and impressive operation. Dr Hatton extended her congratulations to all graduates.

Dr Hatton thanked Board members who were able to meet with her for their respective one-to-one review discussions. A common positive theme was the gradual return to face-to-face meetings which provided a much better environment to build rapport with each other and with the senior team. In parallel, she thanked the Chairs of the Committees for conducting annual reviews with their respective co-opted Committee members.

Dr Hatton summarised imminent changes to Committee memberships and the Board **approved the appointment of Grant Lyall as Audit Committee Chair with immediate effect and Mark Newlands as a CDC co-opt member from 1 February 2023.**

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

.1 Board Membership /– Report from the Selection Panel Restricted Item

.2 Board Articles of Governance, Standing Orders, Scheme of Delegation and Student Association Constitution

The Board reviewed its Articles of Governance, Standing Orders, Scheme of Delegation and Constitution of the Students' Association. With regard to Trade Union nominees on College Boards, Dr Hatton explained that there had been a delay in the Scottish Government publishing its 12-week consultation on the Draft Order. It was now planned that the consultation would run between the end of October 2022 and mid-January 2023 with an implementation date of August 2023.

The Board of Management considered and approved its Articles of Governance, Standing Orders and Scheme of Delegation and Student Association Constitution.

BM848   SUSTAINABILITY STRATEGY

The Vice Principal Operations presented the Sustainability Strategy for review and approval explaining that it was initially considered at the 6 September 2022 Corporate Development Committee meeting. Several changes were suggested by members of the Committee, and those had been incorporated into the revised document.

Ms McDonald reported that in responding to the global climate change challenge, the College had previously delivered a Carbon Management Plan which aimed to reduce the overall level of carbon emissions. The climate challenge facing the College and wider society was, however, far greater than just the reduction in carbon emissions and the Strategy aimed to widen the scope of the College's response to the climate challenge.

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

Ms McDonald took the Board through a summary of work already being undertaken within the College to address the main aims identified within the "Scottish Colleges Statement of Commitment on the Climate Emergency" and added that the Strategy would further enhance the vision and commitment for making West College Scotland a more sustainable place to study and work.

The following points were raised:

- It was intended to undertake a feasibility study to review a cost benefit analysis of connection to the Clydebank District Heating System, incorporating liaison with West Dunbartonshire Council on costs and to also investigate alternative funding opportunities.
- A commitment that the College Sustainability Oversight Group (responsible for overseeing the delivery of College sustainability initiatives) would also consider how the College was contributing to Scotland's sustainability agenda more widely to ensure that it achieved net zero greenhouse gas emissions, and a more sustainable future. The work of that Group would also be key in identifying creative ideas / seeking opportunities for funding sources to move the Strategy aims forward.
- The Board recognised that this was a far-reaching Strategy which contained well thought out aspirational targets and an action plan for delivering strategic sustainability successes. Those aspirational targets were what was required to achieve the Scottish Government's objectives of being net zero by 2040 for indirect emissions and public sector buildings being decarbonised by 2038. The Board realised that it would be particularly challenging to achieve those targets whilst operating in the current funding regime.
- There were financial implications associated with the Strategy which were yet unsubstantiated in relation to the overall cost of delivery. Significant investment would be required in the estate, which the College was unable to fund. It was hoped that the upcoming release of the SFC Infrastructure Strategy would assist in obtaining the required funding.

- The College would require to ensure that all estate related projects mitigated the impact on the climate and an element of estate maintenance funding would require to be directed to sustainability projects.
- Recognition that, given the Strategy illustrated the College's sustainability ambitions, associated targets could not be achieved without Scottish Government funding. The Board considered it important, however, to set the intent for the future to allow the College to start broader engagement to embed sustainability through knowledge, engagement, collaboration, and innovation.

The Board of Management considered and approved the Sustainability Strategy subject to available funding.

BM849 **STAFF SURVEY RESULTS**
The Director, Organisational Development & HR summarised the result of My Voice 2022 survey.

Mrs Smith explained that *quantitative* questions were asked on the College, Leadership, Management, 'You and Your Role' and modes of working and *qualitative* questions were asked on what individuals liked most, improvements they would like to see and on the future direction, values, and mission of West College Scotland.

Mrs Smith took the Board through the highest scoring questions, the lowest scoring questions, what staff liked most and requested improvements. She described the following four intended next steps:

- 'Collective Ambition' forums were being set up and chaired by a member of the Senior Management Team.
- Senior Management Team members were presenting the results and responses for their areas to their teams and creating local action plans.
- The results would be published to all staff following tonight's Board meeting.
- The College was considering introducing a change management approach to help manage change better and enable individuals to better cope with and embrace change.

The Board discussed the results in detail, made some suggestions and looked forward to seeing the outputs from the forum discussions which may provide more context to the survey results given that there were 528 responses to the survey (which equated to 42% of the College headcount).

The Board of Management noted the staff survey results and next steps.

BM850 **REVIEW OF COLLEGE FINANCIAL REGULATIONS**
The Director of Finance explained that the Corporate Development Committee remit included the requirement to *"review College Financial Regulations on an annual basis, or more frequently if required and recommend these to the Board of Management for approval"*. The 6 September 2022 Corporate Development Committee meeting duly considered and approved for presentation to the Board a revised set of College Financial Regulations noting that the College had undertaken a review of the Financial Regulations based on current College operations and best practice.

Mr Ritchie led the Board through a summary of the proposed amendments.

The Board of Management approved the revised College Finance Regulations.

BM851 **STRATEGIC RISK REGISTER REVIEW** Restricted Item

BM852   2021-22 FINANCIAL YEAR END UPDATE Restricted Item

BM853   FINANCIAL FORECAST 2022-23 TO 2026-27 Restricted Item

BM854   COMMITTEE CHAIR REPORTS:
.1 CD Committee
The minutes of the meeting held on Tuesday 6 September 2022 and minutes from two special CDC meetings held on Friday 8 July 2022 and Wednesday 31 August 2022 provided a summary of discussion from the meetings and Mr Leburn highlighted key areas of discussion which were **noted.**

.2 Audit Committee
Mr Lyall highlighted key areas of discussion from the meeting held on Wednesday 21 September 2022 which were **noted.**

.3 Remuneration Committee
The minutes of the meeting held on Tuesday 20 September 2022 provided a summary of discussion from the meeting and Mrs Johnston highlighted key areas of discussion which were **noted.**

BM855   ANY OTHER BUSINESS
Dr Hatton reported that this was the last Board meeting for Natalie Smith (Director Organisational Development and HR) and Shirley Gordon (Board Secretary) and she thanked them for their commitment and professionalism and wished them both well for the future.

BM856   DATE OF NEXT MEETING
- Special Board meeting to discuss further the Financial Forecast 2022-23 to 2026-27 – TBA.
- Monday 12 December 2022 at 4.00 p.m.

BM857   ITEMS FOR INFORMATION / NOTING
The following items were submitted for information and **noted**:
- CD Committee - Minutes of the meeting held on Tuesday 6 September 2022 and minutes from two special CDC meetings held on Friday 8 July 2022 and Wednesday 31 August 2022.
- Remuneration Committee - Minutes of the meeting held on Tuesday 20 September 2022.
- Board of Management – Membership and Schedule of Business 2022/23 and Dates of Board and Committee Meetings 2022/23.

Board of Management: Actions from the Minutes

Date of meeting	Min Ref	Matter for Action	Responsible Person	Action Taken	Timescale (where applicable)
10 Oct 22	BM851	Cross-refer the mitigating actions on the Strategic Risk Register with the Board's Scheme of Delegation.	AMcD		
10 Oct 22	BM853	Draft document looking at local scenarios / impacts for the College, its staff, students, stakeholders, partners, and communities to then be submitted, alongside the Financial Forecast 2022-23 to 2026-27, to the SFC.	LC		
10 Oct 22	BM853	Establish an Oversight Group to help support the Executive Team in exploring local scenarios / impacts / Board obligations / opportunity for ROA adjustments.	Oversight Group – WH, LC, MN, JL.		**Immediate.**
10 Oct 22	BM853	Have a special Board meeting in late November / early December to keep abreast of national / local discussions and to discuss, in particular, what a College restructure would look like to deliver a breakeven position.	LC		**Late Nov/early Dec.**
21 March 22	BM808	Staff / Board members may also enjoy participating in some of the SA events being organised and Ms McGrath would circulate further information to Board members directly to seek their support.	AMcG	The SA have discussed this and are very keen for the Board to be involved. With recent strike actions and proximity to the end of the year, plans will be put in place for the 2022/23 year.	**2022/23.**
21 March 22	BM812	When the final financial position was known later in the year, it was	WH		**Later in 2022 when financial position is**

Date of meeting	Min Ref	Matter for Action	Responsible Person	Action Taken	Timescale (where applicable)
		proposed that the Board write to elected representatives in the region to highlight concerns / raise awareness, proactively pursue ways to work together going forward and seek their support.			**known, and 2022-23 budget allocation has been received from SFC.**
4 Oct 2021	BM749	Business Transformation Plan – SFC to be invited to a future Board meeting.	LC	Consider best time.	**Ongoing.**

WEST COLLEGE SCOTLAND

Meeting	Board Meeting
Date	12 December 2022
Location	Paisley Campus
Title of Paper	Student Association – Report on Activities
Presented By	Abbie McGrath, Student President
Recommendation to Members	The Board is invited to consider and note the report from the Students' Association on recent activities.
Appendix Attached	No

PURPOSE
To update the board on the Student Association activities, campaigns, student representation and updates.

Student Representation

With the support of the Student Experience Team (Robin, Gillian and Monica) we are successfully recruiting and training class/course representatives, using online and face to face training sessions and materials. We have set up Student Rep networks via MS Teams and the use of discussion forums is encouraging. To date most discussions have centred on networking, sharing experiences of training and role – we hope to move the discussions along to gathering feedback on student experience of learning and ensure that the student voice is relayed back to curriculum and support areas across the College. Dates for further training are scheduled and communicated to reps. We will continue to reach out to curriculum areas where there is currently no class rep and promote the benefits of this role.

SA Presence on campuses

We are ensuring a presence on each campus when possible – this can be challenging for the VPs as they are also completing their own study courses, Sandor has been especially active in Paisley campus by maintaining a campus presence and reaching out and talking to students about the college experience. The VPs for Greenock and Clydebank campus are on campus regularly and we will do more to promote their presence on specific days and times. We are aware that the Waterfront campus has no directly assigned VP and to counter this, Gillian from the SEA college team has agreed to work from Waterfront campus as an interface between us and the students.

We plan to advertise our 'days and times' on campus to highlight and signpost to students our face-to-face availability. We are always available online and will continue to promote this to all students. We have a generic mailbox that is monitored regularly.

To help to increase our profile, we have taken over the cafe/coffee pod area in Paisley campus to convert the space to an open common area for students, supplying seating areas, board games (bought or donated) and a pool table.

Health and Wellbeing

The WCS SA are contributing £5K towards a kick-start for free breakfasts for students, in partnership with Health and Wellbeing team. We will use this as an opportunity to meet and speak with students about the issues that affect their ability to engage fully with college learning. We continue to work in partnership with the college on all aspects of health and well-being that impact on students.

Initiatives and Partnerships

The SA Vice Presidents are all in partnership with members of the college and external companies to plan and execute their campaigns.

Emily Kearns (Greenock campus) in partnership with NUS and Student Funding to find funds that parents can apply for to help when returning to college.

Sandor Naggy (Paisley) is in partnership with college marketing team and Cycling Scotland to promote cycling to college and fitness.

Ryan Robertson (Clydebank) is in partnership with the college health and wellbeing team and local WDC organisations to promote self-checks for breast and testicular cancer.

We have drafted a new Partnership Agreement with the College and hope to finalise and share this this before the winter break.

We are now planning events for 2023 and will provide more details of these at a later date.

WCS SA: Abbie, Emily, Ryan and Sandor

Meeting	Board Meeting
Date	12 December 2022
Location	Paisley Campus
Title of Paper	Chair's Report.
Presented By	Dr Waiyin Hatton, Chair of Board of Management.
Recommendation to Members	The Board is invited to note the update from the Chair.
Appendix Attached	No

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

WCS Black History Week
In support of the College's Equity, Diversity, and Inclusion webinar series, I participated in a Panel interview on the theme of 'Racial Equality' as part of WCS' celebrations for Black History Month. I both learned a lot from and was inspired by co-panel member Zvetlana McCartney, Learning Advisor, Schools & Communities, and Lecturer, Learner Development.

College Sector Budget Submission
Following the above to Scottish Government at the beginning of November 2022, Colleges Scotland provided a Key Messages paper for local use. We have issued invitations to all MSPs in the region to meet with them and take them through the budget asks. The first such meetings have been held and I am grateful to Nathan Tyler, Director of Communications, for attending with me in the Principal's absence.

Sector leadership – Think the Unthinkable Conventions
Along with the Principal, I attended the third convention in November 2022 and where we received presentations on comparative tertiary models in England, Northern Ireland and Wales. A number of areas for further exploration was agreed, including exposure to some international models.

Congratulations
Absolutely delighted that WCS Ferguslie Learning Centre won the College Community Learning Award at the sector's annual College Development Awards in Glasgow on 25 November 2022.

The CDN Award came hot on the heels of another two November wins, with West taking the Health and Wellbeing Award at the Inverclyde Chamber ICON Awards and the Best Use of Digital Technology at The Herald Top Employer Awards 2022.

Dr Waiyin Hatton
Chair, Board of Management

Meeting	Board Meeting
Date	12 December 2022
Location	Paisley Campus
Title of Paper	Chair's Report.
Presented By	Dr Waiyin Hatton, Chair of Board of Management.
Recommendation to Members	The Board is asked to note and approve the following recommendations.
Appendix Attached	No

PURPOSE

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

Recommendation to Members: The Board is asked to:

1. Note that following Board approval at its last meeting to recommend Jillian Couto-Phoenix and Jackie Russell as non-executive members of the Board, Ministerial approval for the 2 new member appointments was received on 1 November 2022.

2. Endorse recommendation by Nominations and Governance Committee that they join the following committees as members:

   - Audit Committee – Jackie Russell
   - Learning, Teaching and Quality Committee - Jillian Couto-Phoenix

3. Approve the Chair of the LTQ Committee's request that Ruth Binks be reappointed as co-opted member for a further one year (1 March 2023 to 29 February 2024), when her current tenure expires on 29 February 2023.

Dr Waiyin Hatton
Chair, Board of Management

WEST COLLEGE
SCOTLAND

<div style="border:1px solid black; display:inline-block">**Agenda Item 11**</div>

Meeting	Board of Management
Date	12 December 2022
Location	Paisley campus
Title of Paper	Regional Outcome Agreement 2022-23
Presented By	Stephanie Graham
Recommendation to Members	For approval
Appendix Attached	No

PURPOSE

To provide Board with the draft Regional Outcome Agreement 2022-23 for approval before submission to submission to SFC.

Draft Regional Outcome Agreement 2022-23

The Regional Outcome Agreement 2022-23 guidance was published on 3 October
https://www.sfc.ac.uk/publications-statistics/guidance/2022/SFCGD232022.aspx

A Regional Outcome Agreement should capture, at a high level, contributions, impact and outcomes, and provides assurance on and accountability for the use of allocated funding in Academic Year 2022-23. The format is a continuation of the transition year approach which has been in place for the last two years. SFC state that the ROA guidance reflects national developments in policies and priorities and recognises the ongoing challenges of Covid-19 recovery. It is a single document format for both Colleges and Universities and SFC state that they have continued streamlining and simplifying to reduce the range of asks on both sectors and the document should be no more than 15 pages.

There is no requirement to set targets beyond 2022-23. The Measurement Table requires projections for this session only. SFC state that the projections should simultaneously be ambitious yet realistic, accounting for the additional challenges facing institutions as we emerge from the pandemic, continue with economic recovery and address the challenges of the cost crisis.

The ROA requires reporting for the areas specified in the guidance, plus an update as to how we are responding to performance data from 2021-22. The draft ROA was discussed at the Learning, Teaching and Quality Committee on 30 November and amendments made for this submission to the Board.

According to the SFC timeline in the guidance, SFC will provide feedback on the draft in February. The final sign offs of ROA will be in April for publication in late spring.

1. **FINANCIAL IMPLICATIONS**
    The ROA sets out our commitment to provide value for money and make the very best use of the funding provided but also the challenges of continuing to deliver the best quality of learning and meet the student support requirements with the funding available.

2. **STUDENT EXPERIENCE**
    Concerns around the financial context of the college and the potential impacts on students have been expressed within the ROA, along with the commitment from the College to try and minimise the impact on students and student learning.

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**
    The ROA expresses the impact and recognised strengths of our current community, school, university and employer partnerships, as well as the current challenges in sustaining partnership working and impact of any changes in partnership delivery to the College.

7. **EQUALITIES IMPLICATIONS**
    The ROA sets out our commitment and work to promote and address equalities. An equality impact assessment for the ROA will be produced for spring submission.

