West College Scotland
Board of Management

Monday 27 February 2023 at 4.00p.m.
Hybrid Meeting - Abercorn Room 1, Paisley Campus

Agenda

In attendance as Observer: HMI Dr John Laird, Education Scotland

General Business		

1. Welcome

2. Apologies

3. Declarations of Interests

4.	Minutes of the meeting held on Monday 12 December 2022	Enclosed	WH
	.1 Actions from the minutes	Enclosed	WH

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

6.	Students Association Report	Paper 6	AMcG

7.	Chief Executive's Report	Paper 7	LC

8.	Chair's Report	Verbal	WH
	.1 Board Development Plan 2022 – Mid Year Review	Paper 8.1	WH
	.2 Board Internal Effectiveness Review 2023	Paper 8.2	WH
	.3 Committee Membership	Paper 8.3	WH

Items for Decision / Approval		

9.	Business Transformation and College Financial Position	Paper 9	LC

10.	Transforming Finnart Street into a Sustainable Campus	Paper 10	AMcD

11.	District Heating System	Paper 11	AMcD

12.	Equality Mainstreaming Report 2023	Paper 12	JR

Items for Discussion

13. Committee Chair Reports:
    .1 LTQ Committee   Paper 13.1   GH
    .2 Audit Committee   Verbal   GL
    .3 Renumeration Committee   Verbal   LJ

14. Any Other Business

15. Date of Next Meeting:
    Monday 24 April 2023 at 4.00 p.m.

Items for Information / Noting

16. LTQ Committee - Minutes of the meeting held on Wednesday 30 November 2022

17. Audit Committee - Minutes of the meeting held on Wednesday 25 January 2023

18. Renumeration Committee - Minutes of the meeting held on Tuesday 7 February 2023

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

Charlene Clark
PA to Principal

BOARD OF MANAGEMENT

Minutes: Monday 12 December 2022.

Present: Waiyin Hatton (Chair), Abbie McGrath, Douglas Bayley, Fiona McKerrell, Gordon Hunt, Grant Lyall, Jackie Russell, Jane McKie, Jillian Couto-Phoenix, John Leburn, Liz Connolly, Mark Newlands, Ronald Leitch.

Attending: Stephanie Gunn (Vice Principal Educational Leadership), Amy McDonald (Vice Principal Operations), Alan Ritchie (Director Finance), Joe Rafferty (Acting Director Organisational Development and HR), Charlene Clark (PA to Principal).

Apologies: Daniel McMahon, George Rice, Graeme Bold, Joanne Buchanan (Mazars), Linda Johnston, Stephen Pringle (Wylie & Bisset)

BM858 WELCOME
The Chair welcomed everyone to the hybrid Board meeting (Paisley Campus and Teams) and thanked everyone for their attendance.

The Chair welcomed new members Jackie Russell and Dr Jillian Couto-Phoenix to their first Board of Management meeting and asked everyone to give a brief introduction on their role / background.

BM859 DECLARATIONS OF INTERESTS
The standing declarations of interests of members, as available on the [Register of Interests](Register) on the College website, were noted as current. There were no specific interests declared regarding the items on the agenda for the meeting.

BM860 MINUTES OF PREVIOUS MEETING
The minutes of the meeting held on Monday 10 October 2022 were **approved**.

BM861 ACTIONS FROM THE MINUTES
The Board **noted** the actions taken since the last meeting.

BM862 MATTERS ARISING FROM THE MINUTES
There were no matters arising not otherwise on the agenda.

BM863 STUDENTS ASSOCIATION REPORT
Abbie McGrath (President, WCS Students Association) summarised the activities of the Students Association (SA) since the last Board meeting highlighting:

- Successful recruitment and training of class/course representatives, using online and face to face training sessions. Further training sessions to take place in February 2023.
- The student rep network on MS Teams, set up as a discussion forum for networking and to share experiences and hope to gather feedback on student/learning experience and relay to curriculum/support areas.
- The Student Association continue to ensure presence on each of the main campuses when possible and will do more promotion on specific days/times available.
- Aware Waterfront campus has no student Vice President, Gillian from the student experience team has agreed to work at the Waterfront campus to offer support to students.
- Hoping to increase student association profile with a common room at the café area in Paisley with seating and a pool table.
- In partnership with the Health and Wellbeing team the student association are contributing £5K towards a kick-start for free breakfasts for students. This will be used

- as an opportunity to meet and speak with students about the issues that affect their ability to engage fully with college learning.
- Various initiatives being led by each of the three Vice Presidents with events being planned for 2023.
- Taking part in Sustainability week in March 2023 and will update with further details at the next meeting.

The Principal thanked the Student Association for their support in providing the free breakfast for students.

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

BM864   **CHIEF EXECUTIVE'S REPORT Restricted Item**

BM865   **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. The following points were raised:

- The Chair and Members passed on huge congratulations to the staff and leadership team on the WCS Ferguslie Learning Centre winning the College Community Learning Award at the sector's annual College Development Awards in Glasgow on 25 November 2022.
- The Chair encouraged members to share where appropriate the sector's position in relation to the financial constraints and the need for additional funding.

.1 Board Membership and Committees
The Chair noted the formal approval from the Scottish Government was received on 1 November 2022 for new members Jackie Russell and Jillian Couto-Phoenix and asked members to approve the following two recommendations:

- Endorse recommendation by Nominations and Governance Committee that the new members join the following committees:
  - Audit Committee – Jackie Russell
  - Learning, Teaching and Quality (LTQ) Committee - Jillian Couto-Phoenix

- 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).

The Board noted the Chairs update and approved:
- **Jackie Russell to join the Audit Committee and Jillian Couto-Phoenix to join the Learning, Teaching and Quality Committee.**
- **Ruth Binks to be reappointed as co-opted member of Learning, Teaching and Quality Committee for a further year to 29 February 2024.**

BM866   **FINANCIAL STATEMENTS**

.1 Internal Audit Report 2021-22
The Vice Principal Operations presented the Internal Audit Report 2021-22 which provides the Audit opinion through the year and confirms the College has an adequate system of control in place. The paper was also presented to, and noted by, the Joint Audit and Corporate Development Committee on 22 November 2022.

The Board of Management noted the overall opinion and contents of the 2021-22 Internal Audit Report.

.2 2021-22 Report from Audit Committee to the Board of Management
The Chair of the Audit Committee presented the report from the Audit Committee for consideration as part of the College's year end reporting requirements in line with the SFC Accounts direction for Scotland's colleges 2021-22. Mr Lyall highlighted the following points:

- All Committee business was completed within the year and Committee received the required assurances on internal and external audit.
- All Audit Reports carried an unqualified opinion.
- The Committee considered the annual report on governance compliance and were satisfied the College have complied with corporate governance requirements and good practice.
- The Committee completed a self-assessment review on the effectiveness of the Audit Committee and were satisfied the Committee does work effectively.
- The annual review of the risk management strategy was completed, and the Committee were satisfied with the review.

The Board of Management approved the 2021-22 Audit Committee Report to the Board of Management.

.3 External Auditor Annual Report and Letter of Representation 2021-22
The Vice Principal Operations presented the External Audit Annual Report and Letter of Representation 2021-22 and noted an unqualified opinion on the financial accounts for the year. Ms McDonald highlighted the following points from the report, the College has:

- effective arrangements, including budgetary control in place and adequate financial planning.
- the need for significant capital investment in the College estate.
- governance arrangements in place and an effective performance management framework that supports progress towards the achievement of value for money.

The following points were raised:

- The Chair of the Corporate Development Committee updated the Board on discussions with the Auditors on going concern and viability, acknowledging that the Auditors look at a short-term period and the College classification of being Government funded.

The Board of Management commended the 'unqualified' report and approved the:
- **External Audit Annual Report for the year ended 31 July 2022.**
- **Letter of Representation.**

.4 Financial Statements for the Year Ending 31 July 2022
The Vice Principal Operations presented the Financial Statements for the year end 31 July 2022 for approval by the Board of Management following consideration and recommendation by the Joint Audit and Corporate Development Committee.

The following points were raised:
- The Chair noted a thank you to the finance and leadership team for their hard work, the unqualified opinion is not a given and the Board appreciate the work involved throughout the year.

- The Chair of the Audit Committee updated on the discussions and amendments made to the Performance and Accountability Report and confirmed these have been factored in and that he was satisfied with the updates.

The Board of Management approved the Report and Financial Statements for the year to 31 July 2022.

BM867   **BUSINESS TRANSFORMATION PLAN SHORT LIFE WORKING GRUP REPORT** Restricted Item

BM868   **REGIONAL OUTCOME AGREEMENT (ROA) 2022-23 AND SELF EVALUATION 2021-22**

The Vice Principal Educational Leadership presented the Regional Outcome Agreement 2022-23 and noted this is an interim report on what the College are doing this year and is in the same format as last year with no requirements for targets beyond 2022-23. The ROA requires reporting for the areas specified in the guidance, plus an update as to how the College are responding to performance data from 2021-22. The draft ROA was discussed at the Learning, Teaching and Quality Committee on 30 November 2022 and amendments made for approval by the Board.

Members noted in the current climate there is a range of factors that could affect the targets/results and may be worth adding a note to the text to reflect this. Mrs Gunn agreed to add some context around the current environment and cost of living.

{ACTION – StG}

The Board of Management approved the submission of the draft Regional Outcome Agreement 2022-23 and the Self Evaluation Report 2021-22 to SFC.

BM869   **2021-22 ORGANISATIONAL DEVELOPMENT AND HR REPORT**

The Acting Director Organisational Development and HR presented the Organisational Development and HR Report 2021-22 and highlighted the following points:

- The launch of the new learning experience platform Evolve which records all aspects of training to request, record, and access learning material. Platform working well and will be especially useful for the retraining/upskilling of staff through the phase of restructuring.
- The staff wellbeing service for this year was highly successful with many staff accessing 1-2-1 support.

Members noted an excellent report which provides a very well-rounded picture for members and commended the new platform for personal development and wellbeing initiatives.

The Board of Management noted the contents and approved the 2021-22 Annual OD and HR Report for publication.

BM870   **STRATEGIC RISK REGISTER REVIEW** Restricted Item

BM871   **COMMITTEE CHAIR REPORTS:**
.1 CD Committee
The minutes of the meeting held on 22 November 2022 provided a summary of the meeting and Chairs report, Mr Leburn highlighted key areas of discussion which were **noted.**

.2 Joint CDC / Audit Committee
The minutes of the meetings held on 21 September 2022 and 22 November 2022 provided a summary of the meetings. Mr Lyall highlighted this is the last year working with the external auditors, Mazars, a private session was held at the last Committee meeting to which they were very positive on the relationship with the College and thanked Mr Ritchie and the Finance team. The Board **noted** the update**.**

.3 LTQ Committee
The minutes of the meeting held on 26 October 2022 provided a summary of the meeting and Mr Newlands highlighted key areas of discussion which were **noted.**

The Chair thanked the Committee Chairs for their updates and noted this is Mr Newlands' last meeting as a Board member. The Chair thanked Mr Newlands for leading the Learning, Teaching and Quality Committee and previously in the former HR and Corporate Development Committee. Mr Newlands will re-join the Corporate Development Committee as a co-opted member early next year.

BM872 ANY OTHER BUSINESS
The Chair thanked everyone for attending and their contributions throughout the year, a particular thanks to the Executive team and respective staff for their hard work.

BM873 DATE OF NEXT MEETING
- Monday 27 February 2023 at 4.00 p.m.

BM874 ITEMS FOR INFORMATION / NOTING
The following items were submitted for information and **noted**:
- Audit Committee – Minutes of the meeting held on 21 September 2022
- LTQ Committee – Minutes of the meeting held on 26 October 2022
- CD Committee – Minutes of the meeting held on 22 November 2022
- Joint Audit/CD Committee – Minutes of the meeting held on 22 November 2022.
- Board of Management – Membership, 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)
12 Dec 22	BM 867	Business Transformation Plans to include: • Change management and gap analysis. • Review potential solutions against the College priorities and risk register. • Clear communications strategy for staff and board members. • Additional capacity to support the organisational change and project plan.	Executive		**Ongoing**
12 Dec 22	BM 867	Cost plan with milestones, option solutions and risks for the February Board meeting.	Executive		**February Board**
12 Dec 22	BM 867	Follow up meeting to be arranged for the short life working group before February Board.	LC		**January**
12 Dec 22	BM864	Share the Colleges Scotland flexibilities paper with members which sets out where the thinking of the sector has got to at this stage.	LC		**Immediate**
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		

Date of meeting	Min Ref	Matter for Action	Responsible Person	Action Taken	Timescale (where applicable)
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 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.	WH		**Later in 2022 when financial position is 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.**

Meeting	Board Meeting
Date	27 February 2023
Location	Paisley Campus
Title of Paper	Student Association – Report on Activities
Presented By	Abbie McGrath, Student President Sandor Nagy, Student Vice 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.

Board of Management - 27 February 2023

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

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

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

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

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

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

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

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

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

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

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

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

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

WEST COLLEGE
SCOTLAND

Meeting	Board of Management
Date	27 February 2023
Location	Paisley Campus
Title of Paper	Board Development Plan 2022 – Mid Year Review
Presented By	Dr Waiyin Hatton, Chair of Board of Management
Recommendation to Members	The Board is asked to discuss and note progress made with its Board Development Plan 2022.
Appendix Attached	Yes - Board Development Action Plan 2022

PURPOSE
The purpose of this report is to discuss and note progress made with the Board Development Plan 2022.

1.   **BACKGROUND**

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

1.2   The Board is asked to note its Board Development Plan 2022 attached and discuss progress made since its approval at the June 2022 Board meeting.

1.3   Attached at Appendix A is the Board Development Action Plan 2022 with a column added summarising progress made so far.

1.4   **Next Steps**
A separate session for the Board will be held to discuss the formulation of a 2023 Board Development Action Plan as well as the results from the Board Internal Effectiveness Review survey to be held later in the year (as summarised at Item 8.2). Together with outputs from the Chair and Board members 1:1 discussions in August/September 2022, these will be used to inform a 2023 Board of Management Development Action Plan. This session will take place in the week of 22nd May (tbc).

2.   **FINANCIAL IMPLICATIONS**

2.1   There are no financial implications in this report.

## 3.	STUDENT EXPERIENCE

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

## 4.	HUMAN RESOURCES IMPLICATIONS

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

## 5.	LEGAL IMPLICATIONS

5.1	There are no legal implications in this report.

## 6.	REPUTATIONAL IMPLICATIONS

6.1	There are no reputational implications associated with this report.

## 7.	COMMUNITY/PARTNERSHIP IMPACT

7.1	There are no community implications associated with this report.

## 8.	EQUALITIES IMPLICATIONS

8.1	There are no equality implications associated with this report.

## 9.	ENVIRONMENT IMPLICATIONS

9.1	There are no environmental implications associated with this report.

RECOMMENDATION

The Board is asked to discuss and note progress made with the Board Development Plan 2022.

BOARD DEVELOPMENT ACTION PLAN 2022

The actions below are categorised under the areas of the March 2022 survey on Board Effectiveness:

Board Effectiveness Themes and associated developments	Actions required	Leads	When	Mid-year Review / Progress
1. Board meetings				
1.1 Maximising discussion time at Board meetings.	Board / Committee papers to be more succinct, strategic and action / decision focussed, using the template to provide an executive summary of key issues which underpin decision-making; with any accompanying documents added as appendices.	Executive team	Start from June 2022 Board meeting.	In place
1.2 Facilitating more opportunities for Board interaction during pandemic recovery.	Whilst continuing with hybrid / blended meetings, gradual introduction of face-to-face meetings and visits to campuses.	Chair and Principal	June 2022 Board meeting – explore options for this being a hybrid meeting followed by a social dinner to allow all Board members to meet, for some, the first time.	Hybrid meetings in place and Board dinner held October 2022. Board members tours of college campuses April and June 2022. Physical graduations recommenced September 2022.
1.3 Providing more lead-time for Board members to prepare for Board meetings.	Consider in the future, lengthening the timescales for the distribution of Board / Committee papers to all members.	Board Secretary and Executive Team.	2022-23 academic year.	Not progressed due, in particular, to lead time between committees and Board meetings.
2. Board Committees				
2.1 Increasing visibility of scrutiny and richness of	Where a Board paper has been previously submitted and discussed at a	Chairs of Committees.	Start from June 2022 Board meeting.	In place.

