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| <b>Title of Paper</b>  | <b>Student Association Report<br/>Student Association Budget Update<br/>Student Association Constitution</b> |
| <b>Presented by:</b>   | Ed Cselik, Vice President  |
| <b>Recommendation:</b> | <b>To Note</b>   |
| <b>Status:</b>         | <b>Public</b>  |

**Purpose / Executive Summary:**

This paper provides the Learning, Teaching & Quality Committee with an update on the Student Associations achievements and activities since the last meeting as well as a summary of the overall budget spends during 2023/2024.

The paper also includes a revised Student Association Constitution for the Committee’s review before being submitted to the Board. This revised constitution has already been agreed with NUS.

**Recommendations:**

The Learning, Teaching & Quality Committee is asked to **note** the report and **recommend** the revised Student Association Constitution be taken forward to the Board for approval.

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|--------------------------------------|---|
| <b>Implications:</b>                 |   |
| <b>Financial</b>                     | All possible implications are covered within reports and activities undertaken by the SA. |
| <b>Student Experience</b>            |   |
| <b>People</b>                        |   |
| <b>Legal</b>                         |   |
| <b>Reputational</b>                  |   |
| <b>Community/ Partnership impact</b> |   |
| <b>Environment</b>                   |   |
| <b>Equalities</b>                    |   |

# Education Scotland Report

## West College Scotland Students' Association

### 1. Introduction

The West College Scotland Students' Association (WCSSA) stands at the forefront of representing the diverse interests of student within the college community. Our commitment to inclusivity, engagement, and empowerment drives our mission to enhance student life and success in collaboration with college stakeholders. Over the past academic year (AY), WCSSA has navigated transformative initiatives, strategic planning, and community engagement efforts to create a vibrant and supportive college environment.

### 2. Key Achievements and Highlights

1. **Securing Funds:** A significant milestone was achieved with the successful securing of vital funds, enabling simultaneous assumption of roles by WCSSA sabbatical officers. This allowed for a collaborative planning and the creation of a new essential student space (The Cave) at our Paisley campus. Sustainable funding commitments from the College's Board of Management ensured continues support for WCSSA activities.
2. **Governance Structure and Constitution Review:** WCSSA conducted a comprehensive review of its governance structure and constitution to enhance transparency and inclusivity in decision-making processes. The assembly and training of Student Representative Council (SRC) is a great effort to truly involve students into the decision-making process.
3. **Class Representative Training:** As of the current reporting period, WCSSA proudly boasts a total of 356 class representatives. This represents a coverage of approximately 70% of all courses within the college. In our commitment to equip class representatives with the necessary skills, we offered a number of opportunities to complete their training, keeping inclusivity and accessibility in mind at every step of the way. Approximately, 90 class representatives have completed their training either in-person or online.
4. **Strategic Planning and Stakeholder Involvement:** Diverse student focus groups shaped the Mission Statement, values, and vision of WCSSA, ensuring alignment with the needs and aspirations of WCS students.
5. **SWOT Analysis:** The SWOT analysis has identified several key strengths within the association, underscoring areas of commendable performance and positive attributes. The analysis highlights an improved election process, emphasising its role in ensuring a free and fair democratic election of Student Presidents. Furthermore, this analysis also highlighted improved funding from the WCS, dedicated support staff supporting WCSSA with primary objectives.
6. **Annual General Meeting (AGM):** The AGM's key agenda items helped students to hold WCSSA accountable for their actions. The sabbatical reports provided an overview of activities undertaken by each Sabbatical Officer, progress against democratically elected objectives, meetings attended, networks engaged with, and projects/campaigns conducted.

7. **SRC:** The Student Representative Council focuses on holding the Executive and Sabbatical team accountable while ensuring transparency, accountability, fairness, and effective governance within WCSSA. It offers an opportunity for a proactive individual to contribute meaningfully to campus life and student wellbeing
8. **Student Feedback:** Over the passing AY, WCSSA collected comprehensive feedback from multiple sources and highlighted key areas of consideration for the WCS' Executive team. The key areas of feedback were about estates, quality, learning experience and college life.
9. **Class Representative Framework:** WCSSA created a list of recommendations aimed at enhancing the experience and effectiveness of student representation in WCS. Through workshops and feedback from class representatives across the college, it has become apparent that the class representative experience could benefit from an immediate and radical reform.

### 3. WCSSA's Online and On-Campus Engagement

1. **Challenges with Online Engagement:** Despite the ambitious plans for online engagement, WCSSA faced significant challenges due to the lack of support, engagement, and enthusiasm from some Sabbatical Officers. This led to a decline in online engagement, as other priorities took precedence. At the beginning of the AY, WCSSA had outlined plans to establish a student blog and newsletter, covering popular student topics and news across campuses. Additionally, virtual "town hall" style accountability meetings were scheduled to ensure transparency and open dialogue between the students and WCSSA. However, due to the absence of support from other officers, these projects became unfeasible.

The intended student blog and newsletter would have served as valuable platforms for sharing information, promoting events, and highlighting student achievements. These initiatives aimed to foster a sense of community and keep students informed about relevant issues and developments within the college. Similarly, the virtual "town hall" meetings were designed to provide students with opportunities to engage directly with WCSSA leadership, ask questions, and voice concerns.

Unfortunately, without the necessary support from other Sabbatical Officers, these initiatives faced significant obstacles. The success of such projects relies heavily on teamwork, coordination, and shared commitment. When faced with limited resources, priorities had to be reassessed, leading to the postponement or cancellation of certain projects.

2. **Challenges with On-Campus engagement:** Despite initial plans, the implementation of comprehensive events calendar encompassing on-campus activities did not materialise due to the lack of on-campus presence and engagement with the student body at most campuses. This unfortunate outcome stemmed from a combination of factors as a result, WCSSA was unable to curate and promote a diverse range of on-campus events, which significantly hindered efforts to foster student engagement and community building. Without a centralised platform for promoting activities, students were left unaware of available opportunities for social interaction, personal development, and extra-curricular engagement. The lack of representation at certain campuses was noted by a number of students.

Moreover, the failure to achieve what we set out to accomplish as a “team” highlighted broader issues related to accountability and strategic planning within WCSSA. Sabbatical Officers’ inability to execute on planned initiatives reflected a systematic failure to prioritise student needs and effectively allocate resources to achieve desired outcomes. This personal and organisational inefficiency and lack of follow-through eroded trust and confidence in their ability to effectively represent student interests and drive positive change within the college community.

As a result of constant absences, Class Representatives struggled to establish meaningful channels of communication with certain democratically elected Sabbatical Officers. Without a structured feedback system in place, valuable insights and perspectives from students went unheard at certain campuses, hindering efforts to address pressing issues and improve the overall college experience. This breakdown in communication and accountability further eroded trust in WCSSA’s ability to represent student interests and advocate on their behalf.