8. **ENVIRONMENTAL IMPLICATIONS**
    There are no particular environmental implications in this update

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RECOMMENDATIONS

The Board is requested to:

Approve the submission of the draft Regional Outcome Agreement 2022-23 to SFC.

Interim Regional Outcome Agreement 2022-23

1. Introduction

The West College Scotland <u>Corporate Strategy</u> 2019-2025 has four main priority areas: **Personalisation**, **Collaboration**, **Agile and Adaptive** and **Digital.** The Strategy is currently being refreshed to take account of changes following the pandemic and to ensure that it is in line with key national priorities, including the National Strategy for Economic Transformation (NSET).

In responding to the COVID pandemic, the College has significantly progressed all our Corporate Strategy priorities, proving to be exceptionally agile and adapting quickly and continually as pandemic conditions changed. We have proactively collaborated with others, developed our digital capacity, our working practices, curriculum delivery and provided a more tailored and personalised learning experience for our students.

The financial situation for 2022-23 and the financial predictions for the future bring even greater challenges for us as a College to ensure that we fully meet the needs of our Region, making the best possible use of government funding. As a College we aim to continue to provide the highest quality of support, skills development and life enhancing opportunities for all of our students and for those who would benefit from the College, with the funding available. We are working to make the necessary savings required through more streamlined College processes and staff structures in order to protect student learning opportunities, where at all possible.

Our role is to ensure our students leave West College Scotland equipped with the skills and knowledge to compete in the jobs market and to make a full contribution to the wellbeing of their families, their communities, and the economic growth of the country. As well as scope, we also have scale. As one of Scotland's largest regional colleges, with over 20,000 students, over 1,000 staff and a turnover of £73.5 million, ours is a significant organisation in the region and a major employer, uniquely placed to help shape the West Region's educational and skills landscape and contribute to its social and economic development.

The College will receive £45.4m to deliver 157,235 credits for academic year 2022-23 and is fully committed to delivering value for money and to aim for the very best outcomes for our students and Region.

COVID has made our role as a College even more critical to ensure that we provide relevant learning opportunities for our students to gain appropriate skills for now and the future and that we contribute to an education-led economic recovery post-COVID in our Region and beyond.

Recruitment to 2022 August start full-time courses has been lower than target, in part due to the additional places provided to universities and availability of employment in sectors such as Hospitality and Care and due to lower progression levels within the College from 2021-22 courses. Our apprenticeship, block release and School College programme activity has increased for 2022-23. We continue to increase options for part-time and shorter upskilling courses, as well as a

'Winter Start' programme in order to meet the needs of students furthest from the labour market and also those who need the skills and qualifications to progress to or within employment.

We are experiencing improved student engagement and retention this session, with students being more on campus through a relaxation of COVID restrictions. The College is however, continuing to experience estates challenges due to the aging estate in Greenock and Paisley. This has resulted in serious disruptions to student learning this session with the rewiring and closure of our Oakshaw Building in Paisley from August to December. We therefore had no Construction nor Engineering workshops and Fine Art specialist facilities in Paisley and adaptations have had to be made to delivery to use other spaces, including in our Greenock Finnart Street campus and limit some practical teaching until the new year. The situation has demonstrated the flexibility and adaptability of our staff and the good support of our partners in working to ensure that student learning can continue.

The College continues to flex and adapt our plans to meet student demand where it exists and work closely with our employer and Local Authority partners in planning provision to meet their needs and those of our communities, within the challenging financial context of the College.

We are fully committed to proactively delivering the key sector priorities and outcomes for students - ensuring fair access, particularly for our most disadvantaged students, enabling student success and progression through the highest quality learning, teaching, and support. We are an ambitious College, keen to take a leading role in our Region, adapt and innovate. We are committed to our role regionally and nationally in contributing to economic recovery and social renewal and being a responsive and collaborative institution. We believe that our work through COVID and within this session demonstrates this commitment and capability. Our progress and successes in the last few years shows our College's capacity to adapt and respond, with our student needs at the centre.

2. Outcomes for students

2.1 Fair Access and Transitions.

West College Scotland is committed to ensuring that we provide the highest quality of learning opportunities for students from all backgrounds and support them all to flourish, achieve and progress to further study or to employment. The College has continued to work towards the recommendations within the Blueprint for Fairness Report, particularly in supporting students and young people from deprived areas and those with a Care Experienced background.

Deprivation
The West Region has some of the most deprived areas in Scotland and as a College we have always recognised and worked to address the many challenges that our students face in attending college and achieving full success. We are acutely aware that communities within our Region have been disproportionally impacted by COVID and post-pandemic recovery will be far more challenging for our deprived communities. The most deprived area in Scotland is now Greenock Town Centre and prior to this, it was Ferguslie in Renfrewshire which remains a seriously deprived community. The College recently won the 2022 **CDN Community Learning Award** recognising the valuable work that we do in this area.

The current cost of living crisis is impacting even further on our students and those who potentially would benefit from the College but are not able to afford to study with us. We are working to adapt our course attendance patterns to help enable students to benefit from college whilst in employment or with caring responsibilities - for example November start school hours course which has recruited well.

As a College, we are experienced in continually adapting learning and support services to better meet our student needs, particularly in relation to building resilience and improving mental health and wellbeing. Through COVID this focus has been even more critical, and we responded by supporting those in digital poverty to provide vital access to digital equipment to enable learning and providing enhanced student support, particularly for health and wellbeing. In 2022-23 this focus has continued by providing a greater range of IT devices, depending on specific course needs and access to MiFi for those requiring Wi-Fi access at home. Our approach to meeting our student specific needs was recognised in the Herald Diversity Awards 2021 with the College winning the **Diversity in Education Award,** then The Herald Digital Transformation Awards 2021 winning the **Diversity Category** for our work to address digital exclusion and more recently at The Herald Top Employer Awards November 2022 for **Best Use of Digital Technology**.

The College is committed to providing digital devices to students to enable and enhance their learning. Our processes for distributing devices are now very responsive and efficient and we have over 3,000 digital devices now out on loan to West College Scotland students this session.

COVID continued to impact on our Community Learning in 2021-22 but this session we can deliver more provision face to face. The College has worked very hard to re-engage our Community Learners after the COVID pandemic and its associated challenges and will continue to prioritise this work.

In line with the Adult Learning Strategy for Scotland (2022-2027) we endeavour to improve life chances for adult learners by providing accessible, flexible local opportunities for learning. Most of the classes have returned to face-to-face delivery as this is the preferred learning method for most students. The College has kept some on-line delivery, where this is beneficial for the students, due to them being unable to attend in person due financial, time and other personal barriers. Face- to-face delivery is still challenging due to lack of venues for local provision.

Several community venues have not re-opened or have been re-purposed so are now not available for local community learning with the increased cost of running some of the venues has made their use prohibitive. Despite this, working with our partners, the College has enrolled 484 learners, on 38 programmes across three local authority (LA) areas (West Dunbartonshire, Renfrewshire, and Inverclyde). This is almost the same number as the pre-pandemic level, at this point in academic session 2022-23, demonstrating the need for and engagement in this learning. Feedback is that it enables learners to move on from the effects of the pandemic to help them gain the skills and knowledge required to improve their employment opportunities and reduce the effect of the cost-of-living crisis on their lives.

The Community Outreach Team are currently working in collaboration with our Local Authority partners to deliver shared CLD priorities as outlined in the Community Learning and development plans (2021-2024). College team members are active contributors to strategic and operational groups across all partners. With all groups currently evaluating previous plans and working on

developing shared operational objectives to meet the priorities of community-based adult learning.

Care Experienced, Carers and Estranged Students

Each Care Experienced, Estranged, Young Adult Carer and any unpaid Carer student has a named person who welcomes the student to the College, supports with paperwork and funding applications, establishes adjustments that may be necessary and ensures these are communicated sensitively to their lecturers. The Named Person carries out a wellbeing check with the student at 12-week intervals or sooner if there is a concern or if the students are seeking support and learning adaptations. The Named Person also works closely with Local Authorities and external services.

The College has refreshed its [Corporate Parenting Action Plan](#). Our Corporate Parenting Plan outlines both existing support practice and our ambition to ensure we complete our role to the best of our abilities for our care experienced students - potential, current and in the future

The College continues to works closely with Who Cares? Scotland and the delivery of The Promise Plan 21-24 (#KeepThePromise), where have created and continue to evolve local promises from our teaching and support teams to help enhance the route map for a Care Experienced student and provide direction during and after study.

Launched in June 2021, Each and Every Child is a new initiative to change hearts and minds on care experience in Scotland, aiming to create a fresh, inspiring narrative to shift public attitudes and improve life chances of children, young people and their families. The resource is valuable to all staff and used as a tool to help understand and support our student population to the best of all our capabilities.

Unfortunately, due to budget constraints we have had to discontinue our work with Action for Children on the STAY PROJECT partnership. This project was aimed at improving the retention rates and life chances of our Care Experienced students and other vulnerable student groups through light-touch and/or intensive support sessions.

The complexity of issues and annual increases in students with declared disabilities and with mental health conditions, puts considerable pressure on our Student Services team and lecturing staff in providing the continued support as set out by national agenda programmes.

Health and Wellbeing

We have seen a significant increase in students declaring that they are a vulnerable group student year on year. In 2021-22, there were 5,270 students declared a disability, an increase of almost 100 students, which follows the previous year's significant increase. Almost 200 additional students reported a mental health condition, bringing this total to almost 2,000. We recognise that the work we do to support students with health and wellbeing is critical for their success in College and in life.

This increase has resulted in a significant growth in the requirements for student support across the College and a time when we are under pressure to reduce staffing to meet our financial challenges. We aim to protect our student support and minimise the impact of staffing cuts on our students but we recognise the strain placed on our support staff providing critical student support. For 2021-22 we reported the following to our Learning, Teaching and Quality Committee:

- 200% increase in Safeguarding referrals.
- 151% increase in uptake of wellbeing support offered.
- 1,703 counselling appointments were offered with 1,347 appointments attended.

With the significant increase of student support required, the College has created a new Health and Wellbeing Strategy for both student and staff, RISE for taking us through 2022-23 and beyond:

- **READY** to face recovery from COVID, conflict and cost of living trauma (CCC), building resilience in their college and future lives.
- **INTOUCH** with their own health and wellbeing needs, recognising the necessity of seeking additional help with their journey through CCC
- **SUPPORTED** to cope with the many and varied challenges faced after CCC, building positive relationships with tailor made access to wellbeing services.
- **EMPOWERED** to move on from CCC trauma and experience positive mental, emotional, and physical health through excellent education and career opportunities.

We want to ensure that all our employees and students have the tools, knowledge, skills, and experiences they need to live fulfilled, worthwhile and happy lives. This Strategy is intended to supplement existing efforts on all aspects of wellness within the College, as well as to complete our existing Student and Staff Mental Health and Wellbeing Strategies.

The College won the 'Health and Wellbeing' award in the Inverclyde Chamber 2022 ICON Awards recognising our work in supporting Health and Wellbeing through our commitment to health and wellbeing of staff and students and supporting people in the Inverclyde area. This year we have activities to:

- Grow our connection with external agents and work collaboratively in ensuring or students receive support out of hours.
- Improve the physical health of both staff and students through a developed programme of activity.
- Feed mental health preservation by providing free access to healthy breakfast and lunches for students.
- Create Wellbeing Spaces both externally and internally across our College campuses to provide dedicated spaces to take a break, recharge, and refresh

The College continues to experience a sustained increase in students declaring a mental health condition this session. The College is acutely aware of the impact COVID has had, and continues to have, on our student mental health as well as the increasing concerns around the cost of living crisis. The College has in place a team of Counsellors working across the campuses and welcomed the addition funding in 2020-21 to increase this team and better meet demand, with new members recruited post-lockdown and immediately equipped to engage with students remotely. The SFC funding of £122,000 for 2022-23 allows us to continue to provide this critical support for our students during this very difficult period.

The College continues to offer training of Mental Health First Aiders across our teaching and support teams and will also offer trauma informed training for staff. This enables staff to better understand the mental health or trauma related issues faced by both students and staff and complements the work of our Counsellor team.

The College is investing in a new online tool to support student and staff - Spectrum Life. This tool provides 24/7 access to unlimited mental health and wellbeing support, including a personal Mental Health Coach and open-ended therapy, at the touch of a button.

We have continued to invest in face-to-face support through our Student Wellbeing Advisor activities and the newly created Student Wellbeing Space. Through this team we provide safe space for students and offer a variety of resources to help keep our students on track with their studies and daily life:

- Press Pause - lunch time drop-in with time spent on activities and chat
- Wellbeing library - an array of wellbeing books available in our wellbeing library on each campus which students can borrow
- Delivering workshops to classes around topics such as stress management, anxiety management and building resilience

We are planning to run a mental health awareness event in January with attendance from various local agencies, as well as running a women's health event with Hey Girls period products in the New Year and a male health event in partnership with Brothers in Arms and Men Matter.

The College has an active WCS Wellbeing page on Instagram and Facebook, updated daily with different local initiatives and highlights local mental health and wellbeing services

We have also seen an increasing number of staff reaching out and working with the Wellbeing team with a 100% increase in uptake. Through 2022-23 we will be offering a range of activities and services for staff:

- Staff Wellbeing Days
- Men's Health November (Prostate Scotland online presentation/Cahonas Scotland, testicular cancer, online presentation).
- Menopause Awareness Day
- Baby Loss Awareness week (alongside ED&I)
- Breast Cancer Awareness (alongside ED&I)
- Participation in the BRIT Challenge, taking place between 23 January and 23 March 2023.
- Various walking and other sporting event, including Tough Mudder in June 2023

There is strong evidence of the positive impact of the range of mental health support we provide for students, but we have concerns about continuing to provide the same critical level of support with the growing student demand and potential reductions in funding in the future.

Articulation and Transitions

The College is committed to enabling students to progress their learning and to shortening the student journey by improving articulation to university.

The University of the West of Scotland remains the College's largest articulation partner by volume, but relations with Glasgow Caledonian University and other universities continue to strengthen. We are in discussions with UWS about enhancing our collaborative work, particularly in Inverclyde. We have recently been engaging in discussions with Strathclyde University to expand our formal articulation agreements.

In addition to working on articulation pathways, the College has maintained a very positive relationship with SWAP West, delivering programmes in Social Sciences, Science and Access to Primary Education, enabling mature students from deprived areas to access University.

The College has continued to support student transitions and progression between institutions and between courses. After a review of 2021-22 recruitment, a new approach has been implemented this session to centrally manage applications through a Recruitment and Admissions administrative team. The aim is to simplify the application process for the applicants, as well as improving conversion to enrolment.

The Learner Development Sector has supported transitions with all their students successfully completing and progressing onto other Learner Development courses or gaining places on mainstream courses. A new internal partnership approach has been adopted whereby Learner Development staff work with vocational staff for SCQF4 courses to ensure students are placed on the most appropriate course and provision can be more personalised to student needs.

School College Partnership

The College places real value the School College partnership work with all of our Local Authority partners to provide vocational opportunities, skills development, and pathways for young people. 2022-23 has seen a significant increase (16%) in Senior Phase students studying with the College, following on from the pandemic, in particular an increase in Renfrewshire with the inclusion of Senior Phase 4 pupils now having the opportunity to study a College course. The introduction of the Preparation for College programmes before the summer has had a positive impact with lecturers and pupils getting to know each other, pupils getting to experience the subject they have chosen and gaining confidence in coming to college. The College continues to refresh our College School Partnership offer and takes cognisance of:

- Schools widening the senior phase curriculum to deliver programmes themselves, currently offered by the College, including SfW, NPAs, and other SCQF L4-8 programmes
- additional funding streams for school programmes, including YPG, Kickstart, CRF and other Scottish Government Strategies
- changes to FA funding and widening of the number of competitors offering these qualifications at a more competitive price
- opportunities to engage pupils in real projects in the local area (e.g. FAs in conjunction with Morrison Construction)
- some college activity now being carried out by DYW Team / new Co-ordinators and other 3rd party trainers/providers more taster input requested for S3/S4 and Broad General Education (BGE) and considerations around how to best deliver this.

The College continues to work collaboratively to promote Foundation Apprenticeships to school pupils across the region, however engagement has been difficult, and 2021-22 recruitment was significantly lower than in previous years. There has however, been a significant decrease (54%) in Foundation Apprenticeships (FA) enrolments this session. The College is delivering a pilot school FA programme designed specifically for BAE Systems in Clydebank. Unfortunately, there was not sufficient demand in Greenock to recruit to any FAs however and a small number of pupils are travelling to Paisley campus to take part in their programme. Within Inverclyde region we are resetting the button on our delivery of Foundation Apprenticeships in the hope to increase the

uptake of young people on these courses in the future. There will be a focus on certain frameworks and targeted recruitment from selected schools over the coming months to support this agenda moving forward

This partnership programme currently involves the delivery of 39 courses across 5 local authorities involving 35 schools and 1380 pupils.