Board Effectiveness Themes and associated developments	Actions required	Leads	When	Mid-year Review / Progress
Committee discussions at Board meetings.	Committee meeting, and recommended for Board approval, the Committee chair should lead on a summary of the discussion / decisions made at that meeting.			
2.2 Providing assurance through integrated performance reporting against achievement of strategic and priority objectives.	Implementation of Balance-scorecard / equivalent and dashboard reporting to Committees and the Board; reports using information derived from data.	Executive Team.	21 June 2022 Board Development Session on Performance Management and Risk Appetite. Implement use of Dashboard / KPI reporting asap.	Delayed due to updates and improvements to internal systems and approach to corporate planning.
2.3 Preparation for appointment of 2 TU Board members.	In awaiting formal legislation to be passed regarding the appointment of 2 TU Board members, proactively consider induction, guidance and governance information required for their involvement on the Board, including Code of Conduct for Public Appointments, clarity of individual and collective responsibility as Board member and escalation procedure.	Board Secretary – with Chair of Board and Principal.	Within 12 months.	No progress yet. College contributed to recent Government consultation on TU members as Board members.
3. Board Membership and Contribution				
3.1 Strengthening external engagement and influence.	Arrange a Board session on the sector's national infrastructure and stakeholders, including the roles of the SFC, Education Scotland, Colleges	Principal and Board Secretary.	Early in 2022/23 session.	Still to be arranged

Board Effectiveness Themes and associated developments	Actions required	Leads	When	Mid-year Review / Progress
	Scotland, College Development Networks etc.			
3.2 Strengthening Board effectiveness as a team in light of new membership.	Arrange a Board development / team-building session.	Chair, Principal and Board Secretary.	Before the end of calendar year 2022.	Deferred to 2023 due to activities on financial solutions/Business Transformation.
3.3 Refreshing WCS strategic priorities in light of changing and challenging landscape for the sector.	Arrange Strategy refresh session.	Principal.	By Spring 2023.	6 March 2023
3.4 Strengthening balance of skills and experience on the Board.	Forthcoming round/s of new Board member recruitment to encourage applicants who are entrepreneurial start-ups / early stages of their careers and are not yet from a geographical area of the WCS region.	Chair and Board Secretary.	Immediate.	Done
	Undertake a Board / Committee Skills Analysis.	Chair and Board Secretary.	June 2022.	Completed May/June 2022
4. Leadership and Strategy				
4.1. Ensuring Board members are kept up-to-date.	Following deletion of former Policy officer post due to financial constraints, consider alternative ways to ensure Board members receive relevant and focused updates on national policy, directions, and developments.	Principal and Director of Communications.	Session 2022/23.	Policy Digest to be issued quarterly from March 2023. Monthly and Annual media coverage updates to the Board & Westworld distributed to Board.

Board Effectiveness Themes and associated developments	Actions required	Leads	When	Mid-year Review / Progress
4.2 Strengthening collaborative relationship with SFC.	Invitation to Chair and CEO of SFC to meet the Board, with the aim of gaining a better understanding of SFC's drivers in the WCS context and exploring what WCS can do to work in greater collaboration with them.	Principal.	Potentially at Board development session.	Deferred to 2023
5. College Executive				
5.1 Strengthening the internal key stakeholder focus in decision-making.	Enhancing mutual understanding and engagement, and increasing individual / collective awareness of roles and enhancing dialogue between the Board and staff: a. Organisation of opportunities for College staff (academic and support) to inform / input to the Board. For example, attendance at pre-arranged sessions / visits "A Day in the Life Of…" b. Inclusion of articles on Board members in the College magazine.	Executive Team. Director of Communications.	Session 2022/23.	Board Members 'introduction' interviews in Westworld. From March 23 Board members to be approached to lead/attend Operational Managers Masterclass sessions. Regular communications between Executive team and Board and Committee Chairs.
6. Student Experience				
6.1 Strengthening the student focus in decision-making.	Enhancing mutual understanding and engagement between the Board and learners, through organisation of opportunities for learners to inform/input to the Board. For	Principal and Student Association President.	Session 2022/23.	Still to be arranged

Board Effectiveness Themes and associated developments	Actions required	Leads	When	Mid-year Review / Progress
	example, attendance at pre-arranged sessions/visits "A Day in the Life Of…"			
6.2 Strengthening the student voice and influence at Board meetings.	Students Association President and VPs to continue programme of mentoring as offered by a non-executive Board member.	Student Association President, VPs and Board Secretary.	On going.	In place - G Hunt

6th February 2023

WEST COLLEGE SCOTLAND

Meeting	Board of Management
Date	27 February 2023
Location	Paisley Campus
Title of Paper	Board Internal Effectiveness Review 2023
Presented By	Dr Waiyin Hatton, Chair of Board of Management.
Recommendation to Members	The Board is asked to consider and approve the proposals.
Appendix Attached	Yes - Proposed Timetable for conducting the 2023 Internal Effectiveness Review.

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

1. BACKGROUND

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

- To conduct a survey like the one in 2021 and 2022. An analysis of the replies will be presented to the Board for approval at its meeting in June 2023. To ensure an insightful analysis, it is important that all Board members complete the survey. For the newer Board members completing the survey, it would be useful to also learn from their experience / practice from other organisations they have worked with, so we benefit from that information and it may be transferrable to the College.

- A separate session for the Board will be held to discuss the results from the Board Internal Effectiveness Review survey as well as the formulation of a 2023 Board Development Action Plan (as discussed at Item 8.1). Together with outputs from the Chair and Board members 1:1 discussions in August/September 2022, these will be used to inform a 2023 Board of Management Development Action Plan. This session will take place in the week of 22nd May (tbc).

1.2 **Next Steps**

A proposed timetable for conducting the 2023 Internal Effectiveness Review is attached.

2. FINANCIAL IMPLICATIONS

2.1 There are no financial implications in this report.

3. STUDENT EXPERIENCE

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

4. HUMAN RESOURCES IMPLICATIONS

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

5. LEGAL IMPLICATIONS

5.1 There are no legal implications in this report.

6. REPUTATIONAL IMPLICATIONS

6.1 There are no reputational implications associated with this report.

7. COMMUNITY/PARTNERSHIP IMPACT

7.1 There are no community implications associated with this report.

8. EQUALITIES IMPLICATIONS

8.1 There are no equality implications associated with this report.

9. ENVIRONMENT IMPLICATIONS

9.1 There are no environmental implications associated with this report.

RECOMMENDATION

The Board is asked to consider and approve the proposals.

BOARD INTERNAL EFFECTIVENESS REVIEW - 2023

The table below shows an indicative timeline for the process.

Stage in Progress	Lead	Timescale
Process approved by the Board at its February meeting	Waiyin	**Monday 27 February 2023**
Cover email and link to the Survey Monkey Questionnaire issued to all BMs	Charlene tbc	Monday 13 March 2023
Closing date for completion of the Survey Monkey Questionnaire by BMs	All BMs	Friday 24 March 2023
Pull off the completed questionnaires and the Survey Monkey analysis / results	Marketing Team	w/c Monday 27 March 2023
Review analysis / results and draft a report summarising the responses and highlight acknowledged areas of good practice and suggestions where further consideration and improvement could be made	Liz tbc	w/c Monday 17 April 2023
Chair and Principal consider results and analysis report	Waiyin and Liz	w/c Monday 24 April 2023
Results and analysis report, together with the outputs from the Chair and Board members 1:1 discussions used to inform a draft 2023 Board of Management Development Action Plan.	Waiyin and Liz	w/c Monday 1 May 2023
Session for the Board held to discuss the results and analysis report and formulation of a finalised 2023 Board of Management Development Action Plan.	All Members	**w/c Monday 22 May 2023 (tbc)**
1 - Survey Results and Analysis report **AND** 2 – Final Board Development Action Plan presented for approval to the Board at its meeting held on	Waiyin	**Monday 19 June 2023**
1 - Survey Results and Analysis report (formally known as the Internal Annual Board Effectiveness Report 2023) submitted to the SFC and published on College website 2 - Board Development Action Plan 2023 submitted to the SFC and published on College website	Charlene tbc	w/c Monday 26 June 2023 (tbc)

WEST COLLEGE SCOTLAND

Meeting	Board Meeting
Date	27 February 2023
Location	Paisley Campus
Title of Paper	Committee Membership
Presented By	Dr Waiyin Hatton, Chair of Board of Management.
Recommendation to Members	Endorse recommendation by Nominations and Governance Committee.
Appendix Attached	No

Recommendation to Members:

The Board is asked to endorse recommendation by Nominations and Governance Committee for vice-chairs of the following committees:

- Audit Committee – Ronald Leitch
- Learning, Teaching and Quality Committee – Fiona McKerrell
- Remuneration Committee – John Leburn

Dr Waiyin Hatton
Chair, Board of Management

WEST COLLEGE SCOTLAND

Meeting	Board of Management
Date	27 February 2023
Location	Paisley Campus
Title of Paper	Equality Mainstreaming Report April 2023
Presented By	Joe Rafferty, Acting Director Organisational Development & HR
Recommendation to Members	The Board is asked to discuss and approve the contents of the report.
Appendix Attached	No

PURPOSE

The general equality duty requires public authorities, in the exercise of their functions, to have due regard to the need to:

- Eliminate unlawful discrimination, harassment and victimisation and other conduct that is prohibited by the Equality Act 2010.
- Advance equality of opportunity between people who share a relevant protected characteristic and those who do not.
- Foster good relations between people who share a protected characteristic and those who do not.

The specific duties require a listed authority to publish a report on the progress it has made in integrating the general equality duty into the exercise of its functions, to better perform that duty. These reports should be published at intervals of not more than two years. New Equality Outcomes should be created no more than every four years and progress towards completion noted every two years.

1. BACKGROUND

The Equality Mainstreaming Report 2023 details our progress with mainstreaming Equality into daily life at West College Scotland and highlights particular success stories. We monitor equal opportunities of both staff and students and publish statistics (where we are able) on each of the nine protected characteristics outlined in the 2010 Equality Act:

- Age
- Disability
- Gender Reassignment
- Marriage/ Civil Partnership

- Pregnancy/ Maternity
- Race
- Religion/Belief
- Sex
- Sexual Orientation

We also publish the progress towards our Equality Outcomes. These outcomes were set in 2021 for a two-year period:

1. During and post pandemic, staff and students from protected groups are supported and engaged in the recovery process.
2. We stand up to racism and progress race equality.
3. We enhance the wellbeing of our staff and students.
4. We are digitally inclusive.

2. FURTHER DETAILS ON THE REPORT TOPIC

2.1 This report also outlines the new Equality Outcomes for the 2023-27 period. After consultation with staff and students these will focus on socio-economic disadvantage, LGBTQIA+, Racial Equality, Disability and Gender Equality including Gender Based Violence.

3. STUDENT EXPERIENCE

3.1 The new Equality Outcomes will have a positive impact on the student experience as we look to reduce perceived or real barriers to opportunities.

4. HUMAN RESOURCES IMPLICATIONS

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

5. LEGAL IMPLICATIONS

5.1 This report is requirement of the Public Sector Equality Duty as laid out in the 2010 Equality Act.

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. ENVIRONMENT IMPLICATIONS

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

RECOMMENDATION

The Board is asked to discuss and approve the contents of the report.

Equality Mainstreaming Report April 2023

Contents

1. Foreword

Note from Principal and Chief Executive

Welcome to West College Scotland's Equality Mainstreaming Report which reports on the end of the life cycle of our Equality Outcomes 2021-2023.

We are encouraged by the progress we have made, particularly in connection with our work in wellbeing and digital inclusion which have been nationally recognised through various awards and recognition schemes. EDI is central to our core purpose, integral to everything that we do, and relevant to all our stakeholders.

As a College I think that we can be proud of the work we have carried out in connection with Equality Outcomes 2021-23. Equality Outcomes normally last for four years, however, as these were not normal times, we wanted to make sure that we are did everything we could to support our staff and students through the global pandemic. We decided that our Equality Outcomes would last for two years instead of four to help us target action which would have the most impact. As you will see from this report, we successfully navigated the storm to achieve all four of our Equality Outcomes. I have been so impressed with the College community in how we responded to the COVID-19 global crisis. We moved rapidly to protect the interests of staff and students, and we pivoted with ingenuity and innovation. In this fluid situation, we were able to maintain quality standards and engagement with our students. Staff and students deserve recognition for their hard work and dedication.

The work in advancing equality is never complete; whilst we have made good progress in 2021-23 we must now look at our Equality priorities 2023-27. I am pleased through collaboration with staff and students that our Equality Outcomes in the next four years will focus on BAME, Disability, Gender and Gender based Violence, LGBTQIA+ and in the wake of the cost-of-living crisis individuals who are at a socio-economic disadvantage.

Liz Connolly, Principal and Chief Executive

2   Introduction

2.1 Who we are

West College Scotland delivers learning and vocational training to the West Region of Scotland, a catchment area of 1.2 million people, representing 23% of the resident population of Scotland. We have an important presence and deep roots in our main towns of Paisley, Clydebank, and Greenock. Our 'footprint' stretches north of Loch Lomond and south to Barrhead.

The College works across seven local authority boundaries and is committed with its partners and stakeholders to tackle the significant social and economic deprivation experienced by many who live locally to our three campuses (Scot Gov: No One Left Behind 2020). Greenock Town Centre, where our Finnart Street and Waterfront campuses are situated is the most deprived area in Scotland (Scottish Index of Multiple Deprivation 2020).

As one of Scotland's largest Regional Colleges, we provide education and training to over 20,000 students. The College manages total funds of £70m and we employ around 1,150 staff.

The College is one of the Region's largest employers and is uniquely placed to help shape the West Region's educational landscape and contribute to its social and economic development. The College adds £13m to the region's annual economic output and spends £47m in salaries every year.

The equality outcomes discussed in this report are set within the broader context of our Collective ambition, pride and passion: a vibrant and dynamic College where all staff:

- Are student focused
- Take ownership
- Are honest and trustworthy
- Respect others
- Work together
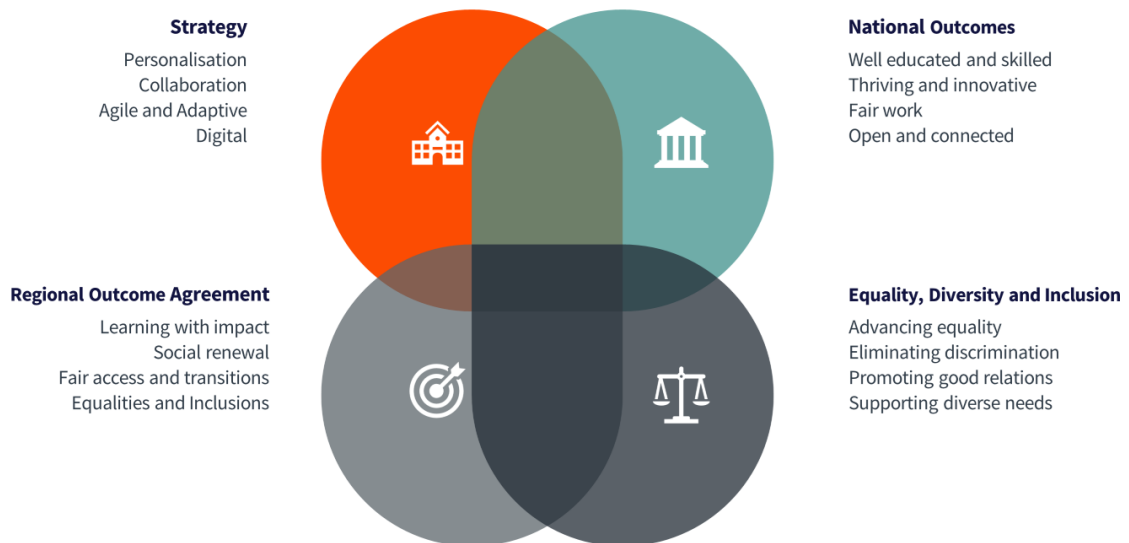- Strive for Excellence

2.2 About this report

In this report we set out our objectives to advance equality and tackle inequalities for the period 2023-2025 and we report on the progress we have made between 2021 and 2023. It demonstrates how, through a wide range of refreshed approaches, initiatives and updates to procedures, West College Scotland is working to embed equality, diversity and inclusion throughout the College and meet our responsibilities as a public sector body.