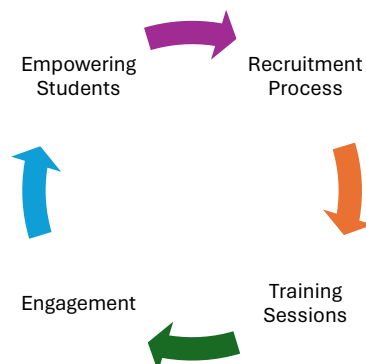
Despite these challenges, WCSSA remains dedicated to exploring innovative ways to engage with students and enhance their college experience. While some initiatives may have been delayed, the association continues to seek opportunities for meaningful interaction and communication with the student body. As WCSSA works to address internal challenges and strengthen its organisational structure, it remains committed to serving the best interest of WCS students and promoting a vibrant and inclusive college community.

#### 4. Class Representation Reforms

1. **Empowering Students:** WCSSA recognises the critical importance of fostering a tight-knit and effective community where students feel empowered to provide feedback and contribute to positive change. Combining knowledge, engagement, and the active participation of each student is the key to driving future WCSSA agenda forward.

Students should always be aware that they have options and that their voices matter. Their knowledge and experience are invaluable to WCSSA, and they should be assured that their feedback is listened to and acted upon throughout their journey at WCS.

Despite the challenges in capturing student engagement, WCSSA remains committed to striving for excellence in every possible way. While some issues may be beyond our control, WCSSA is dedicated to making significant strides in improving student engagement on all fronts. I believe that engaging with students is not only rewarding but also enriching for the entire community.



## 2. Reforms:

### 1. Recruitment Process:

- Information packs provided to candidates prior to voting to ensure clarity.
- Scheduled recruitment and training within block 1
- Collaboration between WCS and WCSSA for a large-scale training session

### 2. Training Sessions:

- Revision of the current SPARQS/NUS material to be more “up to date” and inclusive of different learning styles
- Ensuring adherence to promised timeframes during training sessions to prevent stress and time management.
- New group exercises implemented to further improve on communication, debate and people skills.

### 3. Engagement:

- Establishing accountability meetings with WCSSA to provide the opportunity to ask questions and hold the association accountable.
- Monthly online meetings to catch up with the representatives.
- Improved communication and collaboration with departments to ensure that student representation is prioritised and integrated into course meetings throughout the AY
- Events calendar ready at the beginning of AY

### 4. Empowering Students:

- Emphasise the importance of student feedback and contributions to positive change.
- Commitment to listening and acting upon student feedback throughout their journey at WCS.

## 5. National Representation

1. This AY have proven immensely effective for WCS’s students as WCSSA facilitated the participation of 13 delegate students across various national conferences. These gatherings provided opportunities for our students to engage in important discussions and policy reforms that directly impact the student body and the broader college community. Thanks to the generous funding received from WCS, we were able to provide accommodation and catering, along with networking opportunities outside of conference hours, ensuring our delegates were well supported to have a great conference experience.
2. List of conferences where WCSSA & students represented WCS on a national level:
  1. SPARQS That’s Quality!
  2. NUS Scotland Lead & Change
  3. NUS Scotland Conference
  4. NUS Liberation Conference
  5. NUS National Conference

## 6. WCSSA Restructure

1. A proposal was sent to WCS’ Senior Management Team (SMT) by Grant Taylor, Head of Student Academic and Skills Development. This proposal outlines a strategic reconfiguration of WCSSA. The current model, featuring one full-time and three part-time student presidents, faces challenges in coordination and resource allocation. To address these issues and enhance

effectiveness, the proposal recommends transitioning to two full-time presidents with defined roles, potentially supplemented by a full-time staff advisory role. This restructuring aims to streamline decision-making, improve collaboration, and better support student governance within the college.

- 2. Budget:** The proposed restructuring does not incur additional financial costs, as it involved a reallocation of existing resources. The proposal is cost neutral and a realignment of existing funds to better serve the future WCS SA. Focusing on optimising the utilisation of available funds the new structure will result in more efficient use of financial and human resources.
- 3. Approval:** The proposed restructuring of WCSSA has received approval from key stakeholders, including SMT, the Board of Management, and the SRC. This broad approval underscores the recognition of the proposal's potential to enhance student governance and better serve the college community. With support from these influential bodies, the implementation of the restructuring plan is poised to proceed smoothly, ensuring a seamless transition to the new structure.

## **7. WCSSA Relationship with WCS**

1. WCSSA maintains a robust and collaborative relationship with various stakeholders within the college community. As part of this relationship-building effort, Sabbatical Officers are given regular opportunities to present reports at Board of Management meetings. This practice fosters transparency and accountability but also ensures that the voices and perspectives of students are integrated into the decision-making processes of the college.
2. Sabbatical Officers are not only invited to be a member of the Board of Management but are also encouraged to freely express their opinions, ask questions, and contribute their perspectives on various matters affecting the college community.
3. Sabbatical Officers and the Principal of WCS often collaborate to approach and discuss student-related matters and enhancing the overall student experience. Through regular monthly meetings, Sabbatical Officers have the opportunity to engage directly with the Principal, fostering open communication and dialogue on a wide range of issues affecting students.
4. Overall, the close relationship between Sabbatical Officers and a number of Senior Management Team (SMT) members reflects a collaborative and student-centred approach to leadership, where the voices and concerns of students are valued, heard, and acted upon in pursuit of continuous improvement and excellence in education.
5. The views of Sabbatical Officers regarding curriculum planning and improvement have been expressed through requests to be invited to course meetings. However, despite these requests, attendance at such meetings have been lacking, with only three instances of participation noted thus far.

**Main Action** - Feedback from class representatives indicates a desire for regular invitation to, and engagement in, course meetings with their departments. A renewed focus on engagement in curriculum discussions will increase opportunities for students input and collaboration in shaping the educational experience.

## 8. Learning Experience at WCS

1. The college provides modern and capable laptops, computers, and other non-electronical equipment to support and enhance learning and teaching. These resources are readily available for students, facilitation ease of access and use in their studies.
2. The arrangements for identifying and supporting the needs of individual learners are effective, as noted through continuous involvement with the college and its supporting services. Sabbatical Officers have observed that the college takes pride in supporting students in need, regardless of their skills or ability to learn. This support encompasses additional learning support, funding advice, and access to counselling services, ensuring that students receive the assistance they require to succeed in their academic pursuits.
3. Based on to the *WCS Students Survey 1 23-24 College report*, students have scored the college website highly, with over 90% or more expressing satisfaction with their experience using and navigating the college's website – including the application process and enrolment. This indicates a high level of satisfaction and effectiveness in the usability and functionality of the college website, reflecting positively on the overall digital experience provided to students.
4. The overall learning experience at WCS, as expressed by students in this report, is exceptionally high, with satisfaction scores ranging from 91% to 96%. This indicates that students are overwhelmingly satisfied with various aspects of their learning journey at the college, including coursework, support services, and overall educational experience. Such high levels of satisfaction suggest that WCS is effectively meeting the needs and expectations of its student body, fostering a positive and enriching learning environment. Furthermore, 93% of the students who answered the survey feel that they receive clear and prompt feedback on their progress at all times throughout their course.
5. According to the report, an overwhelming majority of students, 96%, believe that WCS provides a safe space for them to be their authentic selves. Additionally, 92% of students expressed confidence that if they witnessed or experienced bullying, harassment, or discrimination, they would feel comfortable reporting it. These findings indicate that the college's inclusion and equality arrangements are effective in easing access and improving outcomes for groups or individuals who may experience barriers to their learning. Such high levels of confidence from students clearly indicated that WCS has established a supportive and inclusive environment where students feel empowered to address issues and advocate for their rights.
6. College staff and lecturers frequently organise gatherings or open club for students with diverse interests, actively encouraging others to join to explore new activities and meet new people. This proactive approach to promoting diversity fosters inclusivity and culture within WCS.