The reinstatement of the ability to claim SFC credit funding for STEM activities for younger pupils is welcomed by both the College, the schools and Local Authorities and we are able to again provide valuable opportunities for young people to engage in STEM learning, promote career pathways and gender equality.

2.2 High quality learning, teaching and support

The College is committed to ensuring the highest quality of learning experience for students and to enable them to engage, achieve and progress and a safe, supportive environment.

Staff continue to build on the experiences of adapting classroom-based learning into interactive online learning providing a blended approach for delivery. This session, the removal of COVID restrictions have enabled a tailored approach to better suit student needs and curriculum delivery with a far more appropriate mix of on and off campus learning. Curriculum teams report a far better level of student engagement through more campus-based learning. To support a hybrid delivery model, investment has been made in digital resources including docking stations for classrooms/staff together with replacing projectors with screens and large TVs. The new MS Teams for 2022-23 is in place with remote access to college network and on-campus resources enabled and access to 'Azure Labs' for Cloud computing.

The College Digital Strategy Group are utilising the results of the digital questions from the 'My Voice' staff survey, reviewing teaching staff and support staff responses. Just less than half of the College staff responded to the survey and they reported 80% satisfaction rates in relation to the questions about how they are currently working. Comparisons with the Student Satisfaction Survey findings are allowing an analysis to take place as regards the impact, and potential, of digital interaction in learning and teaching. Of note, 48% of teaching staff and 44% of support staff have indicated they have developed new positive ways of working in relation to embracing digital. There is still a key focus on driving a digital mindset and ensuring the appropriateness of adopting this. For teaching staff, the Collective Ambition Forum: Teaching in the 21st Century will go some way to address this further.

Digital CPD sessions have taken place over the first 2 weeks of the new teaching session 2022-23, attended by 80 staff members covering beginner, intermediate and advanced levels. In addition, our Digital Mentor Scheme has been successfully set up on our new Evolve Platform. We have seven formal Digital Mentors across support and teaching areas to aid our cross-college staff on their digital journey. These mentors can be approached by any member of staff for one-to-one upskilling and support on the specific nature of their digital need. The Digital Strategy Group are working on some further ventures including: a WCS Blended Learning Procedure; Digital Accessibility; Jisc Digital Capability and Elevation Tools; Curriculum Digital Needs Mapping and a Digital First/Go Paperless initiative.

As well as supporting the development of staff skills in online learning, we have also significantly increased the number of lecturers provided with the opportunity to complete their TQFE qualifications. In addition, Evolve, the College's new sector-leading learning experience platform launched on 16 August 2022. Staff can view and add to their personal learning records and have access to over 300 learning opportunities, with a mixture of facilitator led and self-directed learning. Evolve has made it easier to identify skills gaps and to close those gaps by taking ownership of individual learning and development. This is working along side a new approach to reflection on development needs and objective planning 'My Conversations'.

Student Advisory Services, our libraries and Enabling Services have all adapted their practice to provide online access and continued support to students. A new student communication tool 'MyWestApp' has been developed for students. Through digital means, Enabling Services are now able to support a student on any campus and flex their staffing to ensure equity in student access to support, no matter where staff are based. This has helped our efficiencies and response times to students. Demand for this service continues to grow however and staffing levels are under review to ensure our students receive the support they need.

2.3 Student Participation and Engagement in their educational experience

The College works in partnership with the Students' Association to support and develop the student voice across all areas of curriculum and Support Services. Working with NUS, the WCS SA Constitution has been refreshed and a new version approved for Session 2022-23 and beyond. An updated College and Student Partnership Agreement is also planned for Session 2022-23 to better reflect the post Covid environment in which our college students are learning.

We moved to online SA elections in May 2022 and were able to start Session 2022-23 with a returning President. The SA VP campus positions were filled early in Session 2022-23 providing a presence (virtually and physically) on each of our main campuses and they were able to run on-campus Freshers events for the first time in two years to better engage students and raise the profile of the Student Association. Our model for student representation has changed and we work proactively to support strengthening the student voice and including students in all aspects of decision making across our College. We have relocated one of our Student Experience Assistants (staff member) to the Waterfront campus to provide a better link between the SA and the students on that campus (The Greenock SA VP covers both Finnart Street and Waterfront, but is also studying and has limited capacity to represent two sets of students).

2.4 Learning with impact

Our major priority is to provide a curriculum which meets employer needs, supports the economic growth of our Region, and provides our students with appropriate qualifications and skills to build successful long-term careers.

We are recognising the requirement to refocus part time provision into courses where there is increased demand, to rapidly upskill the population in sectors such as Technology, Construction and Care as well as basic entry level employability programmes and this will be key to the College's and the regional economy's success. We are experiencing significant demand for English for Speakers of Other Languages (ESOL) courses in the Region, including supporting Ukrainian

refugees. To this end the College is collaborating with several partners in the West Region to advance joint opportunities. These partners include community planning partners in the Local Authorities, Skills Development Scotland (SDS), Developing the Young Workforce (DYW), Universities, and Third Sector agencies. We are recruiting more staff to meet the ESOL demands for additional education and supporting some of our other staff to retrain to gain qualifications to contribute to the expanded ESOL provision.

As a College, we have recognised the critical digital skills needed for both learning and future employment and developed a 'Developing the Confidence to Learn Online' unit which was offered to students prior to them starting their courses to develop skills for collaborating, learning, and working online. For 2022-23 we have developed a suite of new Digital Skills units. These include Digital Skills for College and your Future Career: Beginner level; Intermediate level and Advanced level. These units have already been successfully introduced to the curriculum as a key build-upon support for students on their digital skills journey.

The College has significantly increased the work experience elements in courses over the last few years and works closely with employers to provide students either with placements or live project working. In addition, students benefit from simulated work-experience within the College, particularly in Hospitality, Hairdressing and Beauty Therapy.

During the initial lockdown period in 2020, we scaled up our online learning curriculum and the associated staff team to respond to and support the significantly increased demand, particularly from those in the Care sector. Our learning materials to support upskilling for those working in Care, with children or to support mental health proved to be very relevant to meet the needs of online learners at that time and we continue to have high demand this session. The Team are also providing support for mainstream students undertaking additional online options to improve their employability skills and chances of gaining employment.

Our training for employers has been adapted to online and blended provision and we have developed packages of learning to meet key upskilling requirements. Our work with Renfrewshire Council in providing 'Your Employability Skills' provision was recognised in the CDN 2020 Awards by winning the Essential Skills category and shortlisted in the Herald Diversity Awards.

2.6 Equalities and inclusion

The College has published our Equality Outcomes 2021-23 which aim to mitigate the impact of the pandemic on staff and students who share protected characteristics. We anticipate that our Equality Outcomes will be iterative, and emerging data will drive how we proceed. While we are committed to doing everything possible to achieve our Outcomes, we are also conscious of the impact of the current challenging economic environment, with volatility in funding. We will aim to make the maximum possible use of our resources to drive our ambitions in Equality, Diversity, and Inclusion.

The College has continued to support students with disabilities, including remote support for our deaf students. Caption.ed (https://talk-type.com/captioned/) was implemented in 2020-21. This provides a means of supporting those with Specific Learning Difficulties, not only BSL and will provide invaluable support for those who struggle with the written word as a form of communication.

In 2022 the College has undertaken an Equality and Inclusion Assurance Audit. This audit review key documents and strategies and ran focus groups across the Board, SMT, Head of Service/Sectors, Curriculum Leads ad non-teaching staff. Helpfully the report has made recommendations that were RAG rated, to which we now have an EDI Action Plan to take forward the outcomes of this audit.

Through our work with external partners, the College is working toward the following two charters:

- Emily Test Charter - The Charter is an Award in minimum standards and excellence in GBV prevention, intervention, and support in Universities and Colleges. The Charter is embodied by the question: 'Would your institution pass the Emily test?'.
- White Ribbon Accreditation – with the aims of making a difference in our communities to end violence against women, improve our organisational culture, safety and morale and increase the knowledge and skills of our staff to address violence against women.

The College is committed to ensuring that all current and future staff are treated fairly and equitably in all aspects of employment. This is supported by activities such as recruitment and selection training for managers. The College strives to have a diverse workforce and is a signatory to the nationally recognized Disability Confident Scheme.

3. Outcomes for Economic Recovery and Social Renewal

3.1 Responsive Institutions.

The College is focused on responding to employer needs and to prioritising the current and future skills requirements of our Region. A new College Curriculum Strategy 2021-26 was published at the start of 2021-22 to make the direction of curriculum change explicit in response to student, employer, and regional needs, capitalising on the changes through COVID and to ensure that the College curriculum is best placed to provide the required learning and skills development opportunities. The Strategy aims to ensure consistency in course design, with explicit pathways, work integrated learning and the development of core and Meta Skills. It directs the work to make our courses more flexible, respond to growth opportunities and discontinue or revise provision. We are working to grow apprenticeship delivery and standardise the learning approaches and management of SCQF4 provision across the College. Whilst we continue to develop a cross-campus approach to curriculum development and delivery, the Strategy also recognises the requirement to differentiate our curriculum to meet specific local needs. In meeting the aims of the Strategy, we will require to adapt resources including accommodation and staffing.

Senior staff participate in Local Authority economic development forums and economic recovery planning in order to inform and shape the College offer. In a response to COVID and labour market information, we have adjusted our curriculum far more rapidly to respond to demand from students and employers and to take advantage of any additional funding opportunities available. We are increasing our Construction and Engineering offering, including adapting accommodation in Clydebank to facilitate the increased numbers. We will continue to meet the increased demand for Engineering Apprentices for companies including BAE, Babcock, Fergusons and Dyodes. We are also extending our Health and Social Care

apprenticeship delivery and associated sector partnerships, recognising the immediate workforce demands post pandemic and aiming to meet the additional ESOL demand.

The College continues to engage with local Community Planning partners and regional stakeholders in curriculum planning. We are an active and key contributor to economic recovery discussions with West Dunbartonshire Delivery and Improvement Group, Inverclyde Alliance Board, East Renfrewshire Local Employability Group and Renfrewshire Economic Leadership Panel as well as the Glasgow City Deal Skills group; supporting integrated economic recovery planning and ensuring skills alignment with a Covid-19 focus and economic recovery response. From this, a range of interventions and partnerships have been developed, including measures to address digital equity, tackle poverty and respond to the needs of our local and regional economy.

Upskilling and Reskilling

Our upskilling and reskilling portfolio continues to grow reflecting the growing need for organisations within our region to have an agile workforce in order to respond to the changing economic context and continued focus on economic recovery and productivity growth. There has been and will continue to be significant expansion of our short course offer, online learning offering and continuous professional development training packages. The College will aim to fully deliver its remaining 21-22 FWDF allocation of training resources and be responsive to any subsequent FWDF resources for 22-23. We will continue to extend our industry and partner relationships working closely with our local Chambers of Commerce, the Federation of Small Businesses, SDS and CPP partners to maximise the impact and range of organisations being supported. Responding to individual and organisational changing needs, our professional development, upskilling and reskilling training will be offered on a face to face, blended, and fully online basis.

3.2 Confident and Highly Capable Work-ready students

We are working closely with employers and adapt provision where required to provide the best opportunities for our students to be prepared to enter employment and contribute to the economic development of our region and Scotland. All our courses are designed to develop employability skills and we have a clear focus on core and Meta Skills. Significant work is being done this session to help staff and students identify, embed and evaluate Meta Skill development in student learning and within courses to flourish in current or future employment. A new student Skills Policy is currently being developed with associated procedures.

The College works in partnership with Skills Development Scotland (SDS) to provide students with access to careers advice and other services. SDS Careers provide support in relation to career management skills. This service has remained active throughout the pandemic and continues to grow from strength to strength. We also advertise courses directly with SDS when we are recruiting and through the relationship developed, they contact us with enquires re guidance for individuals.

The lifting of COVID restrictions, has enabled an increase in work-integrated learning in courses. In the 2021-22 student survey, despite serious some continued limitations on work-experience,

92% of our students reported that their courses had allowed them to develop the knowledge and skills for the workplace which was a 7% increase on the previous session.

3.3 Knowledge Exchange and Innovation

West College Scotland continues to be a leader in the college sector in its approach to knowledge exchange and innovation particularly in its offer to employers and in recognising the need for our staff and students to be resilient and agile meeting the ambitions outlined in the National Strategy for Economic Transformation and the Scottish Funding Council's Coherence and Sustainability Review. The College has had strategic input in supporting the development and delivery of the proposed SFC Knowledge Exchange and Innovation Fund, Scotland's Innovation Strategy, the Scottish Technology Ecosystem Review, and the UKRI Strategy.

Supporting Place, Industry and Skills
The size and diversity of our work-based portfolio, and the scale of our employer relationships, provides a strong foundation for supporting the region's industry. Over the period of the ROA, College departments plan to develop new apprenticeship offers, and cultivate new employer relationships in: Digital Skills, IT and Telecommunications and Pharmacy Services. For Small to Medium Enterprises (SMEs), the College aims to complete our Advanced Manufacturing Challenge programme within the ROA 2022-2023 period. Developed as a collaboration between West College Scotland and Renfrewshire Council, we will continue to equip SMEs with Manufacturing 4.0 and Meta Skills, enabling them to develop highly agile and collaborative workplaces to enhance their sustainability and growth. Further to the purchase of a range of new Manufacturing 4.0 equipment, including Computer Numerical Control (CNC) machines, Programmable Logic Controllers (PLC) and Pneumatic Control Systems (PNC), Control Instrumentation teaching rigs and co-bots, we have a comprehensive schedule in place to deliver the associated upskilling required which should reach 30-40 regional SMEs in 22-23. From June 2023 onwards, project infrastructure will enable us to continue to deliver a regional skills hub legacy, through a combination of online, college and work-based learning, continuing SME access to expertise, equipment, innovation support and collaboration opportunities.

West College Scotland was successful in securing UK Government Community Renewal Fund (CRF) investment for community regeneration previously supported by ESF funds. The aim is to help local areas prepare for the introduction of the UK Shared Prosperity Fund, align with long-term strategic plans for local growth, support community renewal and innovation and new ideas, including in the areas of work-based training, retraining, digital skills, and supporting entrepreneurs, innovation, and decarbonisation. By the end of 2022, we will have delivered our three projects covering: West Care Academy and the Neptune project. West Care Academy is an integrated skills innovation programme, with key aims including upskilling local care workers to develop their skills and build the collaboration, innovation and leadership capability of local care businesses to meet the challenges of a post- pandemic society. By the end of the programme evaluation in June 2023, we plan to support up to 40 local care businesses, large and small, from across the private, public and third sector. Neptune is a partnership between West College Scotland, Inverclyde Trust, Verdancy Group, Travel Tech for Scotland (part of Edinburgh University Futures Initiative) and Inverclyde Chamber of Commerce. Our aims include transforming Inverclyde's marine economy through building the digital capability of 20 local

tourism businesses, support 10 marine businesses collaborate to net zero plans and help up to 20 local people create new enterprises.

3.3. Collaboration

West College Scotland plays an active role in local stakeholder partnerships and groups, including Inverclyde, Renfrewshire, and West Dunbartonshire Local Enterprise Partnerships. This enabled the college to contribute towards the investment plan submitted by the Glasgow City Region, on behalf of 8 local authority area partnerships, to the UK Government Shared Prosperity Fund. Providing funds over a three-year period, this will lever significant investment to deliver projects and training that will make a scalable impact to our students, local businesses, and communities. From this, we plan to deliver approved projects to support jobseekers develop skills to access roles in the local care, hospitality & tourism economies, as well as business upskilling and entrepreneurial support for local people.

Working in partnership with Young Enterprise Scotland (YES), we plan to support a range of activities and challenges to build and develop the enterprise skills and entrepreneurial mindset of our students. In November, we will be hosting an Enterprise Roadshow, comprising enterprise workshops, guest speakers, an entrepreneur Q&A panel, and enterprise marketplace. Throughout 2022-2023, our joint co-ordination and promotion of the Bridge to Business Plus programme will support over 400 WCS students engage in enterprise initiatives, courses, and challenges. There are planned Social Innovators and Female Boss challenges, as well as a series of online, interactive enterprise workshops available to our students, where they can learn more about how to develop their enterprise skills, including marketing, customers & market research, pitching and circular economy processes. Accenture Digital Skills Courses in social media application and digital marketing are also planned. Furthermore, we will be nominating West College Scotland students to participate in enterprise programmes in the Netherlands and Spain. These have proven particularly popular, and WCS students will be joined by students from across Scotland's colleges in collaboration with Young Enterprise Scotland.

3.4 Climate Emergency

In October 2022, the Board of Management approved the <u>College Sustainability Strategy</u>. The Board noted that the Strategy set out the intended direction of travel which the College planned to take in addressing the global climate challenge. The Board also noted that without significant investment by the Scottish Government several of the objectives within the Strategy would prove difficult if not impossible to achieve.