We use the social model of disability to inform our actions and approach and remain committed to proactively addressing disadvantage faced by anyone on their learning and

employment journey. This covers groups who are not specifically covered by the Equality Act 2010, but are known to have poorer outcomes, for example, those who are care experienced, carers, socio-economically disadvantaged and veterans.

2.3 Strategic Context

Strategy
Personalisation
Collaboration
Agile and Adaptive
Digital

National Outcomes
Well educated and skilled
Thriving and innovative
Fair work
Open and connected

Regional Outcome Agreement
Learning with impact
Social renewal
Fair access and transitions
Equalities and Inclusions

Equality, Diversity and Inclusion
Advancing equality
Eliminating discrimination
Promoting good relations
Supporting diverse needs

2.3.1 Corporate Strategy

Our Strategy sets out our priorities, and Equality, Diversity and Inclusion is interwoven throughout our four priorities of Personalisation, Collaboration, Agile and Adaptive and Digital.

2.3.2 National Outcomes

Our approach will assist our contribution in achieving Scottish Government's National Outcomes and sector priorities.

- Children and Young People: We grow up loved, safe and respected so that we realise our full potential.
- Education: We are well educated, skilled and able to contribute to society
- Fair Work and Business: We have thriving and innovative businesses, with quality jobs and fair work for everyone.
- Human Rights: We respect, protect, and fulfil human rights and live free from discrimination,

2.3.3 Regional Outcome Agreement

Our equality focus is also aligned with our Regional Outcome Agreement 2022-23, which addresses particular issues for minority students, and set out our intentions to address gaps, advance equality and enhance fair access.

- Fair Access and Transitions
- High Quality Learning, Teaching and Support
- Student Participation and Engagement in their Educational Experience
- Learning with Impact
- Public Health Emergency
- Equalities and Inclusion

3. Mainstreaming Equality

"Mainstreaming equality" means making equality integral in all our activities and functions. We aim to integrate equality into the day-to-day working of our organisation to ensure that every decision is informed by the need to minimise discrimination, promote the best possible outcomes and decrease unfairness in Scottish society. Below, we outline the progress which we have made to date.

3.1 Governance

EDI Committee
Cross College representatives, including Student Association and unions

Senior Management
Input, scrutiny and guidance from Educational Leadership Team, Executive Management, VP/APs and Directors

Board of Management
Seeks assurance of good practice. Champions diversity and mainstreaming equality

Corporate Development Committee
Sub committee of the Board. Remit includes oversight of OD& HR, where EDI resource is allocated.

Our Equality, Diversity and Inclusion Committee is responsible for ensuring that our College not only complies with equality legislation but that we go beyond that to embed equality and diversity into the culture of the College. This Committee is chaired by the Director of Organisational Development and HR who is a member of the College's Senior Management

Team. The Committee is comprised of representatives from across the functions of the College and includes trade union representation.

There are two Senior Management Team Equality Champions, one for WCS as an employer (Director of Organisational Development & HR) and as a provider of high-quality learning and teaching (tbc). Our Board considers equality and diversity in setting WCS's strategic direction, reviewing performance and ensuring good governance of the College.

Our Board of Management plays an integral role in establishing our vision for equality, as well as ensuring that we legally comply with the equality duties. Our governing body is clear on their role of putting robust systems in place to seek assurances that the legal requirements are being met and so that we can demonstrate effectiveness and progress in mainstreaming.

The Student Association is actively involved in this group and its contribution has directly influenced College activities to embed equality in all of our processes and facilities. For example, our attendance of Pride Events in July 2022.

3.2 Equality Impact Assessments

In 2022, we changed the format and process for Equality Impact Assessments. Making it a requirement for the owner of a change to or a new project, product (including curriculum units for learning and teaching), or service to complete an enhanced equality impact assessment at the initiate stage and revisit this prior to implementation. They must have the sponsorship of a senior responsible officer.

3.3 Marketing and Communications
Our marketing and communications activities ensure that equality is mainstreamed in our communications and profile. We ensure that we attract applications from a diverse range of people by advertising courses on a diverse range of websites. Promotional material provides information about the services available for people who share protected characteristics and highlights the zero-tolerance approach which is taken towards any kind of harassment or discrimination. We also review the use of images in communications to ensure that the College promotes equality and tackles stereotypes.

3.4 Organisational Development and Human Resources

Equality and diversity are a fundamental principle in all HR policies and procedures, which are effectively promoted throughout the organisation. We assess the fairness and effectiveness of all HR policies and procedures through workforce monitoring, and annually publish an analysis of staff equality data. In August 2022, Leading Kind published the results of the Equality and Inclusion Assurance Audit that they undertook on behalf of West College Scotland. Some of the recommendations that they put forward were in relation to HR procedures and practices including:

- Having protected characteristics appear in alphabetical order in policies and procedures
- Replacing He/she with gender neutral pronouns in policies and procedures

As new or refreshed policies and procedures are created in line with the WCS policy review process these have been updated to reflect the above.

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 through an automated electronic reminder system which alerts their line manager also.

As a Disability Confident Employer, we work hard to build a culture where staff feel safe to disclose any disability or long-term health condition, and we consult with staff about their perceptions of barriers, issues or concerns, and report back on action taken to address these. Through the provision of our Disability at Work Policy, we make sure that employees know that, should they acquire a disability, or should an existing disability or health condition worsen, every reasonable effort will be made to enable them to continue in their current job or an alternative one.

As a Level 1 "Engaged" Carer Positive status, we have made a commitment to support carers through workplace policies and working practices. We encourage staff to identify themselves as carers and provide support to help them manage their work and caring responsibilities.

We recognise that staff who share protected characteristics can face barriers to progression. The My Conversations approach aims to provide all staff with an opportunity to reflect on and influence their individual career and consider development which will assist career progression. This is a personalised approach which can enable staff to overcome any barriers whether real or perceived.

Our Attendance Management processes aim to identify health problems at an early stage and support the individual. Employees who suffer from ill health are treated respectfully and empathetically, and reasonable adjustments are made to support staff in returning to work. We recognise that disability can be the cause or a contributing factor in absence and performance issues, and we are committed to making every effort to help employees stay in

employment. Our Occupational Health service provides managers and HR with specialist advice on adjustments and rehabilitating employees back into the workplace.

3.5 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 have 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".   The Charter Award is an internal and external marker: an 'inwards' toolbox for universities and colleges to effectively prevent, intervene and respond to GBV in line with best practice, and an 'outwards' celebration of progress and accountability.

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.   White Ribbon Scotland is a campaign to involve men in tackling violence against women providing training and information workshops to engage men in our work and give them the skills to stand up to violence against women.

3.6 ED&I Initiatives

The College marked International Women's Day 2022 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. This inspired a further two webinars and the initiation of the WCS ED&I webinar series with other titles including Pride and Racial Equality.

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.

In September 2022, West College Scotland started the journey to set up three Equality Networks for both staff and students, these were:

- Disability Network
- Pride Network (LGBTQIA+)

- BAME Network

3.7 Response to Covid-19 Pandemic

The emergence of the catastrophic global pandemic in March 2020 changed the way we work, learn and teach. Our response to the pandemic was rapid and wide ranging, and despite the restrictions, our progress and success shows our College's capacity to adapt and respond.

We are conscious of the disadvantages protected groups have experienced in recent times, and throughout our response we considered the diverse needs of our staff and students, and how to mitigate disadvantage and advance equality. In particular:

3.8 Digital First

In February 2022, WCS launched a new Digital Strategy (2022-2026). At West College Scotland, embracing digital opportunities and developing our digital capabilities is essential in the modern digital world to enables us to excel in delivering the very best educational experience for our students and maximising accessibility for all. The strategy promotes an inclusive and accessible approach using our mantra 'useful for all, essential for some'.

The previous strategy was prepared prior to the Covid-19 pandemic and served the College well during the difficult transitional period which required significant, transformational, and systemic change within the organisation. The successful adoption and implementation of many of the key themes and drivers has resulted in significant successes for the College, when it was recognised for its efforts in Oct 2021 and Nov 2021 winning awards for: The Herald Diversity Awards, Digital Transformation Awards and Best Employer Awards for Use of Digital Technology. To win the 'Diversity Award' is testament to our continued commitment to equality, diversity, and inclusion.

The Inequality in digital access is often more prevalent with particular groups. There is often a correlation with protected characteristics and socio-economic situation. In Scotland, someone from a Black, Asian or Minority ethnic (BAME) background is nearly twice as likely

to experience poverty as someone from a white Scottish/British background. Similarly, lone parents who are predominantly female, are more likely to be in poverty.

Since April 2021, we have distributed over 3,000 digital devices to support students in need and address inequality of access during and as we recovered from the pandemic. This enabled students to access and engage with new blended models of learning and assessment. We supported and provided access and structure to students off campus learning with online classes being part of the students' normal timetable, replicating standard classroom attendance. We also enabled student access to recorded class sessions for those who cannot attend or to replay later to reinforce learning. We invested in Read and Write text help software for all staff and students as a digital means of supporting all, not just as a critical inclusion tool for those who think, learn and work differently.

3.9 Supporting the Wellbeing of Students & Staff

Support for health, mental health and wellbeing is vital to us all. We have Student Wellbeing Advisors on each campus who are available to have informal appointments with students to support a range of wellbeing needs, whether its study related or anything else. We offer a wide range of wellbeing support, both one to one and as small group workshops – available face-to-face and through Microsoft Teams. The advisors can also signpost to other services (such as counselling) within the college and externally if needed. We also have a Staff Wellbeing Advisor who has a similar role for staff.

A free counselling service is available to all students at West College Scotland and can help students who have mental health issues and feel anxious or depressed. This service, entitled "TIME 4 U" is promoted throughout the College and provides the space to talk on a one-to-one basis with a Student Counsellor.

Our team of student counsellors are complimented by Mental Health First Aiders across our teaching and support teams, and this enables staff to better understand the mental health related issues faced by both students and staff.

The College provide all students access to SilverCloud Online CBT Resource, an online mental health support platform covering support tools dealing with, COVID-19, anxiety, body image and resilience.

The Employee Assistance Programme provided by PAM Assist also includes an app for staff to access information on a wide range of mental health issues.

The C.A.L.M Mindfulness tool, developed by one of our teaching team. Continues to help students and staff cope with the demands of online learning/teaching or any anxiety about being within the College environment. A "Mindfulness safety valve" to release pressure in a healthy, controlled manner is achievable using C.A.L.M. The technique can be used at the start, during or at the end of a lesson. We have also offered 'Mindfulness Matters' to both

staff and students which is a guided meditation that allows staff and students time away from work and study to focus on self.

The organised wellbeing initiatives have proven extremely popular and have included Time to Talk Day, Stress Awareness Month, The Kiltwalk and 'Forward Together' On Campus events for staff.

There are also dedicated wellbeing services for students who are:

- Care Experienced
- Carers
- Estranged
- Veterans

3.10 Student Recruitment and Admissions

In 2021, there was a review of our application system to ensure that it was straightforward, and the language used is clear and plain. The development of the online platform was tested and successfully passed AAA Compliance. Digital capability is not a barrier to completion as the Student Recruitment and Admissions team are happy to provide support to applicants. Adjustments can be made to the application process for students who have a disability. We also assist applicants who have additional requirements, such as those who do not speak English as a first language, or they are unused to online systems. We provide training for staff in Admissions in communicating with people who do not speak English as a first language. We ask applicants to disclose equality data at application stage which is analysed by our College's Equality, Diversity, and Inclusion Committee.

Applicants are encouraged to disclose learning differences or health conditions. If such conditions are disclosed, applications are referred to Enabling Services and reasonable adjustments are made to enable them to reach their potential.

Student Induction includes a session on equality and the importance of respecting others. An overview of the College's provision for people from different equality groups is provided. For example, we draw attention to the Sanctuary Room, where students can take time out for their religious beliefs.

We also promote the support available from Enabling Services, as we are aware that students may not feel comfortable disclosing a disability at application as they may feel that it could negatively affect their chances of success. In order to reduce any stigma, we emphasise that the service is available to anybody who needs a bit of support and have found this approach effective.

3.11 Equality in Learning and Teaching

Our view is that quality of learning and teaching is inseparable from equality. We ensure that this is mainstreamed in our curriculum using several approaches. We have developed in-house guidelines for mainstreaming equality in the curriculum to ensure that all learning

and teaching materials are in line with good practice and that where possible our staff raise awareness of inequalities, prejudice, and citizenship matters.

Staff are encouraged to use the audit tool which is used to ensure that learning and teaching materials are systematically checked to review if they could advance equality or raise awareness of good practice. The tool also asks staff to check if the materials contain any reference to stereotypes which can reinforce prejudice. We have added Blackboard Ally to Moodle. Blackboard Ally is a tool that helps you make your course content is accessible to all users. It does this by automatically scanning course content and providing accessibility scores and feedback on how to improve the accessibility of the content. In this way lecturers learn about accessibility and can create resources that are accessible first time.

Essential learning for those responsible for creating learning is the WCS Learning Standards eLearning launched in 2021. The eLearning sets out expectations for digital learning provision for West College Scotland courses. It is designed to help individuals develop engaging, accessible online content which will support learners in their courses.

3.12 Assessment Arrangements
We ensure that we make reasonable adjustments to our assessments process for students with a disability. We take a tailored approach to this by discussing students' particular needs and adjusting the assessment as appropriate. For example, a student may require additional time to complete the assessment, may require a reader or a scribe or may require assistive technology which we are happy to provide. We also avoid assessments on religious festivals, or at times of worship.

3.13 Supporting Students with a Disability
Students with an identified disability or learning need can access additional support if required. This may include support for such examples as mobility needs, visual impairment, hearing impairment, dyslexia or mental health needs.

We supply students with USB wristbands which store assistive technology tools which they can use on their personal computers, and College desktops have a pre-installed suite of assistive technology to meet individual student needs.

We encourage students to let us know of their needs as soon as possible so that an individual meeting can be arranged to work out the best levels of support needed. We recognise that some students may not want to tell us about their requirements at application, and we regularly remind students that our door is always open if they need extra support.

Our students have reported that they have been particularly pleased with software packages which we provide such as Dragon Naturally Speaking. Increasingly, we are finding that digital technology solutions such as digital recordings which can then be automatically transcribed are receiving positive feedback.

Our College complaints handling procedure actively monitors complaints raised by students with a disability and the outcome of their complaint. Trend information is contained in our Annual Complaints Handling Report 2020-21.

3.14 Student Engagement

We have an active relationship with our Student Association, who are involved in equality decision making through consultation and participation within our Equality and Diversity Committee. The President of our Students' Association works hard to ensure that equality considerations are high profile. The Student President has been actively involved in the participating at Pride events and setting up Equality networks for students.

Our Student Stakeholder Experience team regularly arranges focus groups with students to understand more about their experiences at the College and to explore additional ways to tackle barriers for students who share protected characteristics.

3.15 Tackling Hate Crime

We are a third-party reporting centre for Hate Crime which enables staff and students to report potential crimes directly to us, as we understand that not all victims are comfortable with reporting their experiences directly to the police. This provision is particularly relevant for protected groups, who may find visiting police stations intimidating or daunting, or may perceive a comparative lack of support.

3.16 Personal Emergency Evacuation Plans

Students with a disability or learning difference requiring special arrangements for support in the event of an emergency evacuation have Personal Emergency Evacuation Plans. These Plans are individually tailored to students' locations and dates on which they will be in attendance. We then seek feedback from students following evacuation alarm tests, and time exits from the campus to ensure that we are providing a safe environment for all. All fire wardens are trained in the use of the evac chair.

3.17 British Sign Language Plan

Our BSL Plan (2018-2024) details how we will improve our services for students and prospective students who use BSL, and how we promote the use of the Scottish Government's nationally funded BSL online interpreting video relay services. The ARC Centre at Greenock Campus provides an integrated space for BSL students and staff to learn, be supported, socialise, interact, and network with each other in a manner which they prefer.

3.18 ESOL

We offer a range of English for Speakers of Other Languages programmes for international students. These courses are designed to prepare students for further study at College or

prepare for entry into university. These programmes have been particularly helpful for refugees to prepare them for living and working in Scotland.