## 9. Conclusion

WCSSA reflects a journey marked by achievements, challenges, and opportunities for growth. WCSSA's commitment to inclusivity, engagement, and empowerment has been evident throughout the academic year, as demonstrated by key achievements.

However, challenges with engagement have underscored the need for enhanced collaboration, communication, and leadership within WCSSA. Despite ambitious plans, the lack of support from certain Sabbatical Officers hindered the implementation of projects aimed at fostering community and promoting students' involvement. Moreover, the absence of structured feedback systems and communication channels with class representatives highlighted deficiencies in accountability and representation.

Overall, WCSSA is committed to continuous improvement, student's empowerment, and inclusivity. As WCSSA continues to navigate challenges and seize opportunities for growth, its dedication to serving the best interest of WCS students remains unwavering.



# WCS SA Constitution

## Article 1: Name

The Students' Association is called 'West College Scotland's Students' Association'. In the rest of the Constitution, our name appears as West SA'.

## Article 2: Purpose

West SA is established for the following purposes:

- To represent the interests of West College Scotland students and to act as a voice for the student body.
- Represent our members at local and national levels.
- To provide opportunities for personal and leadership development.
- To advance the educational and social development of its members and students of the college as a whole.
- To promote and protect the welfare of its members.

These aims and objectives shall be practised without discrimination. This includes discrimination on the grounds of any protected characteristics as defined by the Equality act 2010.

How we achieve these aims and objectives will be detailed in the West SA Strategic and Operational plans, and appropriate partnership working agreements with the College.

## Article 3: Membership

All students who are enrolled at West College Scotland and aged of 16 or over shall automatically become members of the Association unless they opt out of membership.

Any Sabbatical Officer shall be a full member of the Association. They must be enrolled as current student at the time of nomination.

### 3.1 Ordinary membership

- All enrolled students attending the College shall be deemed Ordinary Members of the Association. This includes all students regardless of mode of attendance.
- The only students not to be Ordinary members of the Association shall be those who choose to opt out of membership by contacting the Students' Association in writing or are under the age of 16.
- All Ordinary Members should produce a student card when requested to do so by Officers or staff of the Association.

### 3.2. Executive Membership

All ordinary members can join the West SA Executive. The Executive Membership shall be constituted as follows:

- Sabbatical officers
- At least six other liberation officers

We have a variety of roles, all of which help deliver the work of West SA. Executive members make up our Executive Committee. If the Executive members are unable to fulfil their duties as an executive committee due to not meeting the required membership number, governance will be handled by the sabbatical officers and the Student Rep Council until the executive committee can resume their responsibilities.

### *3.2.1 Sabbatical Officers*

In a student association, a sabbatical officer is an elected student representative who received remuneration to work on behalf of the student body. They are elected by the student body and their role is to represent the interests of students and ensure that their voices are heard by the College and other external organisations. As sabbatical officers receive remuneration for their services, they are accountable to a terms of service agreement, an officer code of conduct, constitutional obligations, and relevant College policies. Sabbatical officers oversee the day-to-day operations of West SA and, in addition to their remits as part of their role description, are also responsible for activities such as:

- Developing and implementing policies: Sabbatical officers work on developing and implementing policies that address the needs and concerns of the student body.
- Supporting student groups: Sabbatical officers provide support to student groups and organisations, helping them to achieve their goals and ensuring that their voices are heard.
- Running campaigns: Sabbatical officers run campaigns on issues that affect students, such as mental health, student welfare, and access to education.
- Working with college officials: Sabbatical officers work closely with college officials to ensure that student concerns and needs are addressed.

Overall, sabbatical officers are a vital part of a student association as they provide a dedicated and focused voice for the student body, ensuring that their interests are represented, and their needs are met.

### *3.2.2 Liberation Officers*

A liberation officer is a student who volunteers their time to work on behalf of the student body and assist in the running of the association. Unlike sabbatical officers who can take a break from their studies to work full-time on behalf of the student body, liberation officers typically continue with their studies while also serving as a volunteer for the students' association.

Liberation officers can hold a variety of roles and responsibilities, depending on the needs and goals of the Students' Association. Some examples of liberation officer roles include:

- Event coordinators: Liberation officers can assist with organising and running events for the student body, such as social events, fundraisers, and student-led workshops.
- Community outreach coordinators: Liberation officers can work to strengthen the relationship between the students' association and the wider community by organising community service projects, charity events, and other outreach initiatives.
- Campaign leaders: Liberation officers can lead campaigns on issues that affect students, such as mental health, student welfare, and access to education. They can work to raise awareness about these issues and advocate for student interests.
- Media and marketing officers: Liberation officers can assist with marketing and promoting the students' association through social media, website content creation, and other media channels.

Liberation officers can be elected at the beginning of the academic session or be 'Co-opted' by a simple majority vote of the Executive Committee.

Liberation officers are important for the success of a students' association as they provide valuable support and assistance in a variety of areas. Their contributions are a testament to the spirit of community and volunteerism that often characterises student life.

### 3.3. Student Representative Council

The Student Representative Council hereafter referred to as the SRC is comprised of maximum of 15 reps. These Representatives serve as a channel for feedback to both the College and the Students' Association. They hold the West SA Executive accountable and relay feedback from class representatives.

The SRC will also be able to hold a vote of no confidence on any Executive Committee member.

The SRC shall meet every month.

An emergency SRC meeting may be called in the event of a vote of no confidence being triggered.

SRC meetings will give information to students on current topics and campaigns and will be a forum for students to share their views and raise any concerns.

A member of the Executive Committee must be present.

Minutes and updates from the meetings will be made available for the whole student body.

### 3.4. Expulsion of Members

#### 3.4.1. Sabbatical Officers

Any Sabbatical member of the Association shall be removed from office if one of the following occurs:

- Receiving a vote of no confidence from the SRC
- Receiving a vote of no confidence from the student membership.
- Non-adherence to terms of service agreement, officer code of conduct, West SA constitution or other relevant college policies (GDPR, Health and Safety etc.)
- Missing three consecutive meetings without submitting apologies.