The <u>Scottish Colleges' Statement of Commitment on the Climate Emergency</u> highlights how college staff and students are working together to achieve a more sustainable future for Scotland. It includes 10 key actions, which have been developed to support Scotland's efforts to achieve net-zero climate emissions by 2045, and Scotland's colleges are aiming to achieve net-zero by 2040, or earlier. The College Sustainability Strategy embeds the 10 key aims along with adopting the main actions from the Roadmap.

The Strategy contains five objectives with a high-level delivery plan for each objective being noted within the Strategy. The five objectives are:
- Leadership and Governance
- Teaching and Learning

- Estates and Operations
- Partnerships and Engagement
- Carbon reduction and data collection

The College has created a Sustainability Oversight Group chaired by the Principal and which has drawn its membership from both staff, student, and union representatives. The Group met for the first time on the 3 November 2022, with further quarterly meetings planned throughout 2022-23. The actions contained within the Strategy have been transferred onto the Pentana management system and a report on progress will be brought to future meetings of the Committee.

The College has continued to comply with its annual reporting requirements under the 'Climate Change (Duties of Public Bodies; Reporting Requirements) (Scotland) Order 2015' to submit an annual report on compliance with climate change duties. A copy of the latest report can be found on the Sustainable Scotland website. The 2021-22 report records the continued progress of the College to reduce the overall level of emissions. The 2021-22 report records that the College has reduced the level of carbon dioxide emissions by 2,415 tonnes or 46% during the year to 31 July 2022 compared to the 2014-15 base year. The 2021-22 report also highlights the projects and initiatives undertaken during the past year.

Going forward the College, through the Sustainability Oversight Group, will look to:
- Promote the Colleges commitment to ensure a sustainable future for the organisation in both the content of its teaching and support operations.
- Distribute widely the impacts that the College has on the environment through communicating the level of emissions and what staff and students can do to reduce these emissions.
- Carry out a feasibility study on connecting to the Clydebank district heating system along with investigating the availability of infrastructure support funding.
- Implement the "Go Digital" initiative which aims to reduce further the level of paper and printing undertaken in the College.
- Increase the level of recycling of waste within the College through an initial waste audit and then tendering for a new waste contract.
- Implement several projects to reduce electricity use including a continuation of the 'Switch Off' campaign and powering down IT equipment.
- Work with the Student Association on the promotion of active travel.

The College continues to be a Sector Leader in delivering training in green energy, including training for solar energy, electric vehicle charging, heat pumps and smart controls. We have just begun an audit of the curriculum against the Sustainable Development Goals (SDGs) and will produce an action plan for embedding these within the curriculum. Some teaching staff have engaged designing a sustainable curriculum professional learning delivered by the College Development Network. We will participate in the Global Teach In week in March 2023 and are actively encouraging ways to embed sustainability in the curriculum. We have recently launched a green prospectus highlighting green skills programmes in one convenient location and continue to work with sectors to design new green skills and transition to Net Zero programmes.

College Outcome Agreement Impact Framework: Supporting Data

Measure	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
A Credits Delivered (Core)	166,520	159,174	159,039	160,376	157,853	155,288	153,433	157,663	157,235
Credits Delivered (ESF)	0	7,086	7,094	7,103	6,673	9,308	7,442		
Credits Delivered (Core + ESF)	166,520	166,260	166,133	167,479	164,526	164,596	160,875	157,663	157,235
B Volume of Credits Delivered to 10% most deprived postcode areas	46,369	45,832	45,261	41,664	41,227	41,357	39,549	37,881	37,800
Proportion of Credits delivered to 10% most deprived postcode areas	27.8%	27.6%	27.2%	24.9%	25.1%	25.1%	24.6%	24.0%	24.0%
C Volume of credits delivered to care-experienced learners	870	3,788	3,119	2,463	8,277	13,822	11,998	13,780	13,700
Proportion of credits delivered to care-experienced learners	0.5%	2.3%	1.9%	1.5%	5.0%	8.4%	7.5%	8.7%	8.7%
D Number of senior phase age pupils studying vocational qualifications delivered by colleges	178	115	97	342	425	563	598	1,942	2000
E1 Proportion of enrolled students successfully obtaining a recognised qualification (Full time FE)	59.7%	63.7%	68.7%	69.2%	67.9%	66.8%	66.7%	63.4%	65.0%
Number of enrolled students successfully obtaining a recognised qualification (Full time FE)	2,531	2,699	3,174	3,045	2,953	2,867	2,426	2,389	2275
Total number of FTFE students	4,237	4,240	4,622	4,402	4,348	4,293	3,635	3,768	3,500
E2 Proportion of enrolled students successfully obtaining a recognised qualification (Part time FE	64.3%	52.5%	67.6%	72.3%	76.1%	76.6%	69.9%	69.4%	72.0%
Number of enrolled students successfully obtaining a recognised qualification (Part time FE	8,366	7,613	9,467	9,414	9,574	8,941	8,459	8,063	8640
Total number of PTFE students	13,002	14,501	14,003	13,023	12,576	11,665	12,097	11,622	12000
E3 Proportion of enrolled students successfully obtaining a recognised qualification (Full time HE)	67.1%	65.4%	68.7%	69.4%	64.9%	69.1%	67.2%	57.1%	65.0%
Number of enrolled students successfully obtaining a recognised qualification (Full time HE)	1,858	1,817	1,849	1,912	1,713	1,642	1,480	1,189	1098
Total number of FTHE students	2,771	2,780	2,693	2,757	2,640	2,377	2,204	2,083	1690
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Number of enrolled students successfully obtaining a recognised qualification (Part time HE)	329	420	445	491	494	418	607	333	560
Total number of PTHE students	430	567	579	612	615	571	711	468	700
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Number of students achieving an HNC/D qualification articulating to degree level courses with advanced standing	0	297	243	311	317	273	284		
Proportion of students achieving an HNC/D qualification articulating to degree level courses with advanced standing	-	54.5%	46.2%	51.1%	52.1%	55.4%	60.7%		
G Total number of full-time FE college qualifiers (in confirmed destinations)	2,149	2,455	2,594	2,474	2,345	2,028	1,840		
Number of full-time FE college qualifiers in work, training or further study 3-6 months after qualifying	2,065	2,362	2,502	2,353	2,258	1,930	1,775		
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Total number of full-time HE college qualifiers (in confirmed destinations)	1,542	1,517	1,519	1,601	1,492	1,207	1,000		
Number of full-time HE college qualifiers in work, training or further study 3-6 months after qualifying	1,448	1,438	1,459	1,532	1,353	1,155	969		
Proportion of full-time HE college qualifiers in work, training or further study 3-6 months after qualifying	93.9%	94.8%	96.1%	95.7%	90.7%	95.7%	96.9%		
H Percentage of students overall satisfied with their college experience (SSES survey)	-	90.1%	93.4%	N/A - see note	95.1%	-	83.9%	88.0%	90.0%

Please note that 2019-20 figures for measures E, G and H and all 2020-21 figures were impacted by the COVID-19 pandemic and may not be directly comparable to other years

Outcome Agreement Self Evaluation Report 2021-22

This self-evaluation report is prepared in line with SFC requirements as outlined in the [College and University Outcome Agreement Guidance for 2021-22](#)

and complies with the requirements in [Annex A Guidance for self-evaluation reporting 2021-22](#)

Links to college publications:

[WCS Equality Outcomes 2021-2023](#)

[Information Technology Strategy 2021-25](#)

[People Strategy 2021-22](#)

[Curriculum Strategy 2021-26](#)

[Digital Strategy 2022](#)

[Wellbeing Strategy RISE](#)

[Corporate Parenting Action Plan 2022-25](#)

Progress on Enhancement Actions arising from the SFC 2020-21 Self Evaluation Report

Actions arising 2020-21	Progress Update 2021-22
Deliver on the Curriculum Strategy Action Plan	The Strategy's key objectives were embedded in the 2021-22 college evaluation processes – namely Preparing for Portfolio Review and Curriculum Planning and Review. Individual curriculum sectors self-assess their curriculum against the Strategy's objectives and identify their actions to contribute to the Strategy overall. Integrating into the CPR process this way has effectively helped align awareness and understanding of the Strategy direction of the college curriculum. Oversight of the process is led by the Educational Leadership Team and managed through a series of planned 'critical friend' meetings to ensure consistency of approach and enable a helicopter view of curriculum planning as well as fair and efficient deployment of resources across the college campuses and teaching departments. The Educational Leadership Team maintain an Action Plan which has been added to the college performance management system, Pentana, to prompt and enable ongoing monitoring. Reasonable progress on actions has been made during 2021-22 although the financial and environmental context in which the College has been operating has resulted in some adjustment to delivery dates. Despite this, overall progress against actions has not been adversely impacted and a strong focus on curriculum change will be maintained to ensure the 2022-23 curriculum is developed in line with the Strategy.
Implement intervention and improvement plans (IIPs) where success rates are low and withdrawal rates are high. Use dashboard reporting to better highlight risk, especially for key groups of students.	Course evaluation outcomes have resulted in a number of courses being closely monitored through an IIP. A course viability tool identifies measures 'at risk' curriculum areas. Better use of trend and benchmark data will be supported through Power BI dashboard reporting, with the first trial reports made available towards the end of session 2021-22.
Refresh the Digital Strategy	The Digital Strategy refresh was completed in May 2022 in response to the post-Covid changing learning environment. Progress on actions arising is monitored through the Digital Strategy Steering Group comprising representation from staff teams and students across the college.
Pilot alternative administration support for admissions and recruitment	Evaluation of the administration functions across the college was completed in June 2022 and resulted in a planned restructure of administration roles and responsibilities to be implemented early in session 2022-23. A key outcome is the creation of a central college Recruitment and Admissions Service which aims to offer a streamlined, efficient service to college applicants. Curriculum administration support has been centralised to provide a more consistent, high quality service to all departments. A single manager has oversight of practice across all college sites.
Review existing tools such as the YES portal and SDS MyWOW and embed a skills academy partnership approach across all curriculum areas.	Work on the creation of a Centre for Meta Performance is well advanced, aiming to provide a single point of access to support, skills development resources and expert advice for curriculum teams and students. The award winning YES portal has been rebranded and refreshed to map across core, meta and employability skills, giving students an opportunity to identify, develop and articulate their skills journey. Partnership work between curriculum and support areas will be led by the Essential Skills team, drawing on good practice already established.

Introduce a consistent, transitional partnership model approach for all course delivery at SCQF level 4 between Learner Development Department and other curriculum areas.	SCQF Level 4 courses continue to be developed in partnership across most curriculum areas offering students more generic skills and learning development within their vocational area. Further advancement of this work will continue into next session.
Enhance the Student Voice/Representation through re-modelled partnership working between the WCS and the College	During 2021-22 COVID pandemic restrictions continued to impact on the ability of the WCS SA to engage with the whole student body. As a result, the SA struggled to make their presence felt as a body for change and improvement. Despite this, the SA Executive positively engaged with initiatives and management teams across the college and made a substantial contribution to promoting positive health and wellbeing during the ongoing pandemic. The 2020-21 SA President has successfully been returned for another year in office, following early elections in May 2022. A refreshed constitution was developed in partnership with NUS along with an updated partnership agreement between the college and WCS SA. A new approach to student representation has been agreed and will be taken forward into session 2022-23.
A refreshed CPDR approach will be introduced during session 2021-22 with a focus on meaningful CPD and digital staff skills development	College wide roll out of MyConversations has followed on from a successful pilot period. Using an innovative Evolve digital platform, the new CPDR process was successfully developed and has moved online, enabling the process for all college staff to participate in CPD/professional learning conversations with their line manager. During session 2021-22 the College successfully offered a substantial range of digital, health and wellbeing and pedagogical CPD opportunities for all staff, with high levels of engagement levels and positive evaluation feedback. With the launch of our new Learning Experience Platform, 'Evolve' we have been able to offer staff self-directed learning on a variety of Equality, Diversity, and Inclusion topics such as Anti-Racism, Equity Vs. Equality, Gender Identity, How Can We Be More Trans-gender inclusive, Introduction to Neurodiversity, Cultural Bias and Privilege.

Report on Activities 2021-22

SECTION 1 OUTCOMES FOR STUDENTS

Fair access and transitions	The College continued to successfully recruit and address the needs of students from the most deprived postcodes. Our overall proportion of students from the 10% most deprived postcodes (SIMD 10) was similar to the previous year at 24% of College credit volume. At the same time the proportion of credits delivered to Care Experienced students increased to 8.3% from 7.5% as a result of positive Blueprint for Fairness actions from the previous session, including having a named contact for every care experienced student. We continued to successfully adapt learning and support services to meet our particular student needs through the ongoing pandemic. The College continued to provide Chromebooks, laptops, and MiFi units to students to assist with their studies as part of the College Digital Device Scheme. Part of this provision was supported by Connecting Scotland. Our approach to meeting our student specific needs was recognised in the The Herald Digital Transformation Awards 2021 winning the **Diversity Category** for our work to address digital exclusion. The college has worked collaboratively to introduce Foundation Apprenticeships to school pupils across the region, however engagement has been difficult, and this year recruitment is significantly lower than in previous years. Currently 54 pupils are enrolled (25 new enrolments,9 returners, 9 FA L5 construction and 12 on the BAE pilot). WCS initially planned to run nine frameworks and due to low recruitment, reduced the number to two (SDDM Accountancy, Engineering (SDDM and 2 year). Despite extensive joint school/college review of the partnership model, there seems to be no single reason for non-engagement.
High quality, learning, teaching and support	Analysis of Student Success rates 2021-22

Mode	2018-19 %	2019-20 %	2020-21 %	2021-22 %
HE Full time	65	70	67	57
HE Part time	80	73	85	71
FE Full time	68	66	67	63
FE Part time	76	78	69	69

The Covid-19 pandemic continued to impact on student attainment rates into 2021-22, with proportionately higher numbers of students in vocational areas unable to continue to engage in practical units. The Scottish Government Covid-19 guidance remained in force for much of 2021-22 resulting in more online, remote learning. In many curriculum areas students disengaged with their studies and this, along with rising employment opportunities for students as the pandemic restrictions eased, impacted on success rates for full time students. Full success rates fell for FE FT students by 4.3% while the full success rate for FE PT stayed broadly similar to the previous year.

Around 74% of FE FT students stayed engaged in their learning until the end of their courses in June 2022, completing their course but short of unit passes to ensure being counted as a full success, and many students in this category return later to complete their qualification when their life circumstances permit them to do so.

HE full time success rates fell by 10% on the previous session to 57%, while HE part time rates also decreased by 14%, to 71%. On a similar theme to FE FT, just under 77% of HE FT students remained until the end of their course with around 20% achieving part of their qualification aim, but not the full award as some work was outstanding.

Early Withdrawal Analysis

	Actual 2019-20 %	Actual 2020-21 %	Actual 2021-22 %
FE Full-time	9.6	5.3	9.4
HE Full-time	7.0	3.4	6.6

College early withdrawal rates for both FE and HE full time students increased in session 2021-22, to be broadly equivalent to the pre-pandemic rate in 2019-20 (noting that 2020-21 artificially low rates were due to Covid adjustments for the SFC November 1st qualifying date). The rates for 2021-22 overall are in line with most other college early withdrawal rates and continue to be reviewed internally through the Portfolio Review process.

Success rates for key groups of students were disappointing in 2020-21 and work continues to improve outcomes. We actively encourage all students to disclose mental health issues and have increased support to address.

Success rates for Key Groups of students	WCS 2021-22	WCS 2020-21	Scotland 2020-21	WCS 2019-20
Courses 160 Hours to Full Time				
All enrolments 160 hours+	60.4%	64.8%	68.6%	67.8%
10% Most deprived postcode areas (SIMD 10)	54.5%	60.6%	63.2%	62.2%
Ethnic minority	61.5%	70.9%	70.5%	70.8%
Disability	57.3%	60.4%	63.8%	60.0%
Care Experienced	45.2%	53.8%	56.5%	47.6%

	For session 2021-22 we had 10854 SFC funded enrolments of students on courses lasting 160 hours or more. This represented a decrease on enrolments in 2020-21 (11711 enrolments) and was largely attributable to ongoing learning activity disruption as a result of the COVID pandemic. Table 1 above highlights the trend outcomes for key groups of students (Data source – FES audited annual submissions). Successfiul attainment fell for all categories of key groups of students, as detailed in the College Performance Indicator Guidance documents. The most significant decrease in attainment was for those students from Ethnic Minorites where attainment fell by 9.4% year on year, albeit that the success rate for this group, at 61.5%, was 1.1% higher than our college average for 2021-22 at 60.4%. Students from SIMD 10 areas had lower attainment rates in 2021-22 at 54.5%, with the gap between all enrolments and SIMD 10 category enrolments incteasing to 5.9%. compared with a gap of 4.2% the previous year. Interventions to reverse this trend have been introduced for session 2022-23 and include an application request prompt for referral to Enabling Services as well as stregthened on course guidance and assessment tracking to optimise opportunities for early curriculum team intervention to support attainment. Our lowest full success attainment rate was for care experienced students, at 45.2%, is 15% lower that that for all enrolments on courses of 160 hours or more, despite positive actions taken to support this cohort of students, for example: • New corporate parenting plan to increase engagement with internal and external partners prior to care experienced students starting with us. • Providing all care experienced students with a named colleeg contact. • Enhanced disclosre on college application to immediate referral to our Enabling Services Department. • Planned CPD for teaching teams on how to enhance the learning expereince for students with care experinced backgrounds.
Partnership, participation and student experience	A newly elected Student Association President and team of campus Vice Presidents was in place for the start of session 2021-22. The learning environment had moved almost entirely online for most students, presenting a huge challenge to the Student Association (SA) as they tried to extend their reach and raise their profile. The traditional Freshers Week moved online and engagement between the SA and the student population was successfully digitally managed. Despite the challenges, some positives emerged – class representative training moved entirely online, and the SA raised their social media presence by promoting health and well-being initiatives. The SA President carried out the functions of office successfully and a new Student Constitution was developed and approved for 2022-23. For the first time, elections for the SA office bearers were held online in May 2022 and the current President returned for a second term in office. In 2021-22 the College continued to shift curriculum in order to increase the proportion of activity on STEM courses (29% of our credits compared to 26% in 2020-21) and in particular to meet the needs of the Engineering and Construction industries. This involved increased staffing resources and adapted estates. Our employer related activity as a college increased by 3% overall.