3.19 Care Leavers and Looked After Students, Carers, Estranged from Family or from an Armed Forces Family
West College Scotland is proud to be a Corporate Parent. 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.

Working with the Lottery-funded Driving Change Project, which aims to improve the support available to young adult carers in Further Education across the UK, we have actively removed some of the barriers that can prevent young carers from accessing continued education, developed new policies and procedures, improved access to bespoke support and raised awareness – including demonstrating good practice in supporting carers in the wider community.

The College has also made a pledge to Stand Alone demonstrating we are publicly committed to supporting students who are studying without the support or approval of a family network.

We have enhanced support arrangements in place for Care Leavers and Looked After Students, Carers, Estranged from Family or from an Armed Forces Family. Our Student Advisory Support Team will offer help and advice about courses, funding and support services to make the transition to college as smooth as possible. This includes help with filling in forms and showing prospective students around the campus. The teamwork in partnership with other staff (e.g., Guidance Tutors) to ensure our students are supported, included, respected, achieving, and able to access the fullest range of services and opportunities.

Staff are supported through various training programmes e.g., Care Experienced Training from Who Cares? Scotland and the Care Experienced Toolkit "Each and Every Child". 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.

Each year, our College enrols c. 300 care experienced young people under the age of 26. Support is now available to all students with lived experienced of being in the care system regardless of age. The college has therefore updated its use of terminology from Care-Experienced Young Person (CEYP) to Care-Experienced Individual (CEI).

4.   Progress Towards Achieving Our Equality Outcomes

<table>
<tr><td colspan="1">Outcome 1: During and post pandemic, staff and students from protected groups are supported and engaged in the recovery process.</td></tr>
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Rationale:

Evidence - Variation in Student engagement in online learning; indications of challenges working remotely.

Engagement - Staff and Student Association keen to explore the potential new ways of working and learning.

Drivers - SG Recovery Strategy – A fairer, greener, and more prosperous Scotland for everyone.

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Key Methods:

- Learn from Staff and Students about their pandemic experience.
- Systematically consider the needs of protected groups in transition and recovery.
- Consider if change can address deep seated challenges faced by protected groups.
- Ensure the safety of all our staff and students in the transition and consider the diverse requirements of protected groups.
- Compassion and understanding in each other's experience will be demonstrated.
- Ensure timely and accessible information is provided about mobilisation.

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Progress:

4.1.1 Engagement with Student Association – Transition and Recovery

We are committed to enhancing the Student Voice/Representation through re-modelled partnership and working constructively with elected student representatives across the College. Elections for student representation are held annually and actively encourage nominations from under-represented groups of students. We have no barriers in place to election self- nomination for either the SA Executive team or our course/class representatives. We offer training and development to all elected representatives through either on campus face to face or online, depending on preference and need. All rep training materials are accessible.

During 2021-22 COVID pandemic restrictions continued to impact on the ability of the WCS SA to engage with the whole student body, and 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. Our SA Exec team are fully equipped with appropriate ICT to enable on or off premise working and a dedicated office space is available on each of our main campuses.

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</table>

A refreshed SA constitution has been developed in partnership with NUS along with an updated partnership agreement between the college and WCS SA. We anticipate that both result in quotas of student reps that mirror our student population. We have dedicated representative posts available for LGBTQ, Care experiences, BAME and gender. A new approach to student representation has been agreed and will be taken forward into session 2022-23 to further encourage under-represented groups to self-nominate and provide support for their election manifesto campaigns.

The College proactively supports awareness of student representation through staff and student induction processes and monitors closely the outcomes and impact for key groups of students. Staff teams undertake self-evaluation and action planning to address any inequity in experience or outcomes for key groups of students and this is monitored through an annual portfolio review process.

4.1.2 Health and Safety

The 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.

4.1.3 Communications and Marketing

A specific area on the staff and student intranets were set up to house the latest news, updates, guidance, and documents as the pandemic progressed. This ensure that everyone was kept up to date in what was a confusing landscape with changes happening at a UK, Scotland, and Local Authority level.

4.1.4 Hybrid Working Pilot

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. This allowed for flexibility depending on individual need and responding to the different levels of lockdown from Scottish Government guidance.

4.1.5 Staff Survey 2022

The 2022 My Voice Survey which had 528 responses has been analysed by the gender, disability, race, gender reassignment and sexual orientation protected characteristics. There was very little difference between those who identified as male and those who identified as female.

In the section on 'Ways of Working' we asked staff to tell us about their hybrid or on campus working. There was a 10% increase in satisfaction when you looked at those who

declared that they had a disability compared to those who said they did not, 100% of BAME colleagues were positive about their ways of working. There was a 4% increase in satisfaction among those who said they were LGB. This indicates a positive management and transition to hybrid working arrangements among these protected characteristics.

4.1.6 Student Satisfaction and Engagement Survey 2022

In April 2022 students at West College Scotland were invited to participate in the Scottish Funding Council's Student Satisfaction and Engagement Survey (SSES). The SSES is undertaken on behalf of the Scottish Funding Council [SFC], which aims to provide a national approach to monitoring student satisfaction and engagement that over time, will provide a consistent basis for college regions to evidence impact and improvement within their outcome agreements.

The survey results are intended to enable SFC and colleges to demonstrate the impact of the sector and its contribution to meeting Scottish Government priorities.
Overall satisfaction was 91%, and increase of 6%, from the previous year. 91% of students also believed they were treated equally and fairly by staff, which was higher than pre-pandemic levels. The college continues to engage will all student groups, ensuring representation of diverse voices through within our feedback processes.

4.1.9 'Forward Together' On Campus Events

Support was available for staff and students who were anxious about returning to campus including through online information, events, and wellbeing advisors.

Staff were welcomed to 'Go Forward Together' into the new term with dedicated wellbeing days on each campus. Each day consisted of wellbeing related activities, such as yoga, mindfulness, and massage therapies - to encourage staff to take some time out for themselves as well as the opportunity to meet with colleagues old and new over refreshments and light-hearted activities.

4.1.10 New Hybrid Working Guidance

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.

4.1.11 Awards and Recognition

The Mobilisation 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.

In the 2022 Staff Awards the Health and Safety team were awarded 'Team of the Year' for their work during the pandemic.

Outcome 2: We stand up to racism and progress race equality.

Rationale:

Evidence – Lack of BAME representation at higher grades; gaps in career progression.

Engagement – Highlighted in staff survey, leadership priority.

Drivers - SG Race Equality Framework; Covid-19 has exacerbated longstanding inequalities.

Key Methods:

- Increase the percentage of BAME staff overall and at management levels.
- Use the Scottish Government Race Equality Toolkit and make changes to progress equality.
- Assess and develop staff's understanding of racism.
- Critically assess and address structural barriers.
- Raise awareness of the impact of unconscious bias and make effective use of project implicit test.
- Publicly promote the College's anti racist approach and be a better ally.

Progress:

4.2.1 Scottish Government Race Equality Toolkit

All staff were made aware of the Race Equality Toolkit and given the link in August 2021. With the launch of our new learning experience platform, it is now a core learning resources within the Equality, Diversity, and Inclusion Category. As part of curriculum planning, all colleagues are asked to put equality at the centre of their pedagogy.

4.2.2 Occupational Segregation

Whilst overall representation of BAME is low there is no evidence to suggest that there is a particular challenge in any given area. The difference between the percentage of BAME colleagues in teaching and support is 12.9%.

4.2.3 Awareness, Learning and Development

All colleagues must complete Equality, Diversity, and Inclusion module within 3 months of starting and then refresh every 3 years. Managers complete Managing Diversity and Unconscious Bias in the same timescales (those involved in recruitment also complete the latter). Within the 'Recruitment and Selection' facilitator led workshop there is also an element of inclusion. With the launch of Evolve, we have enhanced and expanded our number of learning initiatives on the subject of race such as: Anti-Racism, Anti-Racist Toolkit, Black Lives Matter, Cultural Communication, Cultural Intelligence, Intersectionality, Overcoming Cultural Bias, Privilege, Toolkits to Support Refugee Integration, Understanding Other Cultures and What is Culture?

4.2.4 Recruitment and Selection

Recruitment panels receive no personal information about candidates other than the content of their application i.e., they do not know names, D.O.B. or information on any of the protected characteristics. The workshop that is essential for all managers on 'Recruitment and Selection' will be revamped in 2023 as part of the new 'LeadingEdge' People Manager Development Programme.

4.2.5 Project Implicit

The self-assessments that form part of Project Implicit will be required pre learning as part of the new revamped 'Recruitment and Selection' workshop in the LeadingEdge People Manager Development Programme.

4.2.6 Black History Month

In October 2022, West College Scotland participated in Black History Month by raising awareness of the theme and stories on social media and the intranet and conducting a webinar on Racial Equality which was hosted by the Organisational Development Manager with our Chair of the Board of Management and Community Outreach Lecturer talking about their experiences of racial inequality in their career journeys.

4.2.7 BAME Staff Representation

There has been no change to staff representation, however we are pleased to note an increase in BAME representation at a Board of Management level and within the student association. In 2023, we will be engaging with Black Professionals Scotland to understand how we can increase BAME representation.

4.2.8 Student Engagement

We are in the process of initiating Equality Networks, one of which is for BAME Students and Staff and their allies. The Student Association have been heavily involved in shaping the terms of reference and the proposal and the class rep system will be utilised to onboard members to the networks. Students also participated in their own events to mark Black History Month 2022.

Outcome 3: We enhance the wellbeing of our staff and students.
Rationale:
Evidence – Increase in staff and student referrals to support; variation in reports of wellbeing. Engagement – Student Association reports of mental health issues, staff survey noting the experience of anxiety. Drivers - SG Supporting Scotland's Mental Health Recovery; Shadow GBV Pandemic; NHS overburdened.
Key Methods: • Take account of student and staff data to identify key emerging trends and support the development of appropriate actions in relation to wellbeing. • Further development current college communication mechanisms to promote awareness of positive wellbeing and signpost support. • Development a staff training matrix to ensure that all college staff have access to appropriate CPD. • Reduce stigma by talking about this more. Plan, deliver and evaluate promotional campaigns. • Develop further partner networks to enhance practice, including NHS, SAMH, NUS. • Develop reporting mechanism and explore how we can enhance support for women who experience Gender Based Violence.
Progress: **4.3.1 Wellbeing Strategy** The 2021 Wellbeing Strategy was developed in collaboration with student services, student wellbeing, student association, human resources and organisational development and senior management. The vision states that West College Scotland has the wellbeing of our community at the heart of everything we do. We think that wellness is everyone's business and by working together as a college, we continue to develop an atmosphere where our staff and students thrive. Working towards improving overall wellbeing adopting a mind, body and emotion approach is our vision moving forward as it affects how we feel and our capacity to function. We want to make sure that all our employees and students have the tools, knowledge, skills, and experiences they need to live fulfilled,

worthwhile, and happy lives. The strategy is intended to supplement existing efforts on all aspects of wellness within the College, as well as to complete our prior Student and Staff Mental Health and Wellbeing Strategies.

4.3.2 Students and Mental Health

During the coronavirus pandemic, West College Scotland's first objective was to significantly improve the level of positive mental health and wellbeing support available to its community.

During lockdown, our staff and students had to quickly adjust to the shift to working online and delivering their role from home. Because of the rapid shift, there was a lot of anxiety, and using the College's wellbeing services became a crucial support mechanism.

Our experience and understanding from past years have shone a light on the isolation, loneliness, depression, grief from losing loved ones, unhealthy eating, lack of exercise, poor sleep and financial worries which our community faced. We have tackled each obstacle head on and are continuing to rise by working hard, expanding assistance through early intervention, and sharing a common aim of putting people at the core of what we do.

As part of our Wellbeing Strategy we have committed to collectively work towards and achieve the Student Mental Health Agreement Project which brings together the student association and institution to work jointly on mental health initiatives on campus.

Essential learning for all staff is the Student Mental Health and Wellbeing learning that forms part of induction. In June 2022 this was relaunched to make it more relevant to the kinds of issues that may arise in West College Scotland, making staff more confident in handling challenges, signposting to the relevant person/service/ information and being aware of the signs to look out for in students.

We continue to support student mental health through our wellbeing service which includes TIME4U Student Counselling, Student Wellbeing Services e.g., Press Pause, drop in to Chill Out and CALM curriculum.

4.3.3 Communications and Marketing

This year (2022) we launched our on branded version of the MyDay app to fully replace the student Intranet this makes it easier than ever before for students to access information on health and wellbeing. We also launched a new staff intranet area to raise the profile and signpost to the new staff health and wellbeing offer.

The recently launched WCS Wellbeing Facebook and Instagram pages allow College and Community Wellbeing initiatives to be shared across the WCS community. Highlighting local and national support services, sharing coping strategies and tools as well as information around different wellbeing topics, the use of social media allows us to reach staff and student's in an easily accessible way.

4.3.4 Staff and Student Wellbeing Initiatives

Organised wellbeing initiatives have proven extremely popular and have included Time to Talk Day, Stress Awareness Month and The Kiltwalk, 'Forward Together', our on-Campus staff only events included mindfulness, networking, massages and Paws Against Stress amongst the activities on offer.

Student Wellbeing initiatives were co-ordinated as part of 'Fresher's Week' and there continues to be wellbeing initiatives during lunchtimes, with activities such as colouring, games and social events to combat stress and isolation.

Wellbeing Matters is open to staff and students focusing on relaxation, meditation, positivity, healthy eating, exercise, sleep hygiene, kindness, forgiveness and improving focus.

With the creation of the newly furnished wellbeing spaces, we have seen an increase in the number of student walk ins, whether this be that the student themselves have come along to the space for support or have been encouraged to come along by teaching staff.

4.3.5 Awareness, Learning and Development

With Evolve we can now offer an expanded and enhanced learning development on wellbeing for staff. The Health and Wellbeing category on Evolve has learning on: 7 Minute Meditation, A Healthy Routine, Baby Loss Awareness, Building Better Habits, Building Better Mental Health, Burnout, Dealing with Stress and Work, Financial Wellbeing, Guided Breathing Exercises, How to Practice Mindfulness, It's Good to Talk, Life Hacks, Managing Burnout, Managing Stress, Menopause Awareness, Positive Self Help, Stigma and Mental Health as well as resources on supporting others including young people.

The Student Wellbeing Team offers workshops to class groups on various wellbeing related topics, such as Stress Management, the Pillars of Wellbeing, Resilience and Anxiety Management. Workshops can be created to respond to the needs of particular groups and are on offer throughout the academic year.

In 2022 we introduced an inclusion calendar which means we can target specific issues or initiatives throughout the year such as Menopause Awareness, Baby Loss Awareness, Prostate Cancer Awareness etc.

4.3.6 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.

4.3.7 Partnership Working

A key outcome of our new Wellbeing Strategy is to *"Provide consistent, cohesive, safe, effective care and support for staff working in partnership with external agencies"* we already have established partnerships with local authorities, White Ribbon, Emily Test, Who Cares Scotland?, LGBT Youth Scotland. We will continue to expand, broaden, and deepen our partnerships.

We also work with many out of hours support areas Breathing Space, Samaritans, NHS24 111, Childline, Shout Crisis Messenger and Crisis Text Line.

4.3.8 Staff Wellbeing Survey

The Staff Wellbeing Survey was issued in March 2022 in order to gauge staff feedback on existing wellbeing provision within the College and inform service provision going forward. 10% of staff engaged with the survey, with a relatively even split of responses from teaching and support staff.

The results of the survey highlighted that staff would be more likely to access support for their mental health/wellbeing from 'in-house' supports, such as line managers or the Staff Wellbeing Advisor, as opposed to the current EAP service. It was also noted that initiatives such as the Step Count Challenge, My Health Scotland App and mindfulness sessions contributed to positive wellbeing amongst staff.

4.3.9 Student Satisfaction Survey 2022

Our overall national survey student satisfaction rate for 2022 was 91%, an increase of 6% on the preceding year, but still short of the success rate of 95% in Session 2018-19, noting that there was no satisfaction survey carried out in 2019-20. We are hopeful that the increasing trend will continue as we emerge post COVID into a new learning environment. In our SSES responses, 92% of students reported that their course helped develop necessary knowledge and skills for the workplace. During 2022-23 and beyond, the College will place high priority on the skills development of our students. We have set up a Meta Performance Centre to ensure that meta skills are recognised, embedded, and

articulated throughout all courses. Staff training materials and support are available from the college Essential Skills Team.