The Student membership can hold a vote of no confidence via referendum. For this to happen the following conditions must be met:

The Student Rep Council can hold a motion to implement a vote of no confidence on any member of the Executive Committee, including sabbaticals, on the following grounds:

- Sabbatical officers are not fulfilling their democratically agreed objectives.
- Liberation officers are not fulfilling their remit.

In order for the SRC to hold a vote of no confidence, the SRC must be presented a petition signed by 150 ordinary members.

**Or**

A Sabbatical Officers report has been 'disapproved' twice by the rest of the Executive Committee or SRC.

In the event of a no confidence vote being passed by the SRC on a sabbatical officer, they shall be deemed to have resigned. The person concerned shall have a right to be heard prior to the SRC reaching a decision.

A vote of no confidence is reached by a two thirds majority.

#### *3.4.2. Executive Committee members excluding sabbaticals*

Any ordinary member who discontinues studying with WCS, will automatically cease to be a Member of the Association.

#### *3.4.3. Ordinary members*

Any ordinary member who discontinues studying with WCS, will automatically cease to be a Member of the Association.

#### *3.4.4. Student Representative Council*

Any SRC member who misses two consecutive votes without abstaining will be considered to have resigned, and the vacant position will be offered to other ordinary members.

### **Article 4: Governance**

The WCS SA shall be governed by the Executive Committee consisting of Sabbatical and Liberation Officers and the SRC.

The Executive Committee membership shall be elected by the student body through a democratic process, such as an election, for a term of one academic year.

Liberation officers may be co-opted by a simple majority of the Executive Committee. Sabbatical officers **cannot** be co-opted.

Any ordinary member is eligible to run for a position on the Executive Committee.

The Executive Committee shall have the power to make decisions on behalf of West SA.

#### **4.1 Executive Committee Duties**

The duties of the Executive Committee shall include, but not be limited to:

- Setting policies and priorities for the West SA in conjunction with the SRC.
- Providing a forum for West College Scotland students and the SRC to discuss issues and make suggestions for improvement.
- Monitor and discuss the events and decisions of the formal college decision making bodies and to raise concerns of members to College management and the Board of Management.
- Approve reports from committees and sabbaticals.

- Monitor and oversee the finances and budgets of the Association.
- Organising and promoting events and activities for West College Scotland students.
- Address any concerns raised by the SRC.

#### 4.2 Executive Committee Meetings

The Executive Committee shall meet at least once a month.

WCS staff may be in attendance to support the Executive Committee but will not have any voting privileges.

The Chair will normally be the Student President. The dates of Executive Committee meetings shall be set by the Student President.

An emergency Executive Committee meeting may be called to discuss a particular issue if requested to the Chair in writing by at least one-third of the members of the Executive Committee.

For a meeting of the Executive Committee to be quorate and make decisions, at least one half of the eligible membership must be in attendance. If the meeting is not quorate then any voting will be reserved for the SRC.

Members of the Association who are not members of the Executive Committee may attend meetings as observers and participate with the permission of the Chair.

If a vote is called by the Chair, members of Executive Committee, who are present at the meeting, shall be the only people permitted to cast a vote. The Chair will only vote in the event of a tie.

A Student President shall normally be responsible for publication of details of all Executive Committee agendas at least 3 working days before the meeting, and for ensuring minutes/points of action from previous meetings are provided timeously (within one working week from the date of the meeting).

Executive Committee members including sabbatical officers will submit progress reports to the Executive Committee or the SRC for approval. These reports will contain:

- i. Progress on mandates.
- ii. Number and content of meetings.
- iii. All other work carried out.
- iv. Planned action.
- v. Recommendations for approval.

If a report is 'disapproved' the Executive Committee member will have a chance to rectify the report. If the report is disapproved twice then the process for an SRC vote of no confidence will be triggered.

#### Article 5: Elections

As per the Education Act (1994) Students' Association must hold free and fair elections and elected officials cannot hold office for more than 2 years. The responsibility of elections shall fall to the Returning officer and/or Deputy Returning Officer. Please see Appendix A for a list of our election rules and processes.

## Article 6: Activities

### 6.1. Clubs and Societies

Clubs and societies may be recognised by the Executive Committee provided that they do not breach the Association's purpose.

### 6.2 Affiliation

The Association may decide through referenda to affiliate to external organisations.

To affiliate to an external organisation a petition signed by at least 150 ordinary members of the Association must be presented to the Executive Committee called in the same academic year.

### 6.3 Disaffiliation from External Organisation

In the event of an objection to a current affiliation to any external organisation, a petition signed by at least 150 members of the Association must be presented to the Executive Committee.

The Association will then hold a referendum in accordance with the Referendum section of this Constitution. A further referendum on the same affiliation cannot be called in the same academic year.

### 6.4 Referendums

A referendum, in which all members are allowed to vote, shall be held on any issue if the Executive Committee and Student Rep Council decides by a two thirds majority to call a referendum. Student Presidents shall call a referendum if they are handed a petition detailing the issue and containing the name, course, and signature of at least 150 students who are members of the Association.

A referendum shall be held within ten to twenty college days of a referendum being called. The DRO shall be responsible for deciding the wording of the question on the referendum ballot paper and for publicising the details of the question being asked.

The referendum shall be supervised by the DRO. Voting shall be open for a minimum of three college days.

The result of a referendum will take priority over any existing Association policy on the same issue.

#### 6.4.1 Referendum Complaints

Any complaints relating to the conduct of the referendum shall be directed to the DRO or their agent.

In the case of complaints, students will have the opportunity to make representation to the Returning Officer. Any decision made by the DRO shall be final, with the exception of a complaint relating to the result of a referendum.

In the case of a complaint to the result of a referendum, a complaint shall be made in the first

instance to the DRO. If parties involved are not satisfied with the

Returning Officer's decision, an appeal may be made to the College Principal. The decision of the College Principal shall be final.

## Article 7: General Practices

### 7.1 .Amendments

All proposed amendments will be subject to the approval of the SRC and/or student body and College Board of Management before they can be implemented.

The Constitution shall be reviewed by the Association and the College Board of Management at least every 3 years from the date of the current document's implementation.

### 7.2 Financial

The Association shall receive appropriate funds from the College to enable it to effectively pursue its aims and objectives.

The SRC shall supervise all Association finances and ensure that proper financial records are maintained. The SRC shall be responsible for overseeing and approving the annual budget, accounts and all other financial reports.

Any member of West SA will receive expenses for costs incurred whilst on Association business.

Expenses must be approved in advance and must be authorised by a member of the Executive Committee, who must not be the person claiming the cash.

The Student Presidents shall have the power to sanction expenditure of up to £200, subject to the ratification of the SRC and provided the total expenditure does not exceed the overall budget total.

This power can only be exercised a maximum of 4 times in one financial year.