Learning with Impact	Positive progression outcomes for FT students from session 2020-21 have improved with post course transitions to work, further study or training for FE level increasing by 1.3% (noting lower numbers successfully completing is 1840, a fall of 188 students equivalent to a 9.2% decrease). Similarly, HE level positive destinations have improved by 1.2%, based on 1000 students, again with lower numbers of successful completers , 207 less than 2019-20. See Appendix 1 Table G. Students who remain with us until the end of their course, but do not attain the qualification aim, may also progress to a positive destination. Our curriculum review process has been strengthened to ensure identification of high levels of partial success and consideration of course improvement actions around the conversion of such students to full success, meaning that they too will fall within this CLD measure.
Public Health Emergency	The College continued to adopt rigorous health and safety measures on campus in line with Scottish Government requirements. Our region continued to be disproportionally impacted by COVID and this impacted on learning and teaching and student engagement in their learning. Our counselling services reported a 151% increase in uptake of wellbeing support offered. Of 1,703 counselling appointments offered, 1,347 appointments were attended. We will be challenged to offer the same support in the future due to counselling professional staff being on temporary contracts and being sought by other organisations. The College won the 'Health and Wellbeing' award in the Inverclyde Chamber 2022 ICON Awards recognising our work in supporting Health and Wellbeing of staff and students.
Equalities and Inclusion	Community and local authority partnership work continues to bring real benefit to those furthest from education and work. Our work has been recognised externally: College Awards 2021 - College Development Network (cdn.ac.uk) WCS receives Diversity Award for addressing digital exclusion - West College Scotland We saw a 2% increase in students declaring a disability (96 additional students). This included a 1% increase (265 additional students) with a social impairment and a 1% increase (193 additional students) with a mental health condition. In 2021-22, there were 5,270 students classified with a disability overall and this put considerable strain on our support services. We successfully responded with over 1200 students (representing a 30% increase on the previous year, being referred to Enabling Services for early diagnostic testing and appropriate learning support plans. Delivery of widening access and progression targets: {{TABLE}} The College published in April 2021 its Equality, Diversity and Inclusion Statutory Report 2021-23, to address some of the extraordinary circumstances faced in this period due to the Covid-19 pandemic.

Delivery of widening access and progression targets:

Delivery of widening access and progression targets	2019-20 %	2020-21 %	2021-22 %
Student Gender Balance			
Male	44	42	42
Female	56	57	57
Prefer not to say	0	1	1
Students with a Disability	25	26	24
Students from SIMD10 Data Zone	25	25	22
School College Partnership (SCP) Pupils	5	5	14

SECTION 2 OUTCOMES FOR ECONOMIC RECOVERY AND SOCIAL RENEWAL

Responsive Institutions	The College has extended our reach with the Business Development team now working with over 70 large levy paying employers and 100 SMEs to deliver over 540 training courses to date with a further 120 anticipated course deliveries before the end of the calendar year. We continue to respond to local needs for upskilling the future workforce. In November 2021, West College Scotland was awarded Community Renewal Funding to deliver Care Academies in Inverclyde and West Dunbartonshire. Another initiative, Project Neptune, was developed to provide a suite of learning to support Inverclyde's marine economy, providing students with real working experience and qualifications.
Confident and highly capable work ready graduates	We continue to prioritise a digital focus for students across all of our learning provision. We replicate industry level standards and resources across our vocational areas. We work with large regional employers such as BAE, Ferguson Marine and the Golden Jubilee Hospital, to provide work ready candidates for employment. In our SSES responses, 92% of students reported that their course helped develop necessary knowledge and skills for the workplace.
Knowledge exchange and Innovation	In 2021-22, the College was successful in an application to Interface for a funded Innovation Voucher to support an industry collaboration between the College and The Bettii Pod Ltd to design a first-to-market product which enables menstrual cups to be fully washed in public toilet facilities, offering staff and students an opportunity to engage in cutting edge industry design and innovation activity. In 21-22 West College Scotland was 1 of 5 colleges who participated in a pilot project with Interface whereby the Interface Business Engagement Team committed to issuing all Innovation expertise requests to the participating Colleges in May-July 2022, giving us the chance to influence business related training developments at national level.
Collaboration	Curriculum areas across the College are supported by the Business Development Team to work in partnership with our regional employers, Chamber of Commerce and other Local Authority and Organisational partners. We engage in industry led initiatives, such as The Critical Engineer project - a new approach, developed through a collaboration between the college Enterprise and Employability and Engineering teams, aimed at equipping SMEs with Manufacturing 4.0 and meta skills, enabling them to develop highly agile and collaborative work cultures. With funding from European Regional Development Fund (ERDF) and Renfrewshire Council, we have purchased a range of Manufacturing 4.0 equipment, including Computer Numerical Control (CNC) machines, Programmable Logic Controllers (PLC) and Pneumatic Control Systems (PNC), Control Instrumentation teaching rigs and cobots. To date, 4 local SMEs have undertaken training, with several more scheduled. In the Autumn, the programme will re-locate to the AFRC campus and, with a comprehensive training schedule in place, prepare up to a 30 SMEs in Manufacturing 4.0 skills through to the Summer of 2023.

Climate Emergency	The Board of Management has approved the College Sustainability Strategy. This Strategy sets five key objectives for the College to pursue, in playing its part in addressing climate change. These objectives will involve staff, students and the wider College community and be overseen by a Sustainability Oversight group, who will report on progress to the Board of Management. In 2021-22, the College's approach to energy-efficiency continued with further investment in a series of lighting control measures across the estate and replacement of lighting installations with more efficient equipment. The College Sustainability Team has continued to provide support to staff, students, local Councils, and other stakeholders throughout the year to promote several initiatives and disseminate information through its Newsletter and Sustainability Portal on the College website. The College continues to develop staff and students and promote actions on sustainability enabling and encouraging them to be global citizens. The College also promoted the principles of 'Education for Sustainable Development' through teaching, research, and knowledge transfer activities. Supporting social responsibility across the College and in our communities and encourage the use of Fairtrade products. The College complies with Scottish Government sustainability reporting in line with the requirements of the Climate Change (Scotland) Act 2009. Up to 97% of the College's carbon footprint is associated with its buildings, from heating, lighting, and use of other equipment. The College is using 2014-15 as its base year and in that period the organisation emitted 5,303 t/CO_2e. Over the years the College has seen a gradual reduction in overall emissions as the sustainability projects undertaken have an impact. The last validated year was 2020-21 which was impacted by the global pandemic with emission being considerably down due to lock downs. In 2020-21 the total emission amounted to 3,061 t/CO_2e, a reduction of 2,242 t/CO_2e (42%). With the College returning to normal operations in 2021-22 the emission for the year were 3,116 t/CO_2e, a reduction of 2,187 t/CO_2e (41%). College waste management continues to improve with an offsite average recovery rate of 95% (2020-21: 90%) for overall waste. It is anticipated that the implementation of the Sustainability Strategy will continue to drive down the total emissions of the College.
Fair Work	We are committed to ensuring Fair Work First Principles are embedded across our college, for example: - Senior managers engage regularly in planned meetings with our staff trade unions - We do not have any zero hour staff contracts - We regularly monitor gender pay and take positive action to address any gender pay gaps. - In response to evaluation of our workforce profile, we have increased the percentage of staff who are from a BAME background to 2.1% as of 31 July 2022, from 1.7% in 2021. - We pay at least the living wage rate to all staff During session 2021-22 we conducted a staff survey to learn about the pandemic experience and shared the findings and actions with all staff, providing, for example, clarity to staff on the College approach to hybrid working. We held our second **Staff Awards events** in person for the first time since the COVID pandemic. The judging panel received over 100 nominations for the 9 award categories in additional to the Chairpersons' Award, Principal's Award and Team of the Year, with positive staff feedback supporting the event.

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B	Volume of Credits Delivered to 10% most deprived postcode areas	46,369	45,832	45,261	41,664	41,227	41,357	39,549	37,881
	Proportion of Credits delivered to 10% most deprived postcode areas	27.8%	27.6%	27.2%	24.9%	25.1%	25.1%	24.6%	24.0%
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	Proportion of credits delivered to care-experienced learners	0.5%	2.3%	1.9%	1.5%	5.0%	8.4%	7.5%	8.7%
D	Number of senior phase age pupils studying vocational qualifications delivered by colleges	178	115	97	342	425	563	598	1,942
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	Number of enrolled students successfully obtaining a recognised qualification (Full time FE)	2,531	2,699	3,174	3,045	2,953	2,867	2,426	2,389
	Total number of FTFE students	4,237	4,240	4,622	4,402	4,348	4,293	3,635	3,768
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Number of enrolled students successfully obtaining a recognised qualification (Part time FE	8,366	7,613	9,467	9,414	9,574	8,941	8,459	8,063
Total number of PTFE students	13,002	14,501	14,003	13,023	12,576	11,665	12,097	11,622
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Total number of FTHE students	2,771	2,780	2,693	2,757	2,640	2,377	2,204	2,083
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Number of enrolled students successfully obtaining a recognised qualification (Part time HE)	329	420	445	491	494	418	607	333
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Proportion of students achieving an HNC/D qualification articulating to degree level courses with advanced standing	-	54.5%	46.2%	51.1%	52.1%	55.4%	60.7%	Awaiting SFC data
G Total number of full-time FE college qualifiers (in confirmed destinations)	2,149	2,455	2,594	2,474	2,345	2,028	1,840	

	Col1	Col2	Col3	Col4	Col5	Col6	Col7	Col8
Number of full-time FE college qualifiers in work, training or further study 3-6 months after qualifying	2,065	2,362	2,502	2,353	2,258	1,930	1,775	
Proportion of full-time FE college qualifiers in work, training or further study 3-6 months after qualifying	96.1%	96.2%	96.5%	95.1%	96.3%	95.2%	96.50%	
Total number of full-time HE college qualifiers (in confirmed destinations)	1,542	1,517	1,519	1,601	1,492	1,207	1,000	
Number of full-time HE college qualifiers in work, training or further study 3-6 months after qualifying	1,448	1,438	1,459	1,532	1,353	1,155	969	
Proportion of full-time HE college qualifiers in work, training or further study 3-6 months after qualifying	93.9%	94.8%	96.1%	95.7%	90.7%	95.7%	96.90%	
H Percentage of students overall satisfied with their college experience (SSES survey)	-	90.1%	93.4%	N/A - see note	95.1%	-	83.9%	88.0%

WEST COLLEGE SCOTLAND

Meeting	Board of Management
Date	12 December 2022
Location	Abercorn Building, Paisley Campus
Title of Paper	2021-22 Organisational Development and HR Report
Presented By	Joe Rafferty Acting Director Organisational Development and HR
Recommendation to Members	For Approval
Appendix Attached	Yes a) 2021-22 OD and HR Report

PURPOSE

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

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

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

The paper is submitted *For Approval*

1. CONTEXT

1.1 The 2021-22 Report provided the 22 November 2022 Corporate Development Committee with an overview of key updates in relation to College people-related activities and progress against several Key Performance Indicators.

1.2 The Acting Director of Organisational Development and HR took the Committee through several of the key matters highlighted in the report including:

- Note that the previous reporting year was 18 months to bring the Report in line with the academic year. This reporting year (2021-22) is 12 months.

- Absence rate has increased from 3.6% to 4.4%. This is thought to be largely due to staff returning to campus post COVID which has been the experience of organisations nationally.

- The "My Conversations" approach to supervision (one-to-one check-in meeting with managers has been launched.

- Our online learning experience platform – Evolve – has been successfully launched incorporating staff training offerings, a library of e-learning, self-assessment questionnaires and "My Conversations".

- We have had 3 waves of Voluntary Severance – 44 applications have been accepted – 22 staff left in the reporting year with a further 22 to go post August 2022.

- The "My Voice" staff survey was completed with questions on hybrid working proving useful in developing our WCS Approach to Hybrid Working.

- New Staff Wellbeing Service was launched with the introduction of a Staff Health and Wellbeing Advisor post being established with external funding. The service includes 1:1 support, health promotion initiatives and the development of a Wellbeing Strategy with associated actions.

- We have adopted the ICO Accountability Tracker to monitor our compliance with Data Protection legal requirements.

1.3   The 22 November 2022 Corporate Development Committee considered the content of the report and approved it for presentation to the Board of Management.

2.   FINANCIAL IMPLICATIONS

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

3.   STUDENT EXPERIENCE

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

4.   HUMAN RESOURCES IMPLICATIONS

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

5.   LEGAL IMPLICATIONS

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

6.   REPUTATIONAL IMPLICATIONS

6.1   There are no reputational implications associated with this paper.

7.   COMMUNITY/PARTNERSHIP IMPACT

7.1   There are no community implications associated with this paper.

8.   EQUALITIES IMPLICATIONS

8.1   There are no equality implications associated with this paper.

9.   ENVIRONMENT IMPLICATIONS

9.1   There are no environmental implications associated with this paper.

RECOMMENDATION

The Board of Management is requested to review, note the content, and approve the 2021-22 Annual OD and HR Report for publication.

DRAFT

HUMAN RESOURCES REPORT

August 2021 – July 2022

Contents

1. Introduction

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

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

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

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

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

1.1 West College Scotland Approach to Hybrid Working

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

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

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

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

2. Summary Information

2.1 Summary of Key HR Metrics

Table 1: HR Metrics	31 July 2021	31 July 2022	External Benchmark
Headcount	1,148	1,148	n/a
Staffing costs as a percentage of income	82%	83%	n/a
Employee turnover	13.1% (18 months)	12.9%	14.4%*
Male/female ratio	42/58	40/60	39/61**
Percentage of BME staff	1.7%	2.1%	2.3%**
Percentage of staff with a disability	6.9%	8.6%	6.7%**
Sickness absence	3.6%	4.4%	3.2%***
Age bracket highest number of staff	30-49	30-49	30-49****

*Labour Turnover Rates Survey, XpertHR, 2022

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

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

**** Scotland's Census, 2011

2.2 HR Report Summary

2.2.1 Staffing Profile

The staff headcount as of 31 July 2022 was 1,148 which was identical to the headcount ion 31 July 2021. However, the composition of the total is different i.e., there are more teaching staff and fewer support staff making up the 1,148. All recruitment now goes through a rigorous approval process which includes a review by all members of the Executive, the Director Organisational Development and HR and the Director of Finance.

2.2.2   Employee turnover

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

This is largely due to fixed term contracts coming to an end and because of voluntary severance. Our turnover rate still looks reasonable compared to the benchmark.

2.2.3 Length of Service

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

2.2.4 Sickness Absence

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

2.2.5 Equality, Diversity and Inclusion

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

Our equality data compares well with the sector, and there have been indications of positive change, with ongoing incremental increases in the diversity of our staff.

2.2.6 Organisational Development

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

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

2.2.7 Employee Relations

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

2.2.8 Workforce Planning

The dominating factor of financial pressures with the need to reduce staffing cost was the most significant factor impacting on workforce planning in 2021-22. Three waves of voluntary severance took place relating to: the restructure of catering services and closure of nurseries; targeted voluntary severance in Music and in Hairdressing, Beauty, and Make-up Artistry; and a college wide offer. In total, 22 staff left the College through voluntary severance during the reporting period with a further 22 to leave after 1 August 2022.

2.2.9 Employee Engagement

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

2.2.10 Health and Wellbeing

2021-22 saw the introduction a new Staff Wellbeing Service enabled by the introduction of a temporarily funded Staff Wellbeing Advisor position. The service has 3 main strands of focus:
• offering 1:1 wellbeing support.
• promoting and supporting wellbeing initiatives across the College.
• contributing to the wider Wellbeing Strategy at West College Scotland.