4.3.10 Staff Survey 2022

In the 2022 Staff Engagement Survey, My Voice we asked a series of questions about Health and Wellbeing, and they all received a very positive response:

- 73.5% Agreed or Strongly Agreed that they felt comfortable talking to their manager about their health and wellbeing.
- 75.6% Agreed or Strongly Agreed that they had a good work/life balance.
- 82% Agreed or Strongly Agreed that they knew how to access support and resources for their health and wellbeing

4.3.11 Awards and Recognition

Two years in the same member of the Wellbeing Team was awarded the Staff Award for Wellbeing.

In November 2022, West College Scotland was awarded the Health and Wellbeing Award at the Inverclyde Business Awards (ICON).

Outcome 4: We are digitally inclusive.
Rationale:
Evidence – Correlation with socio economic status and protected groups; variation in digital skills of staff and students.; analysis of SIMD data of our students for prioritised device support. Engagement – Concerns expressed re student access to digital devices; staff reporting experiencing challenges working remotely. Drivers - SG Realising Scotland's Potential in a Digital World; CDN Our Digital Ambition for Colleges in Scotland; WCS Digital Strategy.
Key Methods: • That we meet the diverse skills development needs of protected groups. • Target provision of devices to students most in need. • Adapt, edit, and create digital learning and teaching resources to ensure an inclusive digital learning environment. • Create supportive guidelines for all staff on digital content creation through the WCS Learning Standards; • Create supportive video animation (with BSL and subtitled versions) for students on digital etiquette; • Advancing equality will be the focus of our evaluation, selection, and investment of digital software.

- Engage and learn from partners such as JISC in enhancing digital access.
- Ensure that staff and students are aware of our range of digital resources and tools which can enhance accessibility.

Progress:

4.4.1 Digital Strategy

The Digital Strategy, launched in February 2022, recognises that changes in technology, changes in demographics, digitalisation, automation and industry 4.0 all have the potential to reshape the landscape in which we operate. This can disrupt the scale and nature of skills demand and the types of jobs that may be available which will help to reshape the economy. The strategy seeks to ensure that at West College Scotland, embracing digital opportunities, developing a digital mindset and developing our digital capabilities is essential in the modern digital world to enables us to excel in delivering the very best educational experience for our students and maximising accessibility for all.

4.4.2 Digital Inclusion

Our Digital exploration can, and should, enhance the user experience. Our ability to ensure our approaches are as accessible as possible is made easier through the inbuilt and additional accessibility features available in Moodle, MS Teams, and Office 365. These can be easily adopted in your practices and resources to improve the inclusion and accessibility needs of our students, stakeholders, and colleagues. Our BSL Digital Etiquette video and our Assistive Technologies specialism can be accessed to enable equality of experience and sound engagement opportunities.

We also ensure that digital teaching material is of the correct accessibility standards through our innovative learning team upskilling staff and promoting standards in digital learning design and development. We have been promoting the use of accessibility check in documents to ensure all published documents are accessibility to all. We have adopted the mantra that Accessibility is Essential for some, useful for all.

4.4.3 Equality Audit Tool

This tool is intended to support us in identifying progress against key inclusion criteria and highlighting priorities for action. As such it provides a 'health check' that enables us to review inclusive practice and inform action planning as part of our curriculum review process.

4.4.4 Evaluation, Selection, and Investment in Digital Software

Since the formation of the Digital Strategy group in 2020, the evaluation, selection and investment in digital software has been a strategic and collaborative approach to ensure

not only return on investment but to ensure that inclusion and accessibility is at the heart of the process.

We continually map staff and student need to the most effective digital resources to ensure appropriateness and maximum engagement. Regularly evaluating the suitability of digital kit and approaches from student and staff user perspective.
The College has invested in accessibility software, Blackboard Ally, which will be used proactively by college teams to ensure that both staff and students are supported in accessing online materials that they need.

4.4.5 JISC

The 'Jisc Digital Capabilities Tool' which is available for all staff and all students can be used to enhance these digital skills. Our partnership with JISC allows us to continually benchmark and self-assess ourselves. One of the elements that we can do this is on the subject of digital inclusion in topics such as:

- Inclusive Digital Practices and Wellbeing
- A Strategic Approach to Inclusive Practice in Higher Education
- Using Assistive and Accessible Technology in Teaching and Learning

In 2022 in partnership with JISC we will be completing the Jisc Elevation Tool and including the findings and progress to date in our Regional Outcome Agreement. The digital elevation tool has been developed to provide senior strategic leaders in FE and skills organisations with an online self-assessment tool that allows them to validate their organisation's current position against five key themes and map their digital journey in each area against the digital elevation model. This will allow us to understand our gaps and create an action plan.

4.4.6 Student Devices

In response to the global pandemic the Student Device Loan scheme was initiated in 2020. Any student who required a digital device could make a request through by completing the Loan Request form. This is a simple, 8 question form with no expectation for the student to declare why they need to get a loan of a device. The process was improved in 2021 and 2022 to be included as part of the induction process and to match a student's device and software to their course requirements.

Since April 2021, we have distributed over 3,000 digital devices to support students in need and address inequality of access during and as we recovered from the pandemic. This enabled students to access and engage with new blended models of learning and assessment.

4.4.7 Accessibility

The Accessibility Steering Group (ASG) combines the work of two Accessibility groups which have been active over the last two years:

- The Project Action Group on Accessibility which was formed in 2019 to address compliance and legislation for online content to meet the requirements of the EU Directive on Accessibility, and
- The Digital Workstream Accessibility Group which convened early in the pandemic to provide guidance and support for staff and students.

It was agreed in March 2022 that a single group covering all Accessibility considerations for the College would be more effective in achieving positive outcomes for stakeholders. So far have been pivotal in the adoption of 'Blackboard Ally'. This is a tool that helps you make your course content in Moodle is accessible to all users. It does this by: Automatically scanning course content and providing accessibility scores and feedback on how to improve the accessibility of the content.

The next task for this group is the adoption of Blackboard Ally and further championing accessibility is essential for all and useful for some through CPD, initiatives and awareness.

4.4.10 Student Satisfaction Survey 2022

Students were very positive in their responses to digital questions in 2022 Student Engagement and Satisfaction Survey.

4.4.11 Staff Survey 2022

Most questions on ways of working in the Staff Engagement Survey was to understand the Hybrid Working Approach. The majority of these questions received over 70% satisfaction (Staff Agreeing or Strongly Agreeing). There were some discrepancies between teaching and support staff which is being looked at through local continuous improvement action plans.

4.4.12 Digital First Learning Journey (Staff)

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.

Accessibility and Inclusion is contained with the baseline capabilities meaning that this is seen as the foundation to digital skills before an individual should continue to build and develop.

4.4.13 Student Digital Capability

Students are encouraged to use the Jisc Capability Tool to increase their digital capability. The College also uses insights to understand where digital learning gaps exist in students to provide further support through Moodle or target learning events. All students (and parents/guardians) are invited to sessions by way of 'Introduction to Microsoft Teams'.

4.4.14 Awards and Recognition

The successful adoption and implementation of many of the key themes and drivers has resulted in significant successes for the College when it was recognised for its efforts in Oct 2021 and Nov 2021 winning awards for: Herald Diversity Awards and Digital Transformation Awards. The culmination of this success came in 2022 when West College Scotland won 'Best Use of Technologies' in the Herald Top Employer Awards.

5. Board Diversity
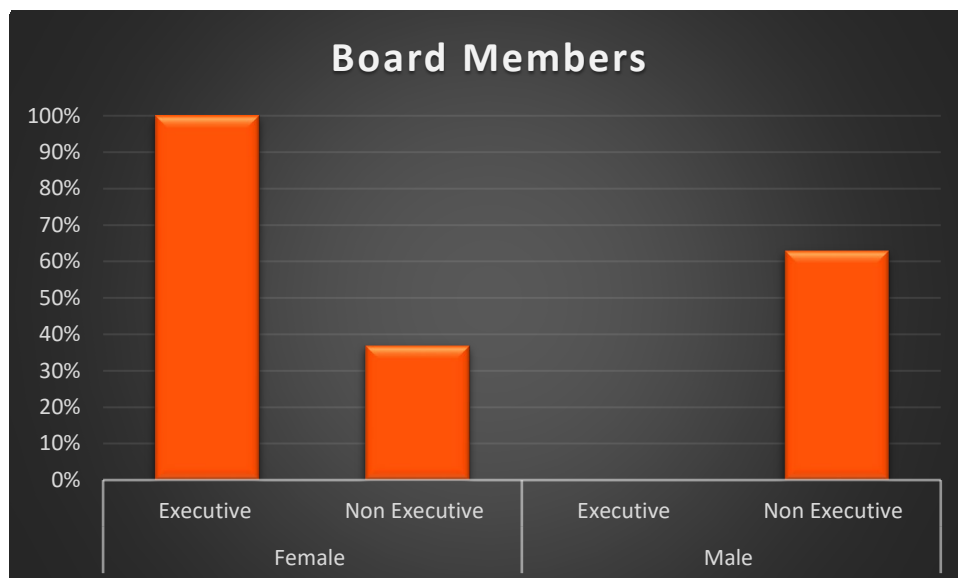
Figure 1: Board Diversity

With 40% of the board now being female, we have exceeded the Scottish Government's 30%, and made further progress towards the objective of a 50:50 gender balance. We plan to take action to increase not just the gender diversity, but the overall diversity of the WCS Board, including attracting more BAME members.

We have experienced challenges in attracting diverse Board candidates. Time commitments, lack of remuneration and the perceived culture of governing bodies can dissuade some from applying. Traditional criteria can sometimes limit the pool of women, e.g., previous board level experience.

We are committed to increasing the diversity of our Board and will take the following actions:

- Communicate the intention of the WCS Board to increase its diversity to all stakeholders
- Take positive action in recruitment of Board members to encourage underrepresented groups to apply, e.g., through targeted advertising and search firms
- Use existing networks to advertise opportunities, e.g., LinkedIn, including specifically encouraging known individuals of an underrepresented group to apply

6.   Staff Monitoring

We ask all our staff to disclose equality data regarding all the protected characteristics in the Equality Act. We use a self-service HR online system, and all staff are regularly asked to update their equality information.

In common with other public sector organisations, we find that we have varying rates of disclosure and reliability of information depending on particular protected characteristic. For example, the information which we gather on age, sex and race is more reliable than the information we gather on protected characteristics which are perceived as being more sensitive or confidential, such as sexual orientation.

Where the number of staff with a protected characteristic is fewer than ten, and the information is sensitive or personal, we have not specified the number in order to avoid individuals being identified.

6.1 Staff Profile

6.1.1 Age
This analysis is based on headcount as of 1st November 2022.
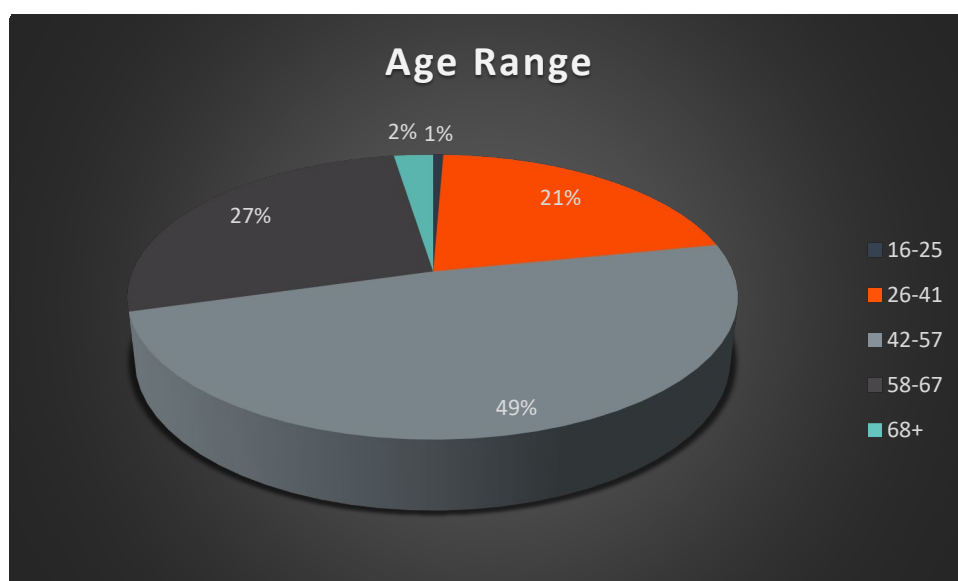
Figure 2: Staff Age Range

There is little difference in the data on age groups for teaching and support staff. The main difference is that in teaching there are no members of staff in the 16-25 age bracket. The age bracket with the highest number of staff in both areas is between 42-57 (49%). The second largest age group is aged between 58-67 (27%). These demographics are very similar to sector benchmarks.

There have been increases in staff aged 50 and over, which is consistent with the College's retention rates. The percentage of staff aged 60 and over has increased slightly. We will use strategic planning to further support an intergenerational workforce and use succession planning to anticipate and address the impact of our age profile.

6.1.2 Disability
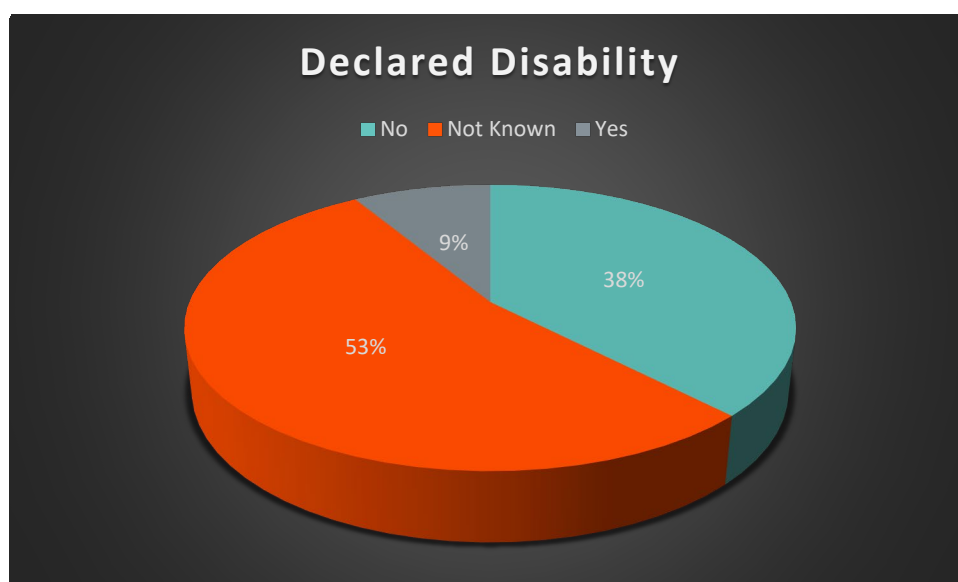
Figure 3: Staff Declared Disability

Since the last Equality Mainstreaming Report (2020) we have seen a 2% increase in the percentage of staff who have declared a disability. Those declaring a disability has continue to rise since the development of our Equality Outcomes in 2017, when the rate was 3.73%. In 2019, it was 6%, and has increased to 7%. This is higher than the sector benchmark of 6%.

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 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.

We will be launching a Disability Network for Staff and Students and it is hoped that the 53% of staff who have not declared whether or not they have a disability will feel confident in declaring. We will also continue to promote disability at work procedure and health and wellbeing initiatives.

6.1.3 Gender Reassignment

The number of employees who have declared gender reassignment is not being specified as it is fewer than ten. More work has to be done as 82% of staff have not entered any data into this field in employee self-service.

6.1.4 Pregnancy and Maternity

8 employees have either taken maternity leave or have notified College that they are pregnant between November 2021 and November 2022.