A copy of the Association's budget and audited accounts shall be given to the Board of Management each financial year and be made publicly available. The financial year of the Association shall run from **1<sup>st</sup> August to 31<sup>st</sup> July**.

### 7.3. Minutes

At all meetings of the Association, minutes shall be taken which shall be circulated and any necessary corrections made at the next appropriate meeting. Confirmed minutes shall be filed and made available to the student body.

A copy of this Constitution, including any amendments, and any plans or reports on the Association's activities, including the budget, shall be made available.

All meetings of the Association shall be considered open to all members of the Association. However, the members of the meeting may vote to hold a specific meeting or an item of a meeting in private.

*7.4. Interpretation*

In the event of a challenge to the interpretation of any part of this Constitution, a ruling by agreement of the Executive Committee shall be sought.

In the event of a challenge to the Executive Committee ruling, the decision shall be taken to Student Representative Council.

If a member of the Association remains dissatisfied with the ruling of the Student Representative Council, they may appeal to the College Board of Management. The ruling of the College Board of Management shall be final.

**Constitution 2024**

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| _____                         | _____ |
| Liz Connolly                  | Date  |
| Principal and Chief Executive |       |

|                                      |       |
|--------------------------------------|-------|
| _____                                | _____ |
| Executive member Student Association | Date  |

|         |       |
|---------|-------|
| _____   | _____ |
| Witness | Date  |

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|---------|-------|
| _____   | _____ |
| Witness | Date  |



|                       |  |
|-----------------------|--|
| <b>Title of Paper</b> | <b>Student Satisfaction and Engagement Survey</b>        |
| <b>Presented by:</b>  | Cathy MacNab, Assistant Principal Performance and Skills |
| <b>Decision:</b>      | <b>For noting</b>  |
| <b>Status</b>         | <b>PUBLIC</b>  |

**Purpose / Executive Summary:**

To provide LTQC with trend data relating to student feedback in the mandatory annual SFC Student Satisfaction and Engagement Survey 2024 Circular Ref SFC/GD/01/2024

[College Student Satisfaction Survey Guidance 2023-24 - Scottish Funding Council \(sfc.ac.uk\)](https://www.sfc.ac.uk/collegesatisfaction)

**Recommendations:**

The Committee is requested to **note** the information contained within this report and seek any clarification as required.

|  |   |
|--|---|
| <b>Implications:</b>                     |   |
| <b>Financial</b>                         | There are no direct financial implications associated with this paper.  |
| <b>Student Experience</b>                | An improvement plan will be actioned to ensure that our mechanisms for engaging students, and acting on feedback from students, is strengthened across the college. |
| <b>People</b>                            | There are no human resource implications associated with this paper.  |
| <b>Legal</b>                             | There are no legal implications associated with this paper  |
| <b>Reputational</b>                      | There are no reputational implications associated with this paper   |
| <b>Community/<br/>Partnership impact</b> | There are no community implications associated with this paper  |
| <b>Environment</b>                       | There are no environmental implications associated with this paper.   |
| <b>Equalities</b>                        | Student Representation will be proactively monitored for proportionate representation of key groups.  |

## 1. Survey Process

The college Student Satisfaction and Engagement Survey 2024 opened for six weeks April to May 2024, and administered by the Student Stakeholder Coordinator.

The process was similar to that used in previous years with Survey Monkey links sent to CQLs for distribution to their students.

Technical issues with email, experienced in 2023, were fully resolved for 2024.

## 2. Response rates

Interim figures indicate that the college response rate for 2024 overall is 32% from both online and paper responses. (29% 2023)

Based on previous national trends, we anticipate that this may be low when benchmarked across the college sector. (See Appendix 1).

Technically we are able to confirm that there are no issues with the email process. Students received the email link for their unique survey response and 90% opened the email. Of those only 29% go on to complete the survey online and we need now to understand why they disengage at this point. Response rates varied across teaching departments (range 22% to 66%). The Quality Standards Committee members met on 16<sup>th</sup> May and discussed response rates and ways to improve response rates and some good examples from curriculum members were shared with the group. These will be highlighted to teaching departments for session 2024-25 as part of an overall college priority to improve student engagement and feedback mechanisms.

*Note - Response rate figures per mode of learning – Full time, part time and distance learning – are being compiled at the time of writing this paper and will be shared when available.*

## 3. Student Satisfaction Rates:

There is a reduction in student satisfaction rates across almost all SSES questions in 2024 compared with 2023. The exception is that students expressed increased satisfaction with their online learning materials. Reasons for decreased satisfaction will be subject to further analysis noting that ongoing EIS industrial action, in particular, the ASOS resulting hold, may have impacted on some responses to questions.

| Student Satisfaction Rates  | 2024 (interim) | 2023 | 2022 |
|---|----------------|------|------|
| 1. Overall, I am satisfied with my college experience                               | 92%            | 95%  | 91%  |
| 2. Staff regularly discuss my progress with me.                                     | 87%            | 92%  | 86%  |
| 3. Staff encourage students to take responsibility for their learning.              | 96%            | 97%  | 97%  |
| 4. I am able to influence learning on my course.                                    | 87%            | 93%  | 88%  |
| 5. I receive useful feedback which informs my future learning.                      | 90%            | 94%  | 90%  |
| 6. The way I'm taught helps me learn.   | 87%            | 93%  | 87%  |
| 7. My time at college has helped me develop knowledge and skills for the workplace. | 91%            | 94%  | 92%  |
| 8. I believe student suggestions are taken seriously.                               | 83%            | 88%  | 84%  |

| Student Satisfaction Rates  | 2024<br>(interim) | 2023 | 2022 |
|---|-------------------|------|------|
| 9. I believe all students at the college are treated equally and fairly by staff. | 88%               | 92%  | 91%  |
| 10. Any change in my course or teaching has been communicated well.               | 85%               | 88%  | 85%  |
| 11. The online learning materials for my course have helped me learn.             | 86%               | 84%  | 81%  |
| 12. I feel that I am part of the college community.                               | 82%               | 85%  | 79%  |
| 13. The College Students' Association influences change for the better.           | 56%               | 59%  | 50%  |

#### 4. Comments Summary

The comments that follow below are summaries of student narrative that accompanied their survey responses. The low response rates overall mean that a degree of caution must be exerted in interpreting these as being common to all areas/departments. Nonetheless they provide useful insight into the experiences of some students and meaningful feedback to inform the cycle of continuous quality improvement. The emerging themes suggest a need for improved communication, better resource allocation, enhanced support systems for mental health and learning difficulties, and a more organised and responsive administrative structure, and are worthy of further investigation.

##### Learning and Teaching Process

- Positive Feedback: Some lecturers were praised for their support, teaching methods, and dedication.
- Development Feedback: Issues included unprofessional behaviour, lack of engagement and poor communication. Specific incidents, such as one lecturer not showing up and another making inappropriate comments, were highlighted.