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

2.2.11 Data Protection and Freedom of Information

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

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

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

3   College HR Metrics

3.1 College Staffing Profile

The staff headcount as of 31 July 2022 was 1,148. This compares to an end of year figure in 2021 also of 1,148 which means that overall headcount in the College is static. However there have been staff movements shown in the staffing profiles below.

The staffing profiles (Figures 1 and 2) compare 31 July2021 and 31 July 2022 headcount figures for Teaching and for Support Staff.
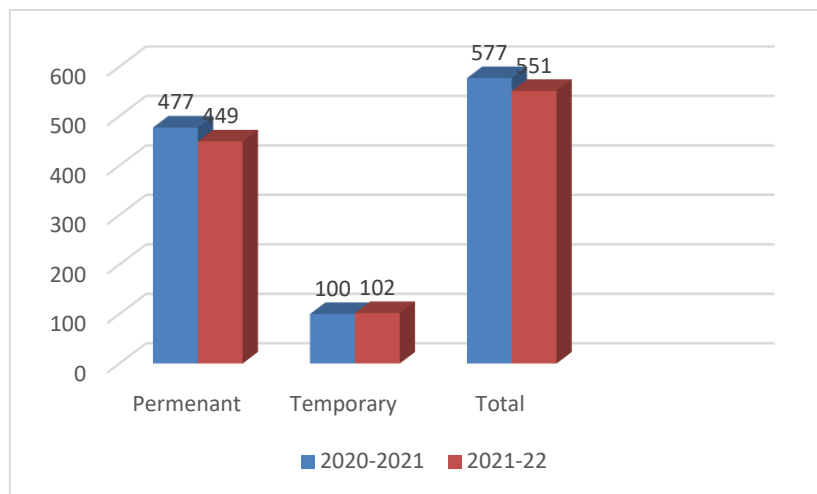
Figure 1: Teaching Staff
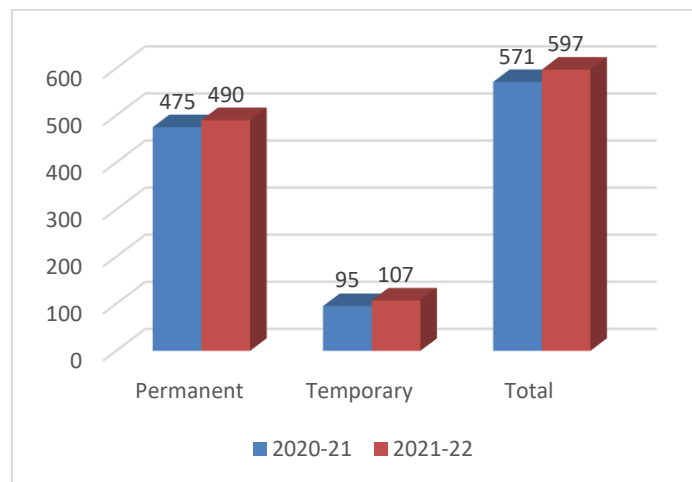
Permanent teaching staff have increased mainly due to movements from temporary to permanent positions (due to having been employed for more than 2 years). Temporary staff have mainly increased due to movements from the support staff pool to the teaching staff pool.

Figure 2: Support Staff

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

3.2 Employee Turnover

The College average employee turnover (Figure 3) was 12.9% for 1 August 2021 to 31 July 2022. Last year's figure of 13.1% was for an 18-month period, if you pro-rata average employee turnover it would be 8.7% meaning turnover is 4.2 percentage points higher than last year. This is, to a large extent, related to an increase in voluntary severance and an increase in retirements in response to the pandemic.

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

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

Figure 3: Employee Turnover
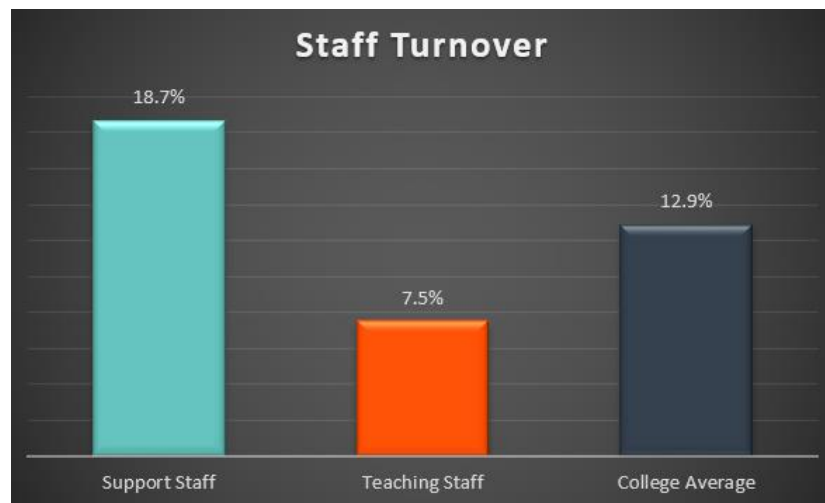
The top three reasons for staff leaving West College Scotland between August 2021 and July 2022 are resignation, temporary contracts coming to an end and voluntary severance (see figures 4 and 5).

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

Figure 4: Reasons for Teaching Staff Leaving (proportion of those who have left)
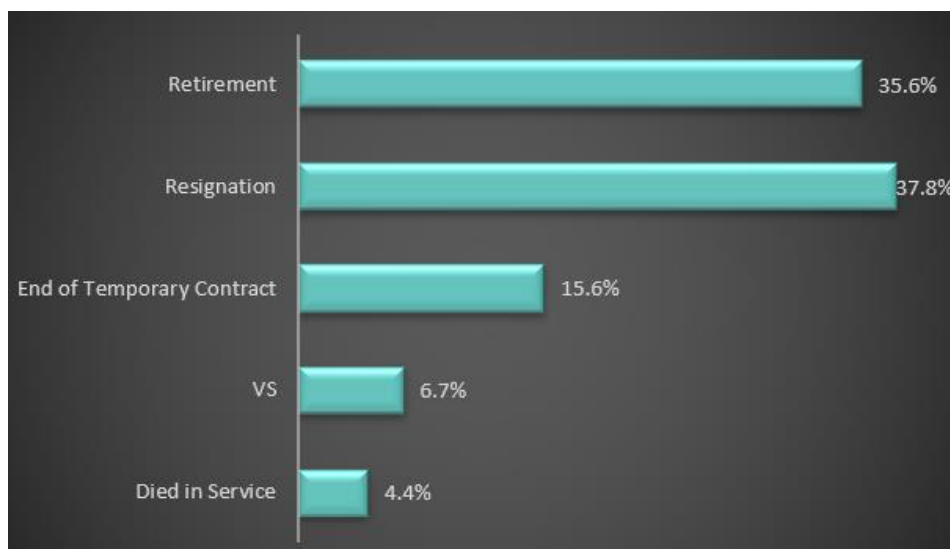
Figure 5: Reasons for Support Staff Leaving (proportion of those who have left)
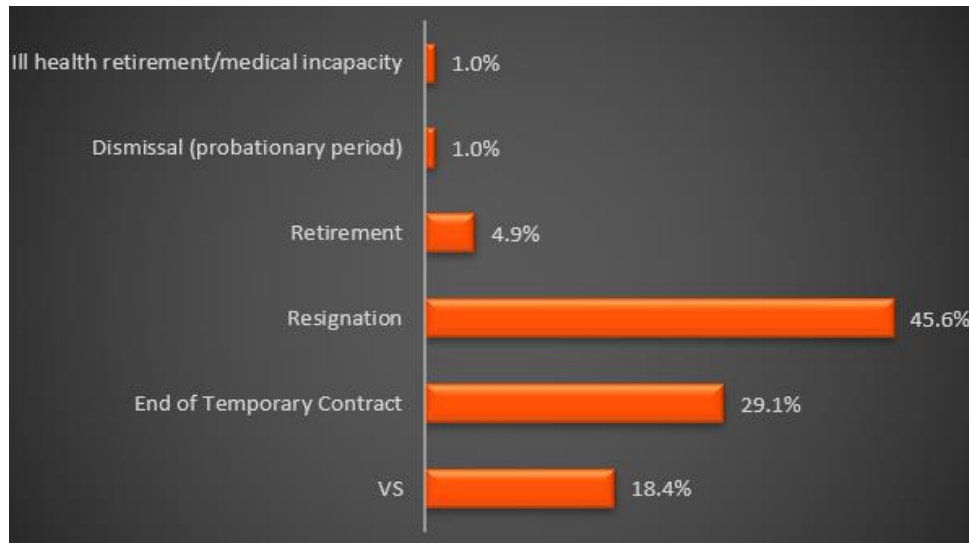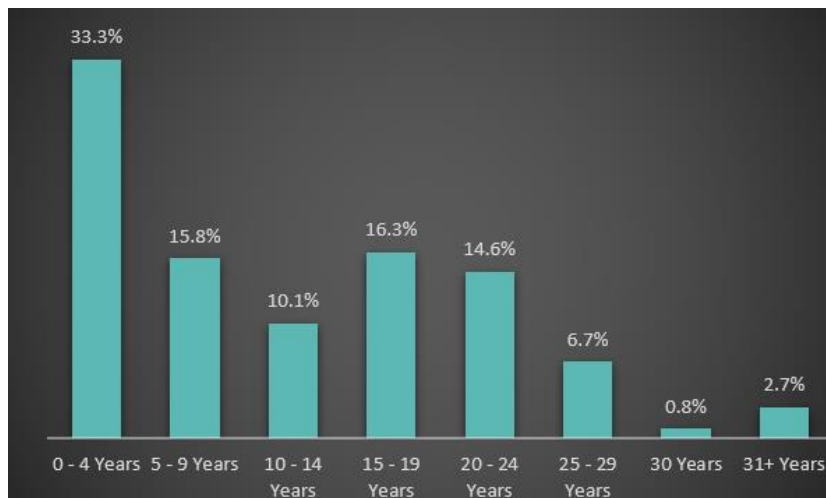

3.3 Length of Service

The length of service of teaching and support staff are included as Figures 6 and 7. Service is with West College Scotland and does not include previous public sector service.
The length of service of just over half of teaching staff (51.2%) is in excess of 10 years which has been the case for many years, but, for support staff, the majority of staff (53.4%) have less than 10 years' service. There are also large differences between clusters on the charts for Teaching Staff and Support Staff. For example, after the 0-4 years' service peak, there is a large cluster on the teaching chart at 15-19 years' service (16.3%) and a large cluster on the support chart at 5-9 years' service (21.8%).

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

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

Figure 7: Length of Service – Support Staff (%)
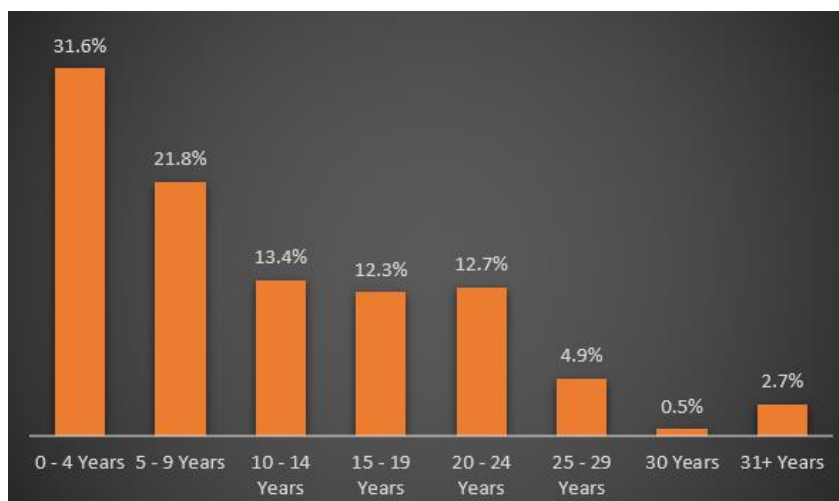
3.4 Sickness Absence

3.4.1   Instances of Sickness Absence

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

Table 2: Instances of Sickness Absence

| Instances of sickness absence	Total sick days lost	No. of permanent staff
0	0	589
1	4,889	233
2	2,549	74
3	1,002	30
4	180	7
5	184	6

3.4.2 Absence Rates

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

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

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

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

Figure 8: Sickness absence for 2020-21 compared to 2021-22
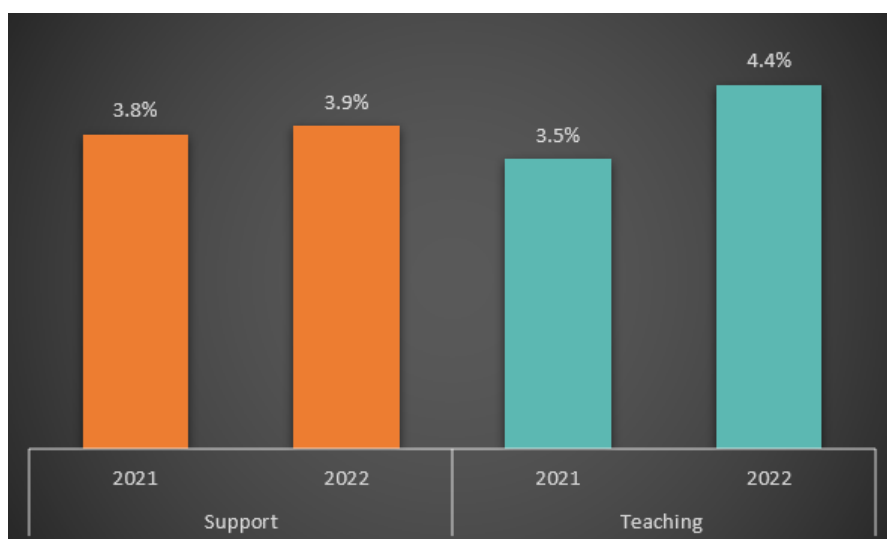
There has been a greater rise in teaching staff absence (0.9 percentage points). When covid restrictions on movement were lifted, teaching staff were more likely to be spending a higher proportion of their time on campus than support staff. This may have been a contributing factor but there is insufficient evidence to reach this conclusion with any degree of certainty.

3.4.3 Causes of Absence

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

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

3.4.3.1 Causes of Short-Term absence

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

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

Figure 9: Short-Term Absence (less than 4 weeks) – Teaching
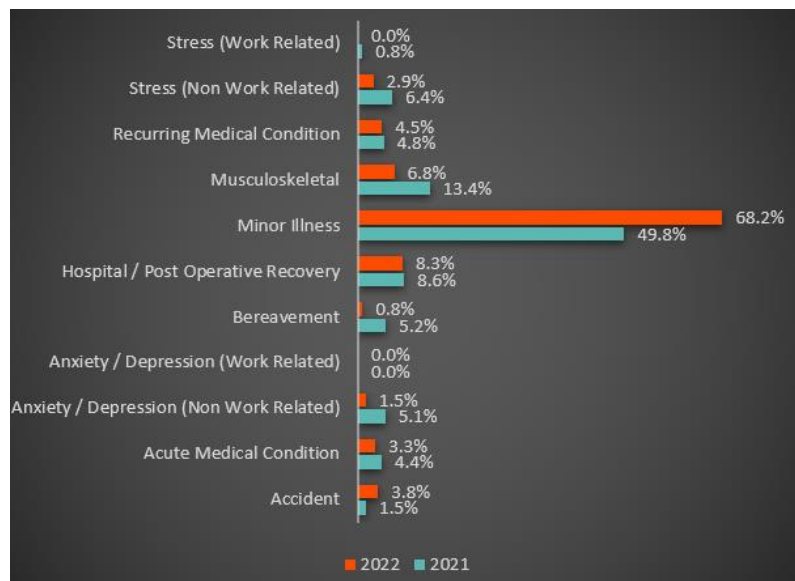
If we look at short term absence reasons for teaching staff in West College Scotland (shown in figure 9) we see that minor illnesses and musculoskeletal are the top two reasons for absence. Hospital/Post-Operative Recovery is at number three, which may reflect the fact that the College has an ageing workforce. There has been a reduction in all categories except for minor illness which would contribute to the observation that the increase in absence rate may be due to return to campus and therefore an increase in exposure to cold and flu viruses.

**Figure 10: Short-Term Absence (less than 4 weeks) – Support**
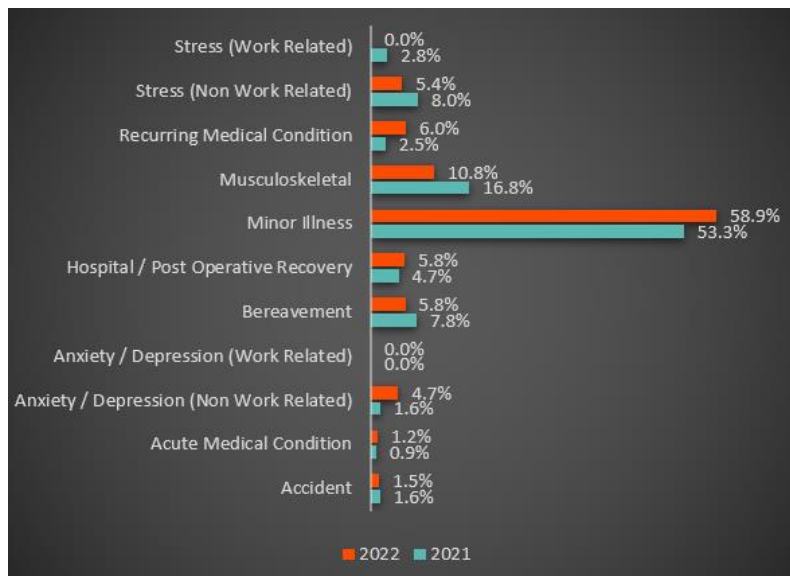
Turning to short term absence for support staff, we see that the top three causes of absence are in line with the top three nationally (excluding COVID), as measured by the 2022 CIPD survey (that is if you equate "stress" to "mental ill health").