6.1.5 Race
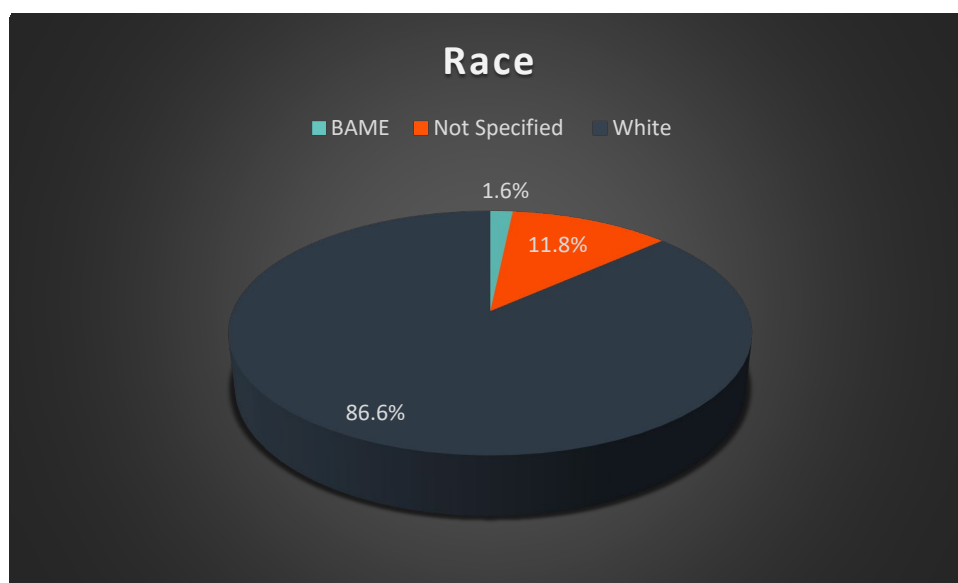
Figure 4: % BAME Staff

There has been a decrease in BAME representation (-0.1%) and an increase in non-disclosure (1%) since the last report in 2020. The BAME representation figure of 1.6% 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%. Scottish Government's Race Equality, Employment and Skills – Making Progress report (2020) highlights the fact that race equality has stalled and the ethnicity employment gap has gone backwards. We recognise our opportunity to tackle institutional racism and that we have more do to make race equality a reality. Whilst race

equality has been a key equality outcome 2021-23 we will have a renewed race equality outcome with key performance indicators attached to its fulfilment.
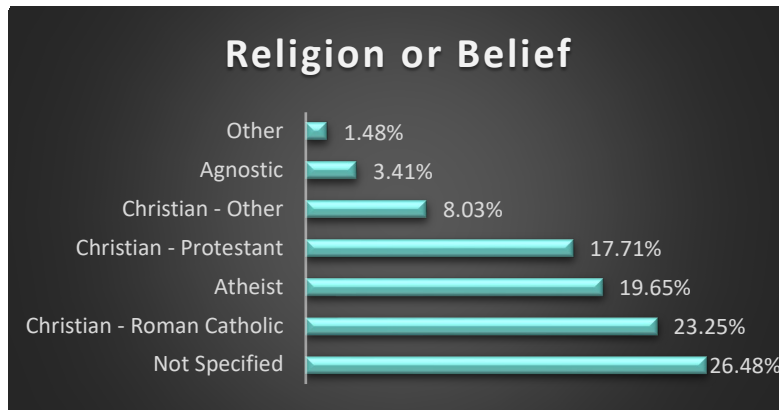
6.1.6 Religion or Belief

Figure 5: % Staff Religion/Belief

Christian in the various denominations continues to be the highest proportion of religion/belief declared by staff. Christian – other includes orthodox but the number is not being specified as it is fewer than ten. The other category was either chosen by the staff member or other religions where the number of those disclosing was less than 10 including Islam, Buddhism, Judaism, Spiritualism, Paganism and Hinduism. This shows a diverse number of religions/beliefs represented at West College Scotland. There has been a slight decrease (2.2%) in those not specifying their religion. We will continue to encourage disclosure.

6.1.7 Sex
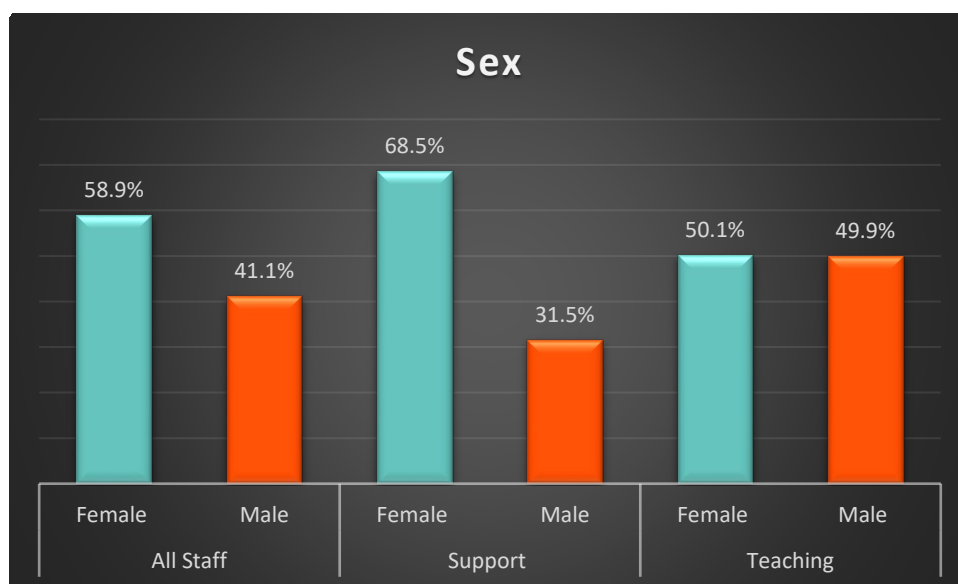
Figure 6: % Sex Support/Teaching

Overall, there is a 17.8% difference between male and female staff. This represents a slightly higher rate of proportionality since last reported.

There is a gender balance when we look at teaching as a whole but there has been very little change in the proportion of female Support Staff, with twice as many female support staff than male. Nationwide, women are more likely to work in the public sector, and around 75% of administrative, secretarial and service support jobs in Scotland are performed by women. We have delivered Unconscious Bias training for staff involved in recruitment and selection to assist in tackling occupational segregation, and we encourage professional development to enable career progression for female staff.

6.1.8 Sexual Orientation
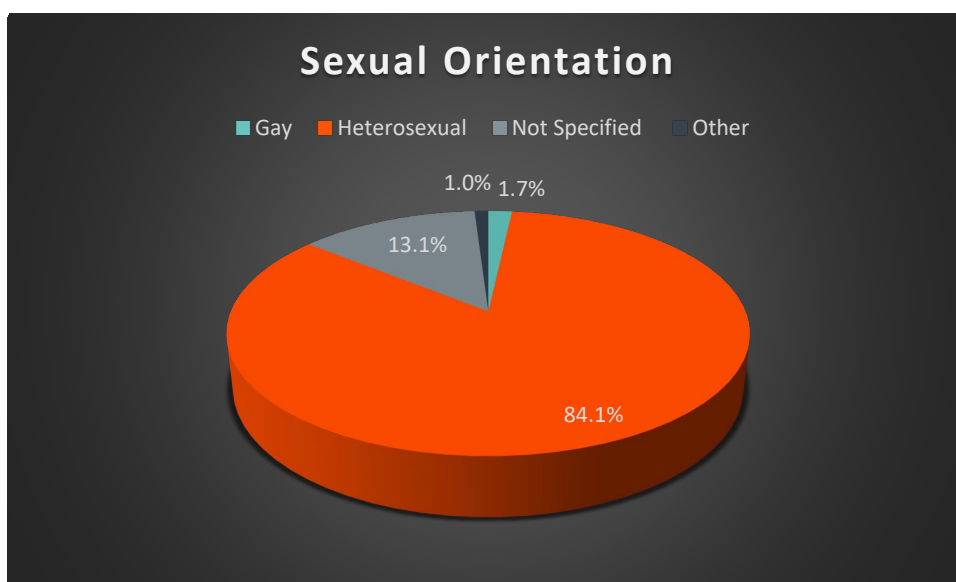
Figure 7: % Sexual Orientation

In the duration of our Equality Outcomes, the percentage of LGB staff as increased from 1.24% to 2.7%. There has been a 4.2% decrease in 'not specified' which could show individuals who are part of the LGBTQIA+ community are more comfortable disclosing this information. The other category is where the number of individual groups are less than 10 and cannot be stated, this includes Lesbian and Bisexual.

Currently, there are no external benchmarks published by the SFC or Scottish Government. Stonewall estimate that 1 in 10 people are gay, lesbian and/or bisexual. The 2022 Census contained questions on sexual orientation and will consider this data once available.

6.2 Recruitment Information

From 1st November 2021 to 1st November 2022 a total of 409 applications for 57 positions were received. There were no applicants who declared that their gender was different from assigned at birth.

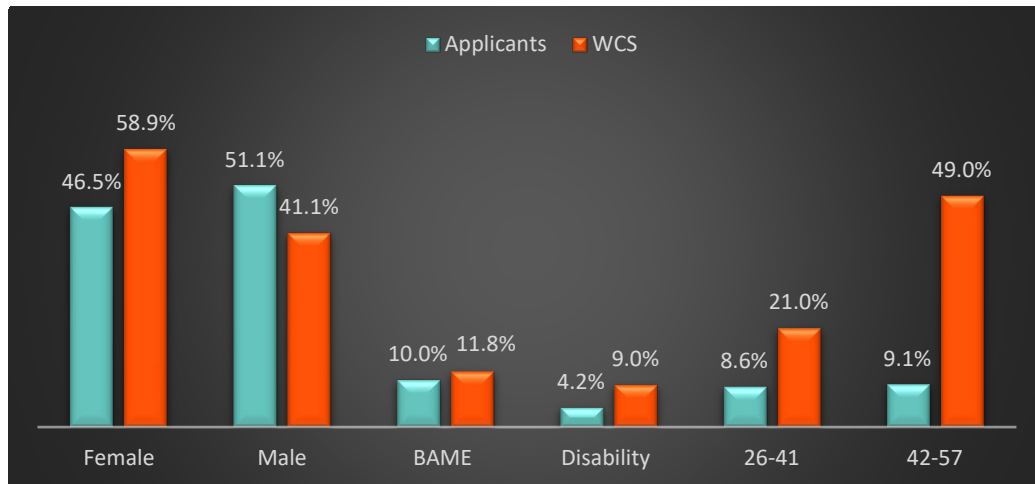**6.2.1 Applicant Profile: Sex, Race, Disability and Age**

Figure 8: Applicant Diversity 1

The proportion of male applicants was 10% higher than the proportion of males who work in the College, this meant that the proportion of females was comparatively lower.

The proportion of BAME applicants broadly matches the current staff BAME profile.

The proportion of applicants who have declared a disability is comparatively low. We offer a guaranteed interview and promote our Disability Confident status, but we will do more to attract individuals with a disability through more diverse employee stories and images used in marketing.

79.2% of applicants did not disclose their age making the data unreliable for comparison. Due to there being less than in the categories we are unable to disclose the percentages in the 16-25 and 58+ brackets.

6.2.2 Applicant Profile: Sexual Orientation and Religion or Belief
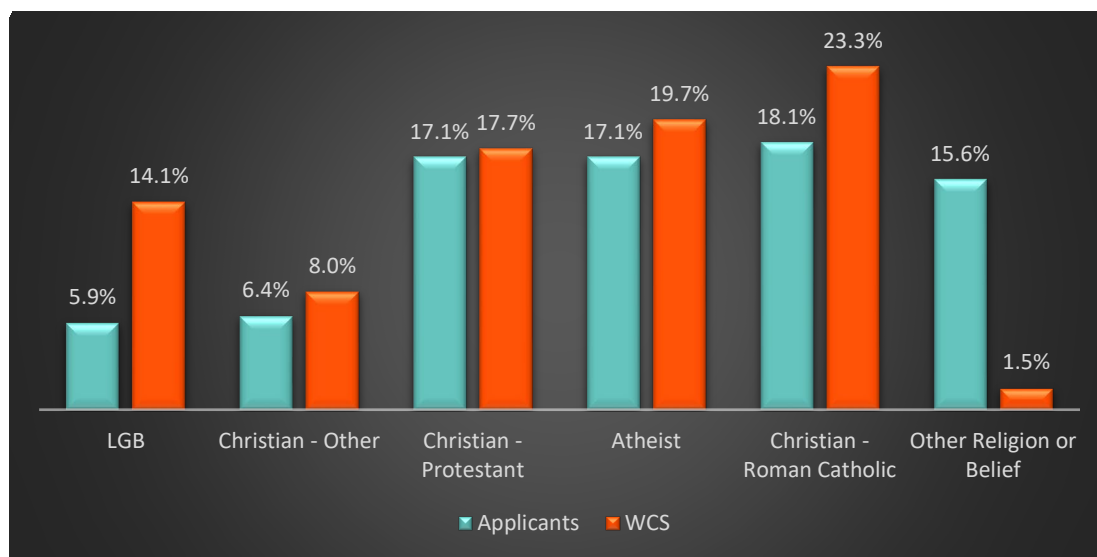

Figure 8: Applicant Diversity 2

There has been an increase in applicants disclosing their sexual orientation and religion or belief.

There has also been an increase in candidates from the LGB community, but this is not proportionate to the numbers of staff in the College.

The proportion of those who have declared Christian – Other, Christian – Protestant, Atheist, Christian – Roman Catholic is similar between applicants and staff at West College. Due to the much higher disclosure rate of applicants compared to WCS there is a higher proportion of other religions such as Buddhism, Hinduism, Islam, Paganism and Sikhism.

6.2.3 Recruitment – Conversion Rates

	Conversion: Applied – Interviewed	Conversion: Interviewed – Appointed
Male	43.06%	22.22%
Female	52.11%	27.27%
BAME	26.83%	27.27%
Disability	76.47%	61.54%
LGB	41.67%	50.00%
Christian	52.35%	19.10%
Atheist/Agnostic	43.52%	29.79%
Other Religion	30.56%	18.18%

Figure 10: Conversion Rate Table

Applicants with a disability are more likely to be invited to interview and have a higher appointment rate. This indicates the efficacy of the Disability Confident Scheme.

BAME applicants have a lower interview rate and a significantly higher appointment rate. We will investigate this further in our future aims to address race inequality.

While men and women have an equal occurrence of interviews, men have a slightly higher appointment rate.

Applicants who had disclosed "Atheist or Agnostic" had the highest comparative appointment rate.

6.3 Staff Retention

Data is presented below about the characteristics of the 179 leavers (November 2021-November 2022) compared with the existing staff demographics. The most frequently occurring reasons for leaving were resignations, voluntary severance, and retirement.
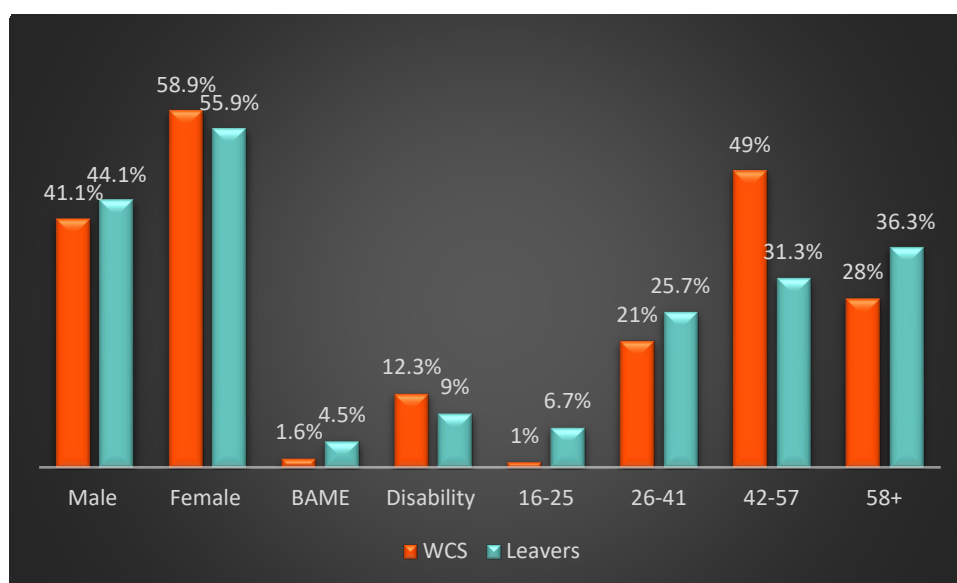

Figure 11: Retention Age, Disability, Race and Sex

The retention rates for men, women broadly correlate with staff demographics.