##### Course Content and Structure

- Practical Experience: Students expressed a desire for more practical experience and better organisation of course content. There were complaints about certain subjects being rushed or not covered in depth.
- Resource Availability: The lack of proper resources, such as unsafe machines and insufficient materials, was a recurring issue. Students also noted difficulties accessing online resources and navigating e-learning platforms.

##### Administrative and Organisational Issues

- Timetable and Scheduling: There were significant issues with the timely distribution of timetables and poor organisation of courses. Some students experienced last-minute changes and lack of clarity about course schedules.
- Course Cancellations: The abrupt cancellation of courses due to low enrolment was a major concern, disrupting students' educational plans and causing stress.

##### Student Support and Safety

- Mental Health and Learning Support: Many comments pointed to a lack of support for mental health and learning difficulties. Some students felt targeted or unsupported, particularly those with anxiety or other mental health issues.

- **Safety Concerns:** Safety issues were raised, such as the absence of student identification checks, which made students feel insecure.

### **Facilities and Resources**

- **Campus Facilities:** Comments highlighted the need for better facilities, including more car parking spaces, microwaves in the cafeteria, and better access to student amenities.
- **Funding and Equipment:** There were concerns about inadequate funding, especially in the mechanics department, leading to the use of unsafe equipment and insufficient practical learning opportunities.

### **Communication and Feedback**

- **Communication Issues:** Students often found it difficult to communicate with lecturers, who sometimes ignored emails or messages. There was also confusion about assessment feedback and a lack of guidance.
- **Feedback Quality:** While some lecturers provided excellent feedback, others were noted as not offering adequate or timely feedback, leaving students uncertain about their progress.

### **Course Delivery and Learning Environments**

- **Online Learning:** Mixed feelings about online learning were expressed. Some students found it isolating, while others appreciated the flexibility. There were suggestions to balance online and in-person elements better.
- **Classroom Environment:** Students valued a positive and inclusive classroom environment but noted that some lecturers failed to foster this, leading to feelings of discomfort and discrimination.

### **General Satisfaction**

- **Positive Experiences:** Despite the challenges, the majority of students expressed overall satisfaction with their education and appreciation for their lecturers' efforts.
- **Negative Experiences:** Conversely, some students had poor learning experiences, feeling let down by college administration and the quality of their courses.

### **Distance/Flexible Learning**

Overall, the comments reflect a mixed experience with distance learning courses. Comments highlighted positive interactions with tutors and expressed gratitude for the opportunity to study online. While some learners found the courses beneficial, well-structured, and informative, others faced challenges such as difficulty accessing course materials, lack of timely feedback, and issues with course organisation, outdated materials, and poor communication from tutors or college staff. Suggestions for improvements such as clearer expectations for assignments, better navigation of online platforms, and more support for learners with diverse needs.

Some distance learners expressed frustration with irrelevant questions. This will be fed back to SFC as the question set is prescriptive and national.

## Appendix 1 – National Response Rates Benchmarks 2023

| College                          | FE Full-Time  |                   | HE Full-Time  |                   | FE Part-Time  |                   | HE Part-Time  |                   |
|----------------------------------|---------------|-------------------|---------------|-------------------|---------------|-------------------|---------------|-------------------|
|                                  | Response rate | Satisfaction rate | Response rate | Satisfaction rate | Response rate | Satisfaction rate | Response rate | Satisfaction rate |
| Argyll UHI                       | 64.9%         | 88.0%             |               |                   | 64.3%         | 95.7%             |               |                   |
| Ayrshire                         | 47.0%         | 95.0%             | 46.9%         | 95.1%             | 15.8%         | 94.9%             | 21.6%         | 94.4%             |
| Borders                          | 43.1%         | 93.3%             | 41.2%         | 90.1%             | 4.8%          | 96.3%             | 2.4%          | 100%              |
| City of Glasgow                  | 80.2%         | 86.2%             | 47.8%         | 82.7%             | 30.7%         | 94.2%             | 31.0%         | 84.3%             |
| Dumfries and Galloway            | 76.2%         | 96.9%             | 77.8%         | 94.1%             | 27.6%         | 98.1%             | 35.7%         | 92.0%             |
| Dundee and Angus                 | 64.7%         | 97.2%             | 45.8%         | 94.8%             | 12.4%         | 97.4%             | 8.7%          | 98.0%             |
| Edinburgh                        | 46.1%         | 96.3%             | 34.6%         | 92.7%             | 6.9%          | 98.5%             | 5.9%          | 94.8%             |
| Fife                             | 79.5%         | 94.6%             | 73.8%         | 89.7%             | 66.8%         | 92.4%             | 62.6%         | 86.1%             |
| Forth Valley                     | 45.1%         | 95.2%             | 34.3%         | 90.8%             | 7.0%          | 95.2%             | 3.6%          | 90.0%             |
| Glasgow Clyde                    | 47.9%         | 94.9%             | 53.5%         | 89.7%             | 35.9%         | 96.0%             | 36.4%         | 92.8%             |
| Glasgow Kelvin                   | 60.6%         | 95.6%             | 42.5%         | 92.3%             | 69.4%         | 94.5%             | 35.7%         | 94.3%             |
| Inverness UHI                    | 64.5%         | 92.2%             |               |                   | 50.2%         | 96.2%             |               |                   |
| Outer Hebrides UHI (Lews Castle) | 61.6%         | 98.4%             |               |                   | 58.6%         | 100%              |               |                   |
| Moray UHI                        | 61.4%         | 94.6%             |               |                   | 18.1%         | 98.0%             |               |                   |
| New College Lanarkshire          | 87.0%         | 94.6%             | 55.6%         | 90.9%             | 40.3%         | 96.7%             | 42.3%         | 95.6%             |
| Newbattle Abbey                  | 77.3%         | 97.1%             | 62.5%         | 90.0%             | 63.6%         | 100.0%            |               |                   |
| North East Scotland              | 73.3%         | 96.7%             | 69.2%         | 91.0%             | 59.5%         | 97.4%             | 44.0%         | 93.5%             |
| North Highland UHI               | 31.4%         | 94.3%             |               |                   | 22.7%         | 97.6%             |               |                   |
| Orkney UHI                       | 1.4%          | 100%              |               |                   | 0.0%          | 0.0%              |               |                   |
| Perth UHI                        | 52.6%         | 96.3%             |               |                   |               |                   |               |                   |
| Scotland's Rural College         | 64.1%         | 92.1%             |               |                   | 27.5%         | 84.4%             |               |                   |
| Shetland UHI                     | 63.6%         | 95.2%             |               |                   | 10.0%         | 100%              |               |                   |
| South Lanarkshire                | 59.0%         | 88.6%             | 45.3%         | 82.8%             | 19.9%         | 88.4%             | 43.4%         | 89.0%             |
| West College Scotland            | 26.9%         | 95.4%             | 18.9%         | 83.8%             | 36.4%         | 97.9%             | 17.0%         | 94.7%             |
| West Highland UHI                | 74.0%         | 97.4%             |               |                   | 51.7%         | 90.2%             |               |                   |
| West Lothian                     | 77.1%         | 95.4%             | 69.8%         | 93.4%             | 65.0%         | 95.6%             | 67.5%         | 97.1%             |
| Scotland                         | 58.9%         | 94.6%             | 48.8%         | 89.1%             | 26.9%         | 95.7%             | 22.5%         | 91.7%             |

|                        |   |
|------------------------|---|
| <b>Title of Paper</b>  | Safeguarding & Student Wellbeing – June 23-May 24                           |
| <b>Presented by:</b>   | Nathan Tyler<br>Director of Communications, Engagement & Student Experience |
| <b>Recommendation:</b> | To Note   |
| <b>Status:</b>         | <b>PUBLIC</b>   |