3.4.3.2 Causes of Long-term Absence

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

Figure 11: Long-Term Absence (20 days+) – Teaching
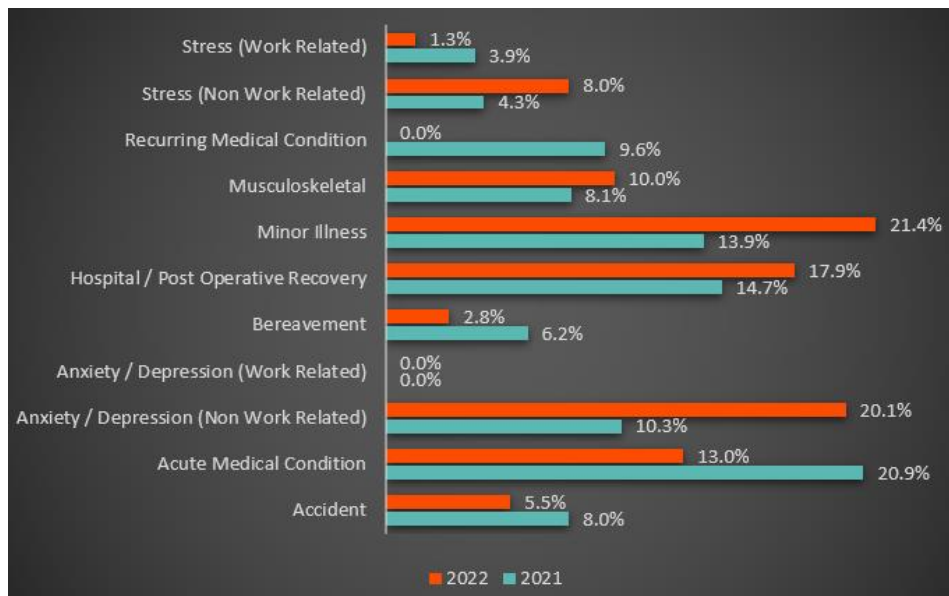
If we look at teaching staff (figure 11) we find that the most common cause of long-term absence for teaching staff is Minor Illness. However, if we add together all the figures for stress and anxiety/depression we get an overall figure of 29.4% for mental ill health.

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

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

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

Figure 12: Long Term Absence (20 days+) – Support
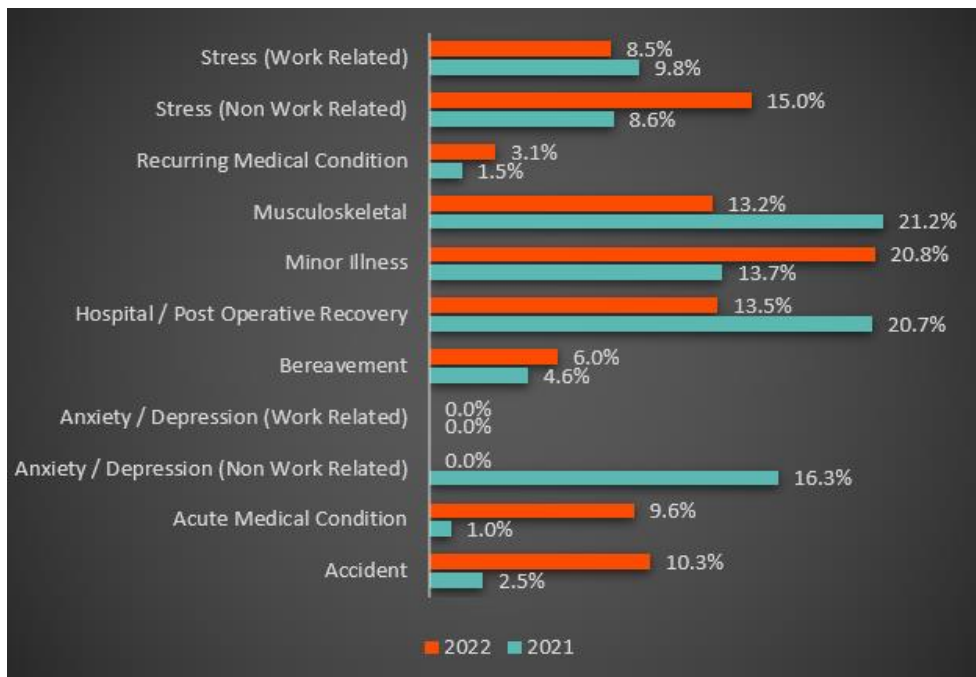
Unlike with teaching staff, non-work-related anxiety/depression has fallen significantly. However, we see a marked increase in non-work-related stress (up 6.4 percentage points). There may be a trade-off here, where mental ill health is simply being categorised differently. We are less often seeing anxiety/depression on fit notes, with this being replaced by less specific terms such as "low mood" or "stress reaction". Nonetheless, figures relating to mental ill health (23.5%, down 11.2 percentage points from 34.7% in 2020-21) seem less concerning amongst support staff compared to teaching staff.

4. Equality, Diversity and Inclusion

4.1 Introduction

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

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

4.2 Our Workforce Demographics

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

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

4.2.1 Gender

Figure 13: Gender Profile
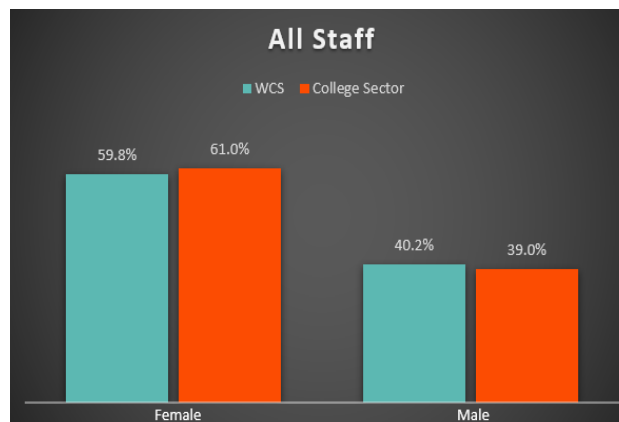
There has been a small change in the overall gender balance of staff, with 59.8% of our staff being female (up 1.3 percentage points from last year). This can be compared with national sector data where females account for 61% of headcount
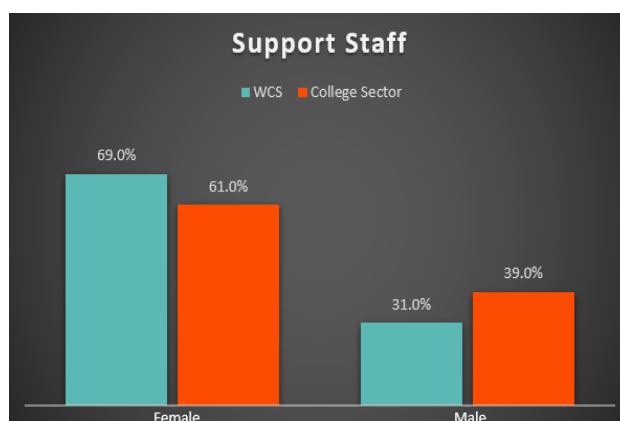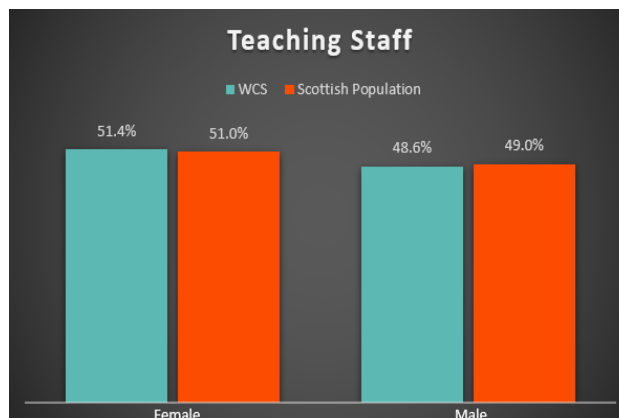
There is a higher rate of proportionality of gender with teaching staff (51.4% female) compared with support staff (69.0% female). The current teaching gender split is very similar to national demographics, where 51% of the people in Scotland are female.

The greatest gender imbalance exists in support staff, with 69.0% being female (up 1.4 percentage points from last year). This is in line with national FE sector data, where females account for 68% of non-teaching staff. The Scottish Funding Council (SFC) report that nationally the proportion of females has remained the same since 2015. [1]
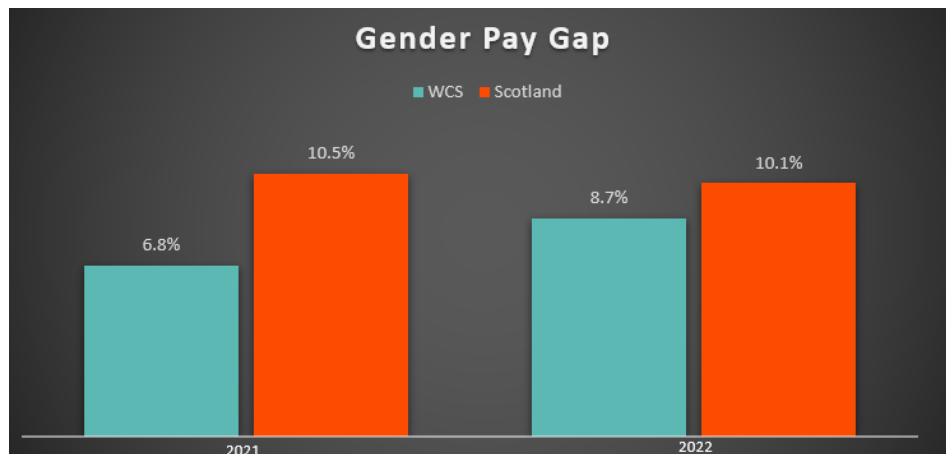
Figure 14: Gender Pay Gap

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

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

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

4.2.2 Age

Figure 15: Age Profile
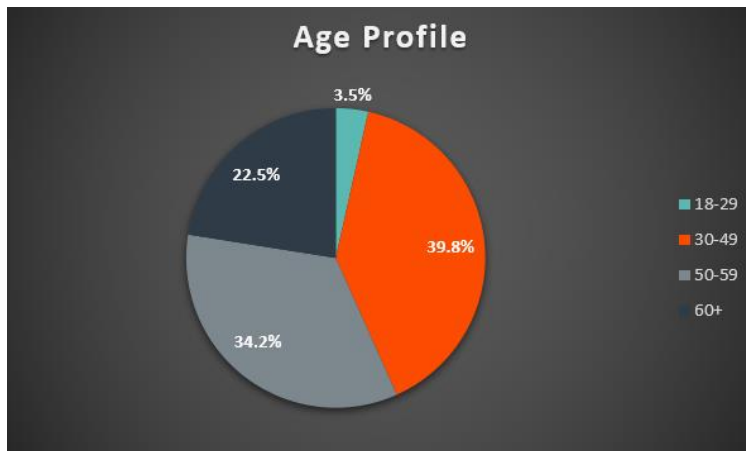
The age data shows similar patterns for teaching and support staff. The age bracket with the highest number of staff in both areas continues to be between 30-49 (39.8%, up 1.2 percentage points compared to July 2021). The second largest age group is still those aged between 50-59 (34.2%). There has been a 0.9% decrease in 18-29 bracket and a 0.9% increase in the 60+ bracket.

4.2.3 Ethnicity

Figure 16: Ethnic Profile
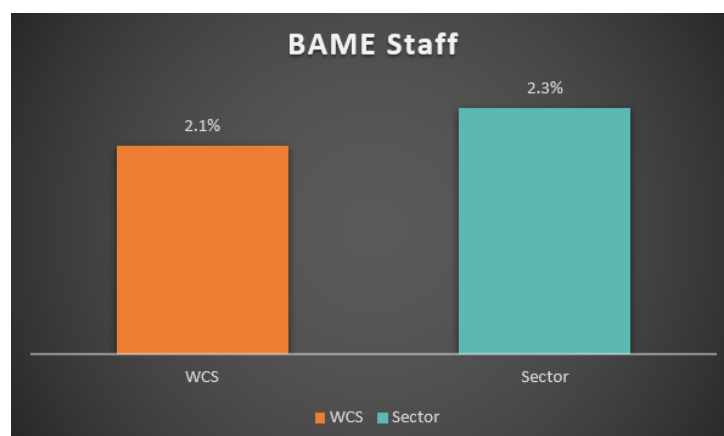
Teaching and Support staff have been combined given the relatively low numbers of ethnic minority staff. Overall, 2.1% of staff are from a Black, Asian and Minority Ethnic (BAME) background. This is a 0.4 percentage point increase from last year, where 1.7-% of staff were BAME.

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

4.2.4 Disability

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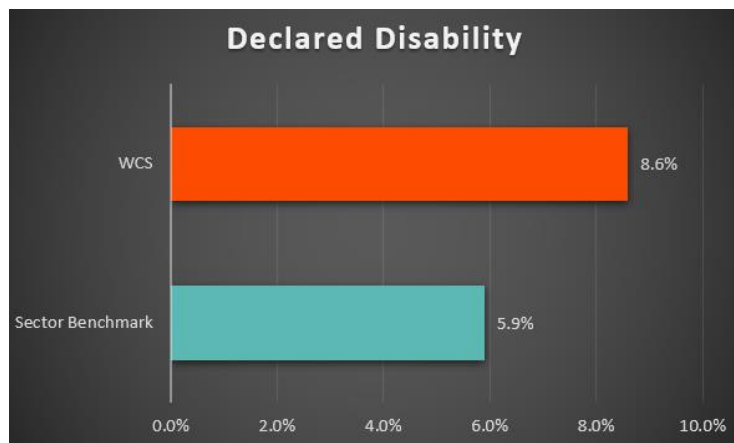
As the number of staff with a disability is comparatively small, and in order to protect the confidentiality of staff, Figure 17 shows an overall staff profile.

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

The proportion of staff who have declared a disability is lower than national indicators. The Scottish Government estimate that approximately 10% of the population who are economically active have a long-term activity limiting health condition. The College's proportion is slightly higher than the sector benchmark of 5.9%, however.
The College will continue to encourage staff to disclose disabilities through use of the self-service HR system and promotion of the Disability Confident scheme.