There was a higher proportion of BAME leavers compared to staff demographics. It is hoped that we can understand this more with the BAME Staff Network.

The higher proportion of leavers with a disability may be related to numbers of staff taking ill health retirement, and the fact that older age groups are more likely than younger to have long term health conditions or disabilities.

Staff in the 16-25 and 26-41 brackets were more likely to resign to pursue other opportunities.

We are not able to report on sexual orientation as the number of leavers is lower than 10, this does show a higher retention rate of staff we identify as LGB.

There was a higher rate of attrition for Christian staff compared to staff from other religions.

6.4 Staff Progression

There were 18 instances of staff who received an acting up allowance and/or progressed to a promoted post. Due to low numbers, we are not able to show percentages of the different groups however key insights are:

- There were more females progressing than males.
- The only age groups represented were 26-41 and 42-57. With the majority being 26-41.
- Individuals declared either having no disability or did not declare at all.
- 100% of those who progressed or received an acting up allowance were white.
- The majority declared their sexual orientation as being heterosexual and their religion being either atheist/agnostic or Christian.

Further investigations will be carried out into BAME, and Disability gap and actions will be developed in our revised Equality Outcomes.

6.5 Staff Disciplinary

There were 7 disciplinary instances, and men were more frequently involved than women. While the numbers are low, there is no indication of bias towards protected characteristics in outcomes. No other information is being provided due to the low numbers.

7. Equal Pay

7.1 Gender, Race and Disability Pay Gaps

Figure 12: Pay Gaps

The pay gap is the difference between average full- time equivalent salaries of male/female, BAME/White and Declared Disability/ No Disability permanent staff presented as a percentage.

The College's gender pay gap has increased by 1.9 percentage points since 2021 to 8.7% 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. BAME and disability pay gaps have also increased but by less than 1%.

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 these gaps in its Equality Outcomes, including initiatives to address barriers to career development.

7.2 Occupational Segregation

Occupational segregation is also a contributing factor in equal pay gaps. Women and men still tend to work in different jobs. On the one hand, women and men often predominate in different sectors. On the other hand, within the same sector or organisations women predominate in lower valued and lower paid occupations.

Occupational segregation is evident from an analysis of different grades and roles at WCS as seen below.
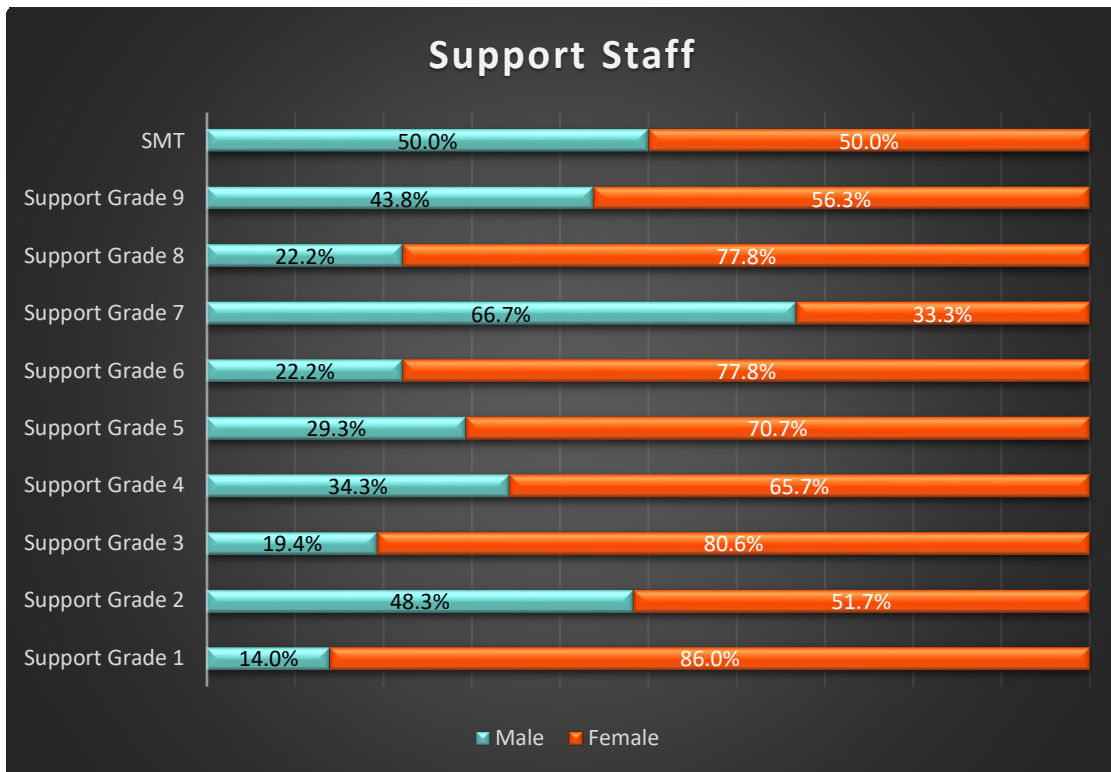
Figure 13: Occupational Segregation (Support)

A broadly proportionate gender balance can be seen in our most senior roles (Executive Management and Assistant/Vice Principals and Directors).

There is greater disproportionality in the lower grades, which contain the highest number of incumbents, and reduces the mean pay rate.
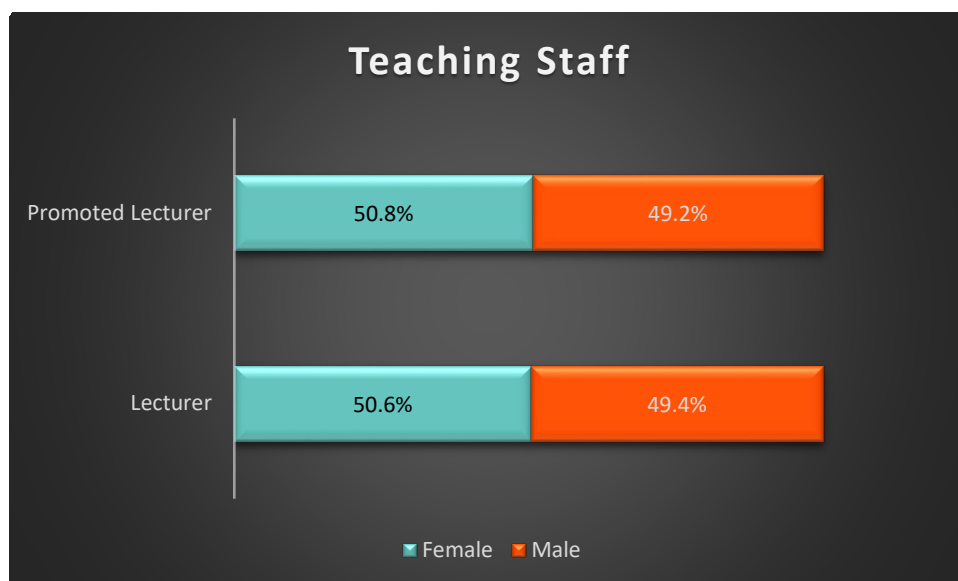

Figure 14: Occupational Segregation (Teaching)

There is a higher rate of gender proportionality with Teaching Staff compared to Support Staff.

We have not produced occupational segregation charts for disability and race given the low numbers of staff. However, we are conscious of the lack of BAME representation at management and senior levels, and we will work to improve this.

7.3 Our Progress on Equal Pay

We use an analytical, factor-based job evaluation process for our Support Staff in ensure that we offer equal pay for work of equal value. Our Recruitment and Selection process has been designed to be as transparent and fair as possible. We are objective in the criteria which we use, and personal information is withheld during the recruitment process. We monitor recruitment equality data and assess the equality impact of the process to check for potential bias. We offer a wide range of flexible working policies which should assist our staff in maintaining a good work-life balance.

7.4 Equal Pay Statement

We support the principle of equal opportunities in employment and believe that staff should receive equal pay for work of equal value regardless of their sex, race or disability.

We understand that equal pay is a legal right under both domestic and European Law.

We recognise that in order to achieve equal pay we must have a pay, grading and benefits structure that is transparent, flexible, based on objective criteria and free from bias.

We understand that to deliver equal pay for our employees it is also necessary to consider all of the causes of the pay gap and that these go beyond discrimination within pay systems. We recognise that our training and employment practices can impact on people as a result of their sex, race or disability in different ways. In particular we are committed to tackling gender-segregation both horizontally and vertically in occupations across West College Scotland, by removing incidents of stereotyping about skill and capabilities, by changing the culture associated with different jobs, removing barriers to accessing training courses and apprenticeships and promoting a healthy work-life balance.

Our overall aim is to achieve equal pay in employment for men and women, people who are disabled and people who are not, and people who fall into a minority racial group and people who do not. In support of this aim and our commitment to equality, we will work in partnership with trade union representatives; monitor the pay system to ensure it is open, transparent, fair and equitable; respond promptly to any complaints in relation to equal pay; and regularly assess and monitor the impact of our pay practices, taking remedial action as appropriate.

8.   Student Monitoring

For the first time as part of the Equality Mainstreaming Report, we will be publishing our student profile data. In order to monitor and track our attraction and recruitment of students from the protected characteristics.

8.1 Student Profile

This analysis is based on student matriculation for session 2022-23.
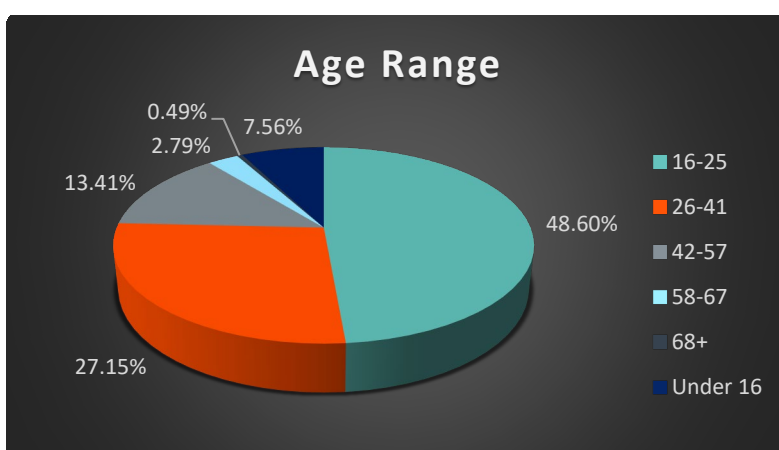
8.1.1 Age

Figure 15: Student Age Ranges

As you would expect the highest proportion of students are in the 16-25 bracket. The second highest at 27.15% is students who are between 26 and 41. We also have an under 16 and considerable proportion of students who are 58+ (3.28%).
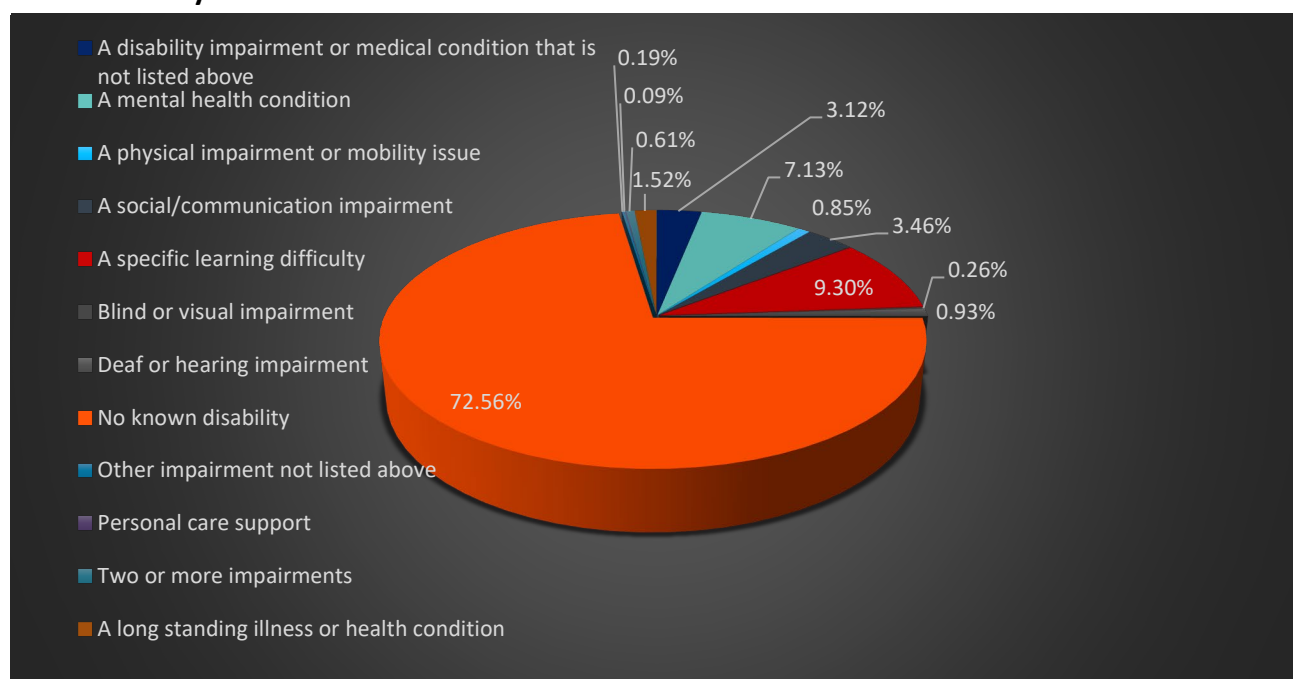
8.1.2 Disability

Figure 16: Student Declared Disability

27.44% of students have declared that they have a disability, long standing illness, condition, impairment or learning difficulty. The highest proportion who have declared is 'a specific learning difficulty' such as Down's Syndrome, ADHD, Dyslexia or Dyspraxia. The second highest is a mental health condition (7.13%), the College will continue to promote the Wellbeing and Counselling Services.

8.1.3 Gender Reassignment

0.6% students have declared that their gender identity is different from that at birth. 4.27% identify as transgender.
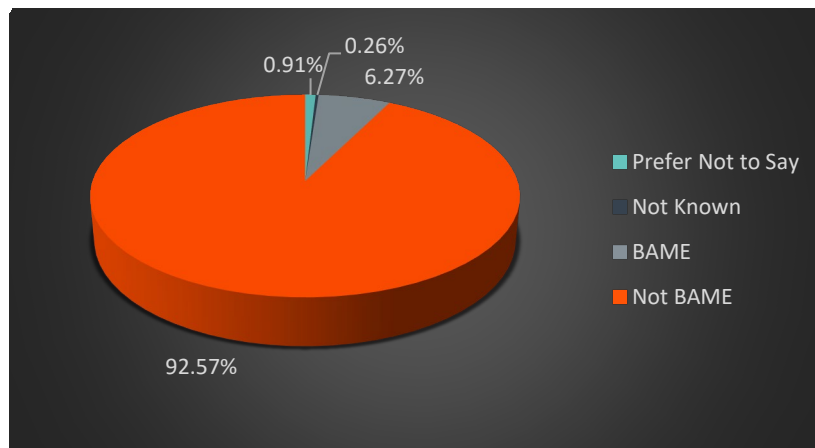
8.1.4 Race