**Purpose / Executive Summary:**

This paper provides the Learning, Teaching & Quality Committee with updates in relation to the following matters:

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

This paper is submitted in line with Learning, Teaching & Quality Committee Terms of Reference: *To consider and advise the Board on strategic matters relating to the student experience, including:*

- *Safeguarding and student wellbeing*

**Recommendations:**

The Learning, Teaching & Quality Committee is asked to **note** the contents of the report.

**Implications:**

|                               |  |
|-------------------------------|--|
| <b>Financial</b>              | There are no direct financial implications associated with this paper.   |
| <b>Student Experience</b>     | This paper includes a record of actions taken/being undertaken, and policies/procedures followed, to ensure that WCS continues to provide students with a positive Wellbeing and Safeguarding experience during their time at the College. |
| <b>People</b>                 | There are no human resource implications associated with this paper.   |
| <b>Legal</b>                  | There are no legal implications associated with this paper   |
| <b>Reputational</b>           | There are no reputational implications associated with this paper  |
| <b>Community/ Partnership</b> | There are no community implications associated with this paper   |
| <b>Environment</b>            | There are no environmental implications associated with this paper.  |
| <b>Equalities</b>             | This paper includes a record of provision and decision-making that commits to prioritising Equalities at WCS.  |

## Safeguarding and Student Wellbeing – Aug '23 to May '24

### Contents

1. Introduction
  2. Service Funding Update
  3. Wellbeing Strategy
  4. Safeguarding
  5. Student Counselling
  6. Wellbeing
  7. Trauma Informed Practice
  8. Green Rooms
  9. Prevent
  10. Corporate Parenting
  11. To 18. Impacts and Implications
- 

#### 1. Introduction

Responsibility for overseeing Safeguarding and Student Wellbeing sits with Nathan Tyler, Director of Communications, Engagement and Student Experience – supported by an award-winning Student Services management team of Scott Campbell, Sandra Docherty and Alison Grech.

The teams that support our student community through Safeguarding, Counselling and Wellbeing continue to see an increase in demand. The negative impacts of the Covid pandemic legacy continue to manifest themselves in people's mental health and day-to-day lives, particularly so within the cohort who were in secondary education through 2020-2022.

This has been further exacerbated by the current cost of living crisis, with the deprived communities we serve among the hardest hit. More than a third of college students are currently affected by energy poverty and food insecurity. And with poverty linked to eating disorders, depression, low self-esteem and chronic stress, more students are experiencing mental and physical health problems while finding it increasingly difficult to access the care they need from an under-pressure NHS.

The [2022 Thriving Learners](#) study by the Mental Health Foundation found that:

- **64%** of college students in Scotland had low mental well-being.
- Among the college students who said they had low well-being, **75%** said they experienced food insecurity or had a [long-term health condition](#), and **50%** had a disability.
- **37%** experienced food insecurity in the previous 12 months while **31%** of students worried about running out of food; **30%** ate less due to a lack of resources or money; and **17%** lived in households that had run out of food.
- **54%** reported having moderate, moderately severe, or severe symptoms of [depression](#). Among students who have experienced food insecurity, **25%** had severe symptoms of depression.
- **55%** of students said they had concealed a mental health problem due to fear of [stigma](#).

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

*Nathan Tyler*

Director of Communications, Engagement & Student Experience

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## 2. Service Funding Update

Unfortunately, while recognising the need and demand for college-based Safeguarding, Wellbeing and Counselling, the Scottish Government funding for such services, introduced in 2018, has been removed.

West College Scotland however see such provision as 'business critical' and despite the lack of specific funding from the Government we continue to maintain the full service built up through 2020/21.

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

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## 3. Wellbeing Strategy

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

Our Mission is to RISE collectively and collaboratively above these challenging times and build on the excellent support systems available to staff and students.

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

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



The success of the strategy is measured in multiple ways through an annual cycle of analysis, reflection, review and improvement.

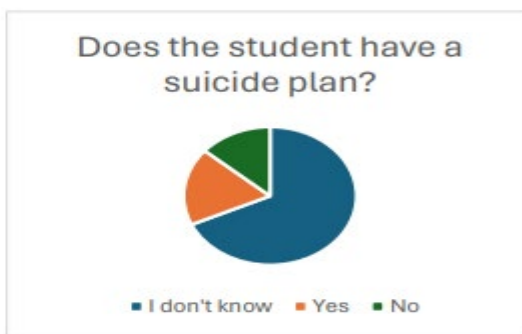
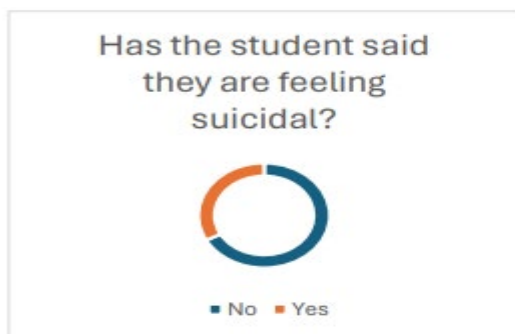
Please click here to read the WCS RISE Wellbeing Strategy in full: [a4-booklet.pdf](http://a4-booklet.pdf) ([westcollegescotland.ac.uk](http://westcollegescotland.ac.uk))

#### 4. Safeguarding

The role of the Safeguarding team is to respond quickly and effectively to concerns raised by staff, usually Curriculum, and to implement safeguarding procedures. The Safeguarding team constitutes three Wellbeing Advisors (currently two permanent and one on a 6-month contract) with additional support from the Student Wellbeing Manager, Head of Student Services, Student Life Manager and the Director of Communications, Engagement and Student Experience.

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

On our busiest campus in Paisley there have been thirty-three safeguarding interventions in the last 11 months - examples include incidents of domestic violence, stalking, self-harm, post-traumatic stress, physical and sexual abuse. While themes are wide-ranging, 33% of referrals involved suicidal ideation.