4.3 Progress to Date

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

4.3.1 Continuous Professional Development

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

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

4.3.2 Focus on Preventing Gender Based Violence

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

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

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

4.3.3 International Women's Day

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

4.3.4 LGBTQIA+ Engagement

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

4.2.3. Equality Report and Equality Outcomes 2021-23

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

5. Organisational Development

5.1 Transformational Change Projects

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

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

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

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

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

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

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

On Evolve learning is categorised as follows:

- o Compliance & Mandatory
- o Leadership & Management (open to all)
- o Personal Development
- o Communication & Social
- o iAspire (Youth Development)
- o LeadingEdge (People Manager Programme)
- o Professional Practice (Learning & Teaching)
- o Professional Practice (Other)
- o Digital First

- o Health & Wellbeing
- o Equality, Diversity, and Inclusion
- o Sustainability

5.2 Learning Initiatives and Programmes

5.2.1 LeadingEdge Programme

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

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

5.2.2. iAspire Youth Development Programme

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

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

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

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

5.2.3 Digital First

Digital First is the College's programme of digital learning. A new interactive learning journey was launched in June 2022 which declutters the landscape of digital CPD and allows the learner to quickly identify where they are in their learning journey. The journey starts with the learner self-assessing themselves against the CDN Baseline Capabilities, going beyond the baseline with the JISC Capability tool and then building on this depending on the learning content and preference.
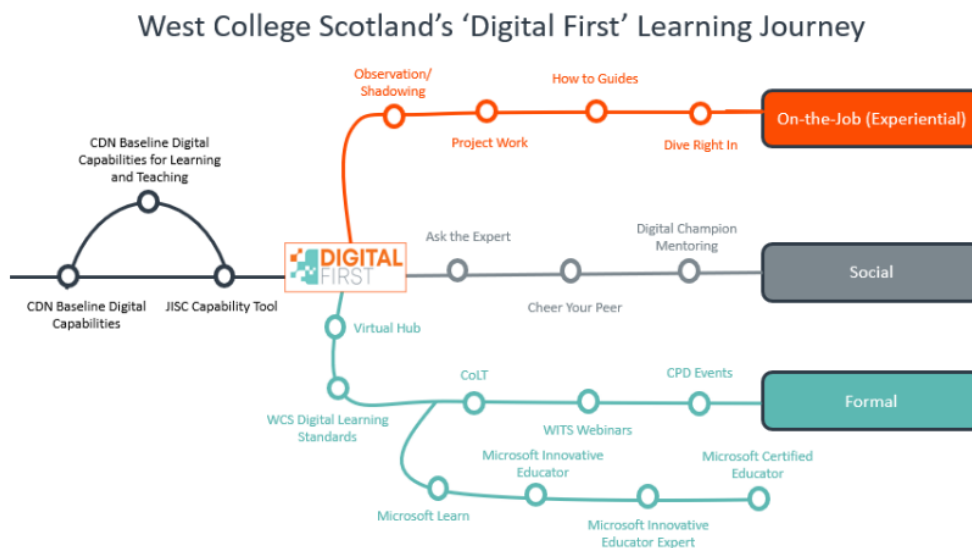
Figure 18: West College Scotland Digital First Learning Journey

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

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

5.3 CPD/ Learning & Development Activity

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

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

5.3.1 Learning & Teaching

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

5.3.2 Learning Technologies / IT

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

- MS PowerPoint Essentials
- MS Teams Breakout Rooms
- MS Teams Meetings for Educators
- OneNote Session - Support Staff
- OneNote Session - Teaching Staff

5.3.3 Policy and Legislative

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

5.3.4 General

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

5.3.5 Health, Safety and Wellbeing

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

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

5.4 Teaching Qualifications

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

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

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

5.5 Bespoke Learning Design

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

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

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

o   Information Security
o   Getting to Know Evolve

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

5.6 Mandatory & Compliance Learning

Staff members have direct access to mandatory eLearning via the Compliance & Mandatory dashboard area on Evolve which can be accessed from the Staff Intranet page or externally. The Organisational Development and HR team are monitoring progress on the College's compliance, which as at end of July 2022 was 70%. Reminders have been issued to staff who have still to complete the online courses and managers and leaders now have access to real-time information on their team's completions. The mandatory learning modules are:

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

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

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

6. Employee Relations

6.1 Local Employee Relations

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

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

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

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

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

6.2 National Bargaining

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

Lecturing Staff

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

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

Support Staff

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

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

7. Workforce Planning

7.1 Workforce Planning

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

7.2 Voluntary Severance

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

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

7.3 Catering Team Restructure

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

7.4 Nursery Closures

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

7.5 HR Management Information

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

8. Employee Engagement

8.1 My Voice 2022

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

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

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

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

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

9. Health, Safety and Wellbeing

9.1 Healthy Working Lives

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

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

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

9.2 Staff Wellbeing Service

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

The Staff Wellbeing service has 3 main strands of focus:

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

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

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

9.3 COVID-19 Mobilisation Group

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

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

9.4 Oakshaw Electrical Works

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

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

9.5 Incidents

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

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

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

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

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

	2021-22	2020-21
Minor Injury (Work Activity)	39	22
Minor Injury (Other College Activity)	12	4
Illness/First Aid*	56	5
RIDDOR Reportable	2	0
Near Miss	3	3
Violence (inc. Verbal Abuse)	2	0
Total	114	34

*No injury

Figure 19: Breakdown of Accidents and Other Incidents by Group
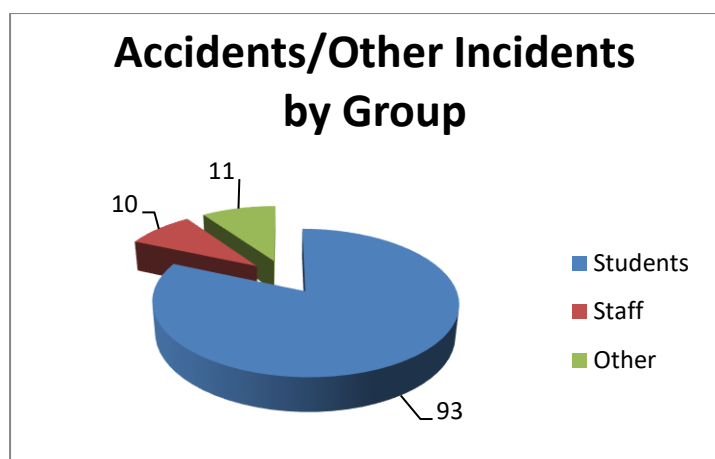
As we would expect, the majority of accidents and other incidents are experienced by students. The vast majority are not reportable to the HSE. We have adequate first aid cover to ensure that any accidents involving an injury are attended by a trained and qualified First Aider within minutes.

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

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

Figure 19: Injuries to Body

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

Injuries to Body

- Face, head, neck — 17
- Arms, wrists, fingers, — 40
- Foot, leg — 10
- Back, chest — 2
- Other/No physical injury — 45
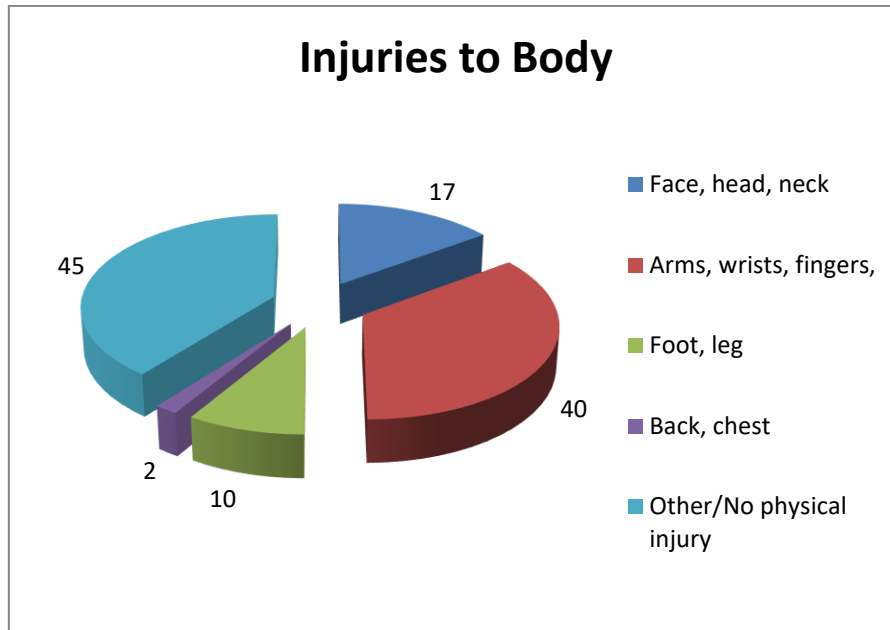
10. Data Protection and Freedom of Information

10.1 Data Protection

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

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

Some of the proposed measures include:

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

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

10.1.1 Information Request Statistics (August 2021 - July 2022)

Table 4: Information Request Statistics

Nature of Requests

	Student Personal Data	Staff Personal Data	CCTV	Total
Police Scotland	5			5
Solicitors	2	3		5
Staff Member				
Student	7*			7
Local Authority	1			1
Insurance Company				
Students Awards Agency Scotland	9			9
Total	24	3		**27**

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

Table 5: Data Breaches

Nature of Incident

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

10.1.2 Data Protection Compliance

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

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

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

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

10.2 Freedom of Information (Scotland) Act 2002

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

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

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

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

Table 6: FOI Requests

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

11. Forward Look to 2022-2023 and Beyond

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

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

11. Appendix: Organisation Chart as of 31 July 2022

Data Protection Officer (shared service) 0.6 FTE

Director Organisational Development and HR 1 FTE

Head of Organisational Development and HR 1 FTE

HR Manager 1 FTE

HR Manager 1 FTE

HR Manager 1 FTE

HR Manager 1 FTE

Organisational Development Manager 2FTE

ED and I Manager (Vacancy) 0.55 FTE

Senior Payroll Advisor / Administrator /Developer 1 FTE

H &S Advisors 2 FTE

Health & Wellbeing Advisor 1 FTE

HR Assistant 0.6 FTE

HR Filing Assistant 0.2 FTE

HR Assistant 1 FTE

Payroll Advisors / System Administrators 2 FTE

HR Assistant 0.85 FTE

HR Assistant 0.55 FTE

HR Assistant (OD) 0.5 FTE

HR Assistant (H&S) 0.5 FTE

WEST COLLEGE SCOTLAND

Meeting	Board of Management
Date	December 12, 2022
Location	Paisley Campus & MS Teams
Title of Paper	Update from Chair of Corporate Development
Presented By	John Leburn
Recommendation to Members	For noting
Appendix Attached	N/a

PURPOSE

To update the Board of management on the key issues and decisions made at the Corporate Development Committee on November 22, 2022

1.   BACKGROUND

1.   Financial position: while the College are using all possible levers to mitigate the double impact of a flat cash settlement and the cost-of-living crisis, a balanced operating position, in all likelihood, will not be delivered for 22/23. Looking forward, the College now has a structural (operating) deficit and must consider a wide range of measures to deliver a balanced operating position in the future.

2.   Procurement: good progress as the College continues to improve the amount it purchases on a regulated basis – where it has a much better chance of making savings. Strong report has been submitted to Government.

3.   Marketing: improving awareness of the West College brand and converting enquiries into student applications is a key area of focus. Also require dial-up political lobbying to ensure that politicians understand the implications of a flat settlement and the cost-of-living crises on the College delivery model. Level of current disconnect is concerning.

4.   HR: significant progress on training and professional development. Increase in absence being closely monitored but has returned to pre-COVID levels when staff were physically in College.

     Considered and approved for presentation to the Board of Management the Annual HR Report.

5.   Estates: seeking approval to progress with linkage to Clydebank District Heating System. Funding is being pursued and initial enquiries are positive. However, we will have to pay some of the costs, which will be recovered through future savings. Greenock campus replacement is still on the list, but changes to criteria will require us to amend the submission.

6.   IT: focus is on security with new log-in controls being introduced. Work also being carried out on data storage security and contingency planning.

7.   Sustainability: comprehensive update on many initiatives being taken throughout every level of the College. The concern from the Board of Management that lack of funding would diminish focus is clearly not the case.

2. FURTHER DETAILS ON THE REPORT TOPIC

2.1 None

3. STUDENT EXPERIENCE

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

4. HUMAN RESOURCES IMPLICATIONS

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

5. LEGAL IMPLICATIONS

5.1 There are no direct legal implications in this report.

6. REPUTATIONAL IMPLICATIONS

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

7. COMMUNITY/PARTNERSHIP IMPACT

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

8. EQUALITIES IMPLICATIONS

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

9. ENVIRONMENT IMPLICATIONS

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

RECOMMENDATION

- Note the key points from the meeting.
- Note The Corporate Development Committee approval of the
    - 2021-22 Annual HR Report for consideration by the Board of Management.
    - 2021-22 Procurement Report for submission to Scottish Government and for publication.
- Agreement in principle to progress connection to the Clydebank District Heating System subject to receipt of Scottish Government Funding.

WEST COLLEGE SCOTLAND
BOARD OF MANAGEMENT

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

Chair
Dr Waiyin Hatton

Vice Chair (Non-Executive Member)
Linda Johnston

Principal
Elizabeth Connolly

Teaching staff – 1 elected
George Rice

Non-Teaching staff – 1 elected
Douglas Bayley

Students Association – 2 elected
Abbie McGrath
Sandor Nagy

Non-Executive Members
Graeme Bold
Gordon Hunt
John Leburn
Ronald Leitch
Grant Lyall
Fiona McKerrell
Jane McKie
Daniel McMahon
Mark Newlands
Jackie Russell
Dr Jillian Couto-Phoenix

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

Vacancy, Secretary to the Board

BOARD OF MANAGEMENT - SCHEDULE OF BUSINESS

WHAT	WHEN				
	Meeting – 10/10/22 Papers dist – 3/10/22	Meeting – 12/12/22 Papers dist – 5/12/22	Meeting – 27/2/23 Papers dist – 20/2/23	Meeting – 24/4/23 Papers dist – 17/4/23	Meeting – 19/6/23 Papers dist – 12/6/23
Standing Items					
Chair's Report	✔	✔	✔	✔	✔
Chief Executive's Report	✔	✔	✔	✔	✔
Student Association Report	✔	✔	✔	✔	✔
Board Of Management:					
• Membership	✔				✔
• Dates of Meetings	✔				✔
• Proposed Schedule of Business	✔				✔
• Appointment matters *(as required)*	✔ BM recruitment outcome				
• Articles of Association	✔				
• Standing Orders	✔				
• Scheme of Delegation	✔				
• SA Constitution	✔				
• Members' appraisal review outcome	✔ covered in Chair's report				
• Chair's appraisal review outcome					✔
• Dates of Proposed Board Meetings for following session				✔	
• *External* Board Effectiveness Review (to be carried out every 3-5 years – last done and submitted to February 2020 Board meeting).			✔*		✔

BOARD OF MANAGEMENT - SCHEDULE OF BUSINESS

WHAT	WHEN				
	Meeting – 10/10/22 Papers dist – 3/10/22	Meeting – 12/12/22 Papers dist – 5/12/22	Meeting – 27/2/23 Papers dist – 20/2/23	Meeting – 24/4/23 Papers dist – 17/4/23	Meeting – 19/6/23 Papers dist – 12/6/23
• *Internal* Board Annual Effectiveness Review			✓ *not required if doing an *external*		✓
• Annual Board Development Plan					✓
• Mid-year Review of Board Development Action Plan			✓		
• Other Matters *(as required)*					
Report on Delegated Action Taken since last meeting *(if any)*					
Strategy / Policy Approvals					
a) Approval of Policies *(as required)*					
• Financial Regulations	✓				
b) Approval of Strategies *(as required)*					
• Estates Strategy					✓
• Sustainability Strategy	✓				
c) Approval of Contracts *(as required)*					
Main Items of Business					
PEOPLE RELATED MATTERS					
• Staff Survey Results	✓				
• Review of Modern Slavery Statement				✓	

WEST COLLEGE SCOTLAND

BOARD OF MANAGEMENT - SCHEDULE OF BUSINESS

WHAT	WHEN				
	Meeting – 10/10/22 Papers dist – 3/10/22	Meeting – 12/12/22 Papers dist – 5/12/22	Meeting – 27/2/23 Papers dist – 20/2/23	Meeting – 24/4/23 Papers dist – 17/4/23	Meeting – 19/6/23 Papers dist – 12/6/23
• HR Annual Report		✔			
• Update on Staff and Student Health and Wellbeing Strategy				✔	
LEARNING AND TEACHING MATTERS					
• Regional Outcome Agreement Review Report		✔			
• Regional Outcome Agreement			✔		
• Committee Reports on Progress against Regional Outcome Agreement					✔
FINANCIAL MATTERS					
• Financial Statements		✔			
• Annual Report from External Auditor		✔			
• Annual Report from Audit Committee		✔			
• Annual Report from Internal Auditor		✔			
• Management Accounts		✔ **Oct 2022**		✔ **Jan 2023**	✔ **Apr 2023**
• Budget and Financial Forecast (including budget for Students Association)					✔
PERFORMANCE AND RISK MANAGEMENT					
• Key Performance Indicators				✔	

BOARD OF MANAGEMENT - SCHEDULE OF BUSINESS

WHAT	WHEN				
	Meeting – 10/10/22 Papers dist – 3/10/22	Meeting – 12/12/22 Papers dist – 5/12/22	Meeting – 27/2/23 Papers dist – 20/2/23	Meeting – 24/4/23 Papers dist – 17/4/23	Meeting – 19/6/23 Papers dist – 12/6/23
• Risk Management Strategy					✔
• Strategic Risk Register	✔	✔	✔	✔	✔
Committee Reports					
Audit	21 Sept minute		25 Jan minute	29 March minute	24 May minute
CDC	~~13~~ 6 Sept minute	22 Nov minute		7 March minute	30 May minute
Joint Audit - CDC		22 Nov minute			
LTQC		26 Oct minute	30 Nov minute	15 Feb minute	31 May minute
Nominations					May minute - TBC
RemCo	20 Sept minute		7 Feb minute		

Dates of Meetings in 2022-23

Committee	September 2022	October 2022	November 2022	December 2022	January 2023	February 2023	March 2023	April 2023	May 2023	June 2023
BOARD (at least 4) Mondays at 4.00 p.m.		**10**		**12**		**27**		**24**		**19**
Audit (at least 4) Wednesdays at 4.00 p.m.	21				25		29		24	
Joint Audit & CDC			22(4pm)							
CDC (at least 4) Tuesdays at 4.00 p.m.	~~13~~ **6**		22 (2pm)				7		30	
LTQC (at least 4) Wednesdays at 4.00 p.m.		26	30			15			31	
Remuneration (twice per year) Tuesdays at 4.00 p.m.	20					7				
Nominations (at least annually)									TBC	

NOTES

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