Figure 17: % BAME

The reason we have a category that is 'Not BAME' is due to the options that students choose from this also includes Scottish, Irish, British, Polish etc. it would be remiss of us to call this category white. Instead, it is the category of individuals who have not declared their ethnicity to be Black, Asian or Minority Ethnic. According to the 2011 Census, we have a higher proportion of BAME than the Scottish population. It is also higher compared with the demographics of the campus local council areas of West Dunbartonshire, Inverclyde, and Renfrewshire, where between 1-3% of residents are BAME.
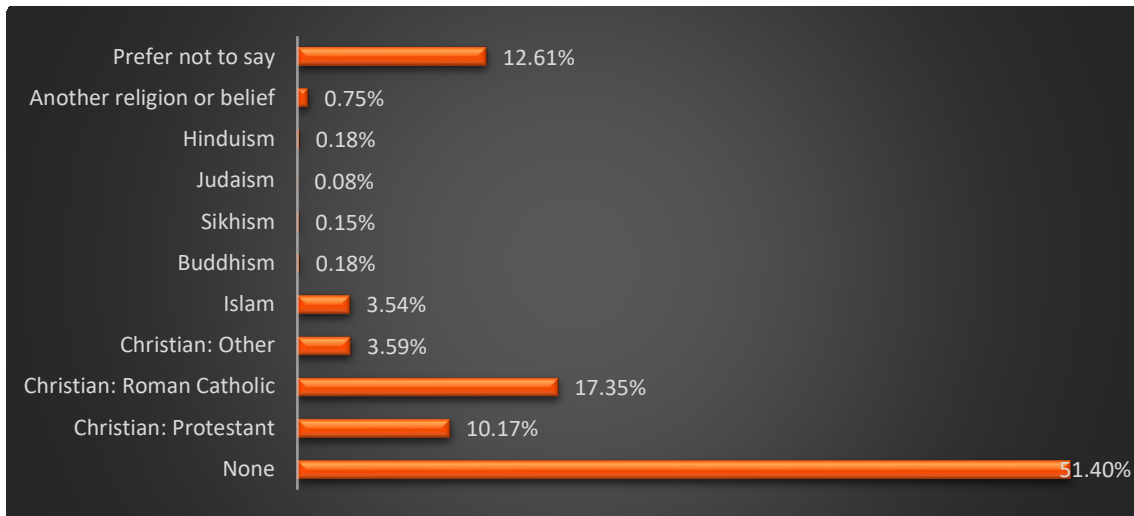
8.1.6 Religion or Belief

Figure 18: Student % Religion/ Belief

The majority of students (51.4%) have declared that they have no religion or belief. The 35.99% who have declared their religion are from a diverse group of religions, but Christianity is the highest.
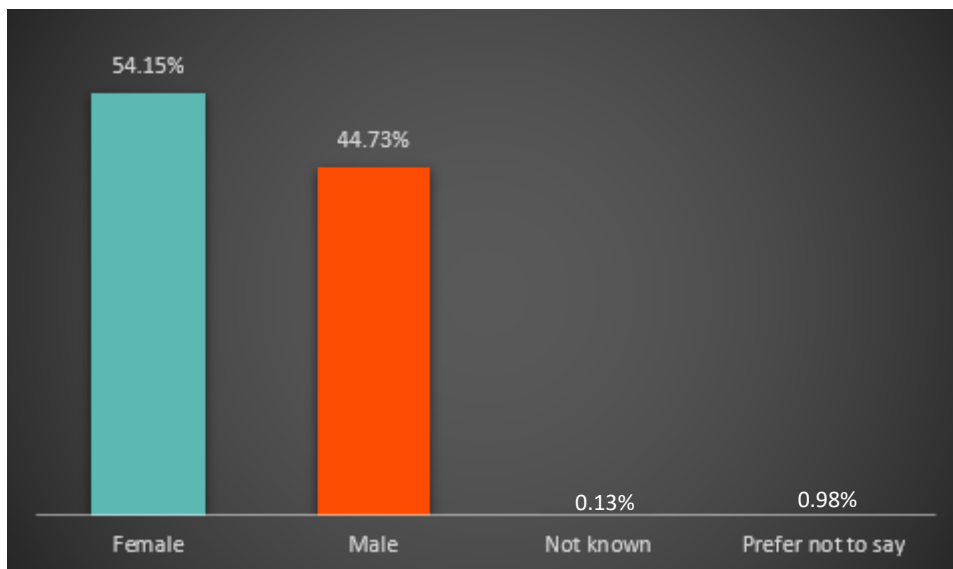
8.1.7 Sex

Figure 19: Student Sex %

Overall, there is a good gender balance in the student population with less than 10% between male and female. There was a small number of students who said they described their sex in another way, but this number was less than 10 and could not be included.

There continues to be an under representation of males in sectors such as Care (89% female) and Hairdressing, Beauty, and Make-Up Artistry (92% female) and under representation of females in sectors such as Construction (97% male) and Engineering (92%).

There is good news in Maths, Science, Social Science and Sport there is a higher proportion of females (64%) in what was a traditionally male dominated field.
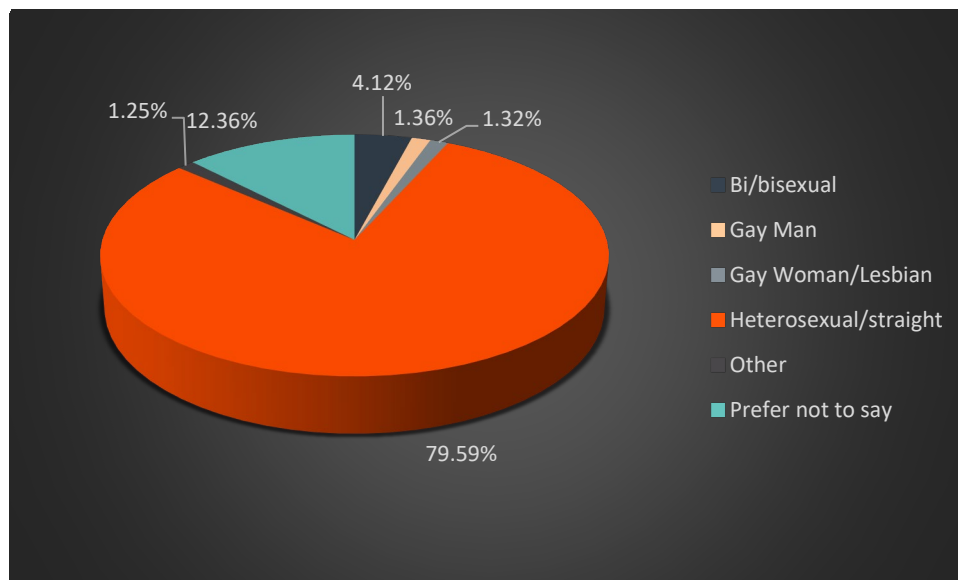
8.1.8 Sexual Orientation

Figure 20: % Sexual Orientation
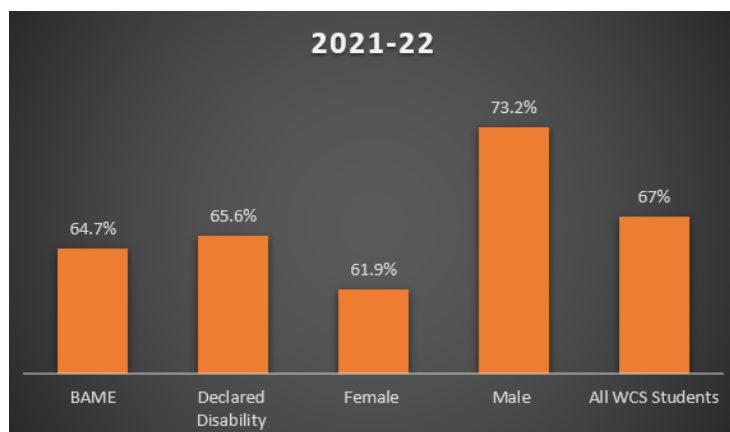
8.2 Attainment

Figure 21: Student Attainment

We are pleased to note that the attainment level of all groups increased around 3*pp* in AY 21-22. This reflects the efforts of our staff in pivoting to blended/distance learning and assessments during the pandemic.

There has been a steady and gradual increase in attainment for BAME and Disability students during the life cycle of the last Equality Outcomes. This has been the same for 2021-22 with less than 3% and less than 2% between these characteristics (respectively) and the WCS average.

The attainment rate for male students in consistently higher than the rate for female students. This trend is similar to sector performance indicators. Many of our male students are employed apprentices and attainment rates are therefore higher for these students. This year female attainment is 5.1% lower than the WCS, we look to address this through our new equality outcome on gender.

9. Developing New Equality Outcomes

9.1 Process

We engaged with the Student Association to work together to develop Outcomes that reflect their priorities. We also asked staff to provide feedback through a short survey and engaged with the Board of Management.

As well as working towards the National Equality Outcomes and the WCS Equality Outcomes 2023-27, the College will:

- Working towards ensuring that students with a protected characteristic equal the retention and continuation rates of the College average.
- Working towards ensuring that students with a protected characteristic equal the attainment results of the College average.
- Create and nurture a College which supports inclusion, flexibility, and accessibility for all our students and staff by eliminating structural or systemic barriers to learning, teaching, and working.
- Ensure that effective, reasonable, and proportionate support is provided to address residual barriers to success for those identifying with one or more of the protected characteristics.
- Foster a culture in which rights are protected, and people experiencing discrimination or harassment relating to the protected characteristics are respected, supported, and empowered.
- Raise awareness of the protected characteristics, the barriers individuals face, how to support individuals and how we can all be equality, diversity and inclusion allies and champions.

Key Drivers:

- Equality Act 2010
- National Outcome Agreement
- Developing the Young Workforce
- Fair Work Framework
- College Corporate Strategy
- College Safeguarding Policy 2022-2025
- WCS Curriculum Strategy 2021-26
- Wellbeing Strategy 2022-2026
- WCS People Strategy 2022-2030
- Corporate Parenting Action Plan 2022
- Digital Strategy 2022
- Student Engagement Survey Results
- Staff Engagement Survey (My Voice) Results

Equality Outcome 1 – Socio-Economic

The College will:

- Continue to provide enhanced support to care experienced students to address residual barriers to success.
- Seek to support staff and students in financial wellbeing through awareness, education, signposting and resources.
- Through the 'green room' initiative support staff and students with food and clothing during the cost-of-living crisis.
- Seek funding for initiatives to enhance and support the wellbeing service for students such as 'Free Breakfast' and food vouchers.
- Build partnerships with our partners and charities to support staff and students who may be facing financial challenges including those at risk of homelessness.
- Raising awareness of the College SIMD (Scottish Index of Multiple Deprivation) and the impact that as on learning, teaching and community outreach.

Key Drivers:

- Children and Young People (Scotland) Act 2014
- Scottish Government Fairer Scotland Duty: Guidance for Public Bodies

Equality Outcome 2 – Racial Equality

The College will:

- Improve representation of people of colour in roles across the College including senior leadership roles, the board and in governance committees, so that representation is more in line with the diversity of the community and students we serve.
- Continue to foster an anti-racist culture in which racism and systemic racial inequalities are actively challenged, robustly tackled and people experiencing racial discrimination or harassment are respected, supported, and empowered.
- Encourage inter culturalism through our inclusion calendar celebrating the cultures of our staff and students in order to maintain a welcoming and inclusive culture.
- Through the establishment of a BAME (and Allies) Network systematically review staff/student policies, processes, and procedures through the lens of racial equality and make continuous improvements.

- Participate in and work towards completing the Race Equality Charter.
- Continue to reduce the BAME pay gap.

Key Drivers:

- Scottish Government Anti-Racist Employment Strategy – A fairer Scotland for all.
- Scottish Government Minority Ethnic Recruitment Toolkit
- Scottish Government Race Equality Framework 2016-2030
- Scottish Government Race Equality Training Framework

Equality Outcome 3 – Gender Equality and Gender Based Violence

The College will:

- Improve the student gender segregation, with improvement in sectors with the highest disparities.
- Improve representation of females in senior leadership roles and the board, so that representation better reflects the overall gender diversity of the College community.
- Through gaining GBV Charter in recognition of taking the Emily Test and through a partnership with White Ribbon, foster a culture where gender-based violence is actively challenged, robustly tackled and people experiencing gender-based violence are respected, supported, and empowered.
- Continue to reduce the gender pay gap and make further progress towards 5%.
- Review work and family policies and procedures to ensure they are in line with current best practice and national bargaining.
- Continue to support targeted gender wellbeing initiatives such baby loss, period poverty, endometriosis, breast cancer, prostate cancer, male mental health etc.

Key Drivers:

- Scottish Government Equally Safe Action Plan (preventing and eradicating all forms of violence against women and girls)
- Scottish Government Women's Health Plan
- Scottish Government A Fairer Scotland for Women (addressing the gender pay gap)
- Scottish Funding Council Period Poverty 2021-2022

Equality Outcome 4 – Disability

The College will:

- Continue to encourage both staff and students in the disclosure of disabilities by reducing the stigma(s) than can be associated in order to fully understand the wide array of additional support needs and how better to support them.

- Improve representation of individuals with a disability in roles across the College including senior leadership roles, the board and in governance committees, so that representation is more in line with the diversity of the community and students we serve.
- Continue to support the mental health and wellbeing of staff and students through communication, awareness, learning, resources, and College service offers.
- Continue to promote and support our status as 'Disability Confident' and 'Carer Positive'.
- Review delivery methods and times in line with annual curriculum review plans in order to understand if there is more ways to support individuals with caring responsibilities to access courses.
- Establish and embed key accessibility standards when it comes to communications, digital platforms, and resources.
- Review all campuses to ensure that there are safe and accessible routes for staff and students with visible disabilities and designated quiet/sensory spaces.
- Through the establishment of a Disability (and Allies) Network systematically review staff/student policies, processes, and procedures through the lens of visible and non-visible disabilities and make continuous improvements.
- Review process for seeking reasonable adjustments or specialist equipment to ensure it is fair and easily accessible.
- Continue to reduce the Disability pay gap.

Key Drivers:

- Scottish Government Learning/intellectual disability and autism: transformation plan
- Scottish Government The right help at the right time in the right place: strategy for the learning provision for children and young people with complex additional support needs 2017-2026
- Scottish Government A Fairer Scotland for Disabled People
- Scottish Government Creating Hope Together
- Scottish Government Mental Health and Wellbeing: Whole School Approach: Framework
- Mental Health (Scotland) Act 2015

Equality Outcome 5 – LGBTQIA+

The College will:

- Through the establishment of a LGBTQIA+ (and Allies) Network systematically review staff/student policies, processes, and procedures through the lens of LGBTQIA+ equality and make continuous improvements.

- Review Transgender and Gender Non-Conforming guidance to ensure that staff and students who identify as transgender or gender non-conforming feel fully supported in living as their true selves.
- Review and improve the process in which staff and students should follow when transitioning in order to make it easily accessible and aligned to Gender Recognition Reforms.
- Complete the LGBT Youth Charter and continue to progress through the levels of Bronze, Silver, and Gold.

Key Drivers:

- Scottish Government Supporting Transgender Young People
- Gender Recognition Act
- Scottish Government LGBT Inclusive Education Recommendations

WEST COLLEGE SCOTLAND

Meeting	Board of Management
Date	27 February 2023
Location	Paisley Campus
Title of Paper	LTQC Update
Presented By	Gordon Hunt
Recommendation to Members	The minutes from the February LTQC meeting will be formally presented to the next board meeting. Minutes from the 30 November 2022 meeting are being presented to this meeting following the verbal update from the Chair at the December Board meeting. Members are asked to note this paper which highlights the key items discussed at the February meeting.
Appendix Attached	No

PURPOSE

To provide an update from the LTQC meeting of 15 February 2023.

1. **BACKGROUND**

    The committee met at the Clydebank Campus and online, following a successful first day of the Staff Development Week 2023 at which the Chair was guest speaker.

2. **HIGHLIGHTS**

2.1 The Committee received a presentation from Alan Dick on the current regional context in which the College operates, including information on demographics, skills needs and economic indicators. It was agreed that this was a very useful presentation and the Committee asked to be updated on a regular basis.

2.2 Lee Coutts updated the Committee on the development and implementation of the My Curriculum system. This has been developed in-house and provides an integrated curriculum planning, course and class management and timetabling system which will enable a wide range of analytics to be collected. The Committee were particularly impressed with the way in which the system had been developed using internal expertise and rapid development approaches. It was noted that other colleges had already expressed interest in learning more about the system. The Committee commended Lee and the whole team for delivering such a major new development.

2.3 The Committee noted the very positive internal audit report on the progress of the Curriculum Strategy (which contains no recommendations

for improvement and notes a wide range of good practice). The proposed new KPIs to be used in monitoring progress on the strategy objectives were also welcomed as was the positive progress report on the strategy overall.

2.4   From the Student Association report, the Committee was pleased to note in particular the increased support for student mental health and the appointment of 8 new voluntary officers in a range of areas.

2.5   The Committee also received a detailed curriculum planning and review update from which the work to develop SCQF Level 4 vocational course delivery, particularly in terms of recruitment and attainment, and the work around changes to campus focus and cross-campus delivery in order to rationalise provision and improve efficiency were particularly noted.

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

Members are asked to note this report.

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
Jackie Russell
Dr Jillian Couto-Phoenix
Vacancy

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				✔	

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		

![West College Scotland logo]

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.