#### Sector of Study:



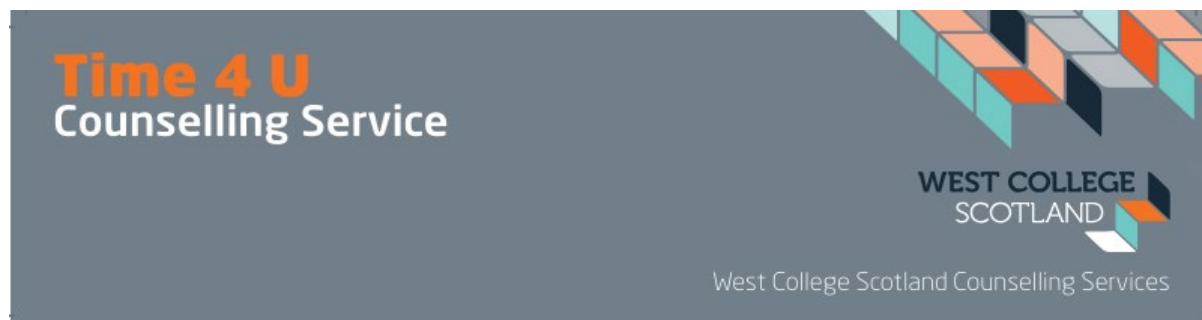
Face to face Safeguarding Training for WCS staff members has also been introduced this year, with the Learner Development and Construction and Building Services teams being the first to be trained. The former due to the high levels of referrals and the latter due to the continued reticence of young men to seek help or advice. Following positive feedback, the training will be rolled out to all curriculum sectors in 2024/25.

A safeguarding drop-in initiative has also been launched where concerned staff can come online in an informal setting to be supported by members of the safeguarding team – whether to talk over situations that have arisen, seek advice, learn about policies and procedures, or just to decompress following involvement in a safeguarding incident.

Concerns for frontline Wellbeing, Student Services, Counselling and Student Advisory Service staff safety has seen the introduction of the ‘Green Button’ alarm system. Sitting discreetly on staff computer desktops they act as an alarm system when clicked – issuing an alert to all other users and directing them to the relevant location to provide additional support or assistance.

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## 5. Student Counselling



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

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

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

- 279 students have accessed the service in the year to date.
- Rough average of five sessions per student. However, some students, usually presenting with complex trauma and/or PTSD, complete far more sessions.
- One Learner Development student with complex mental health needs has required 32 sessions in the year to date.

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

The service is however being reviewed in partnership with the counsellors to explore how to maximise the number of sessions available, drive down waiting lists (which peaked at 6 weeks for

one campus in 2023/24), better triage those presenting to prioritise need, and minimise administrative duties.

Full statistics and analysis for the 23/24 academic year will be available from July.

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## 6. Wellbeing



As mentioned in the Executive Summary, the College now directly funds the Wellbeing team. Further to that commitment the College has now moved two Wellbeing Advisors (who also perform the Safeguarding function) from temporary to permanent contracts. Given the demand on the service we hope to make a compelling case for the third Advisor position to also be made permanent.

The award-winning team continues to see an increase in the number of referrals to the service in this past academic year. The most common reasons for presenting to the service are emotional distress, mental health, anxiety, bereavement, exam stress, and housing or financial stress.

The advisors also run drop-in sessions for students who are struggling with their general mental health or experiencing low mood. Additionally, they manage our Green Rooms, lead awareness raising activities, promote Health and Wellbeing opportunities to staff, students and external stakeholders, and work with external organisations to ensure our students have access to the most appropriate outside help too.

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

For West College staff the team have so far led nine Wellbeing Matters sessions with more planned for June. The numbers of people attending has grown to the point where we are looking for bigger rooms. We are confident that the recognition of the importance of Wellbeing (for students and staff) is growing, with people fully engaged and indicating they would like to see these sessions being mandatory across the college.

Twenty-six of those attendees have also signed up to be Wellbeing Ambassadors, acting as an information sharing points of contact – ensuring policies, procedures and best practice are cascaded through the organisation with a focus on building people's confidence in handling Wellbeing and Safeguarding issues prior to passing them on to Advisors.

The Wellbeing service are also leading on initiatives such as the Emily Test charter. The college is hosting an Emily Test all-day session on the 29<sup>th</sup> of May with 30+ staff already signed up to take part. The emphasis is to bring the issue of Gender-based Violence to the whole college as we work towards achieving Charter status in late 2024.

The Student Wellbeing Manager has also made significant inroads with professional connections to support our Apprentice community. CITB have undertaken a recent on-site audit, and we received a High Confidence result. BAE Systems will be conducting a site audit soon and we expect a similar outcome. This work will be ongoing to connect all our three campuses with the same level of internal and external support for apprentices.

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## 7. Trauma Informed Practice

The Student Wellbeing Manager, Head of Student Services and Staff Wellbeing Advisors have now all received Trauma Informed Practice training through the College Development Network (CDN).

Planning is now underway to roll this critical understanding out across the organisation. Utilising our excellent EVOLVE platform the long-term goal is for all West College staff (both Curriculum and Professional Services) to become Trauma Informed. This will allow the college to be better equipped to help future and current students who present with mental health/complex needs, and in doing so increase retention and make us a more attractive and inclusive place of study.

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## 8. Green Rooms

Our Wellbeing Advisors continue to oversee the Green Room project (introduced in 2022/23) and work alongside the volunteers to ensure the continued success. The rooms offer staff and students a range of 'take what you need' items including food, clothing, stationary, sanitary products and just recently the introduction of contraceptives.

As the rooms are unmanned, allowing users to access resources with discretion, it is difficult to quantify the exact number of people accessing the support. Given the turnover of donated items we can confidently say though that the rooms are being heavily utilised by our college community. We have however experienced 'shelf clearing' incidents where a small number of individuals have taken excessive amounts of goods and we are exploring ways to discourage this.



As the project relies on the generous support of our college community, both with donations and managing the spaces, no direct funding has been required so far. However, there continues to be an issue around the lack of food donated or able to be accessed from external sources.

To ensure the long-term sustainability of the Green Rooms several initiatives are underway:

- College fundraising activities including Tough Mudder participation and bottle/can litter picks (with collected items exchanged for food at Lidl).
- Selling of unsuitable donated clothing (via Cash for Clothes) and using money to buy food.
- Fully funded student project to redesign the Green Rooms to give them more parity with a boutique shopping experience.

The College continues to provide free cereal bars and fruit every morning but efforts to increase that provision have been unsuccessful thus far owing to cost/revenue implications and difficulties in aligning with curriculums.

We have also just been offered a donation of 3,000 new clothing items from a Glasgow-based manufacturer (former college alumni). The products consist of slight seconds or are unlabelled. Our intention is to hold a Factory Clothing Sale in Greenock this autumn, open to both our students and the wider community which will be held in conjunction with a Fashion, Hair and Beauty Show. All proceeds will go towards stocking the Green Rooms for winter '24.

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## 9. Prevent

Prevent training is now a mandatory training module for all West College staff and is available via the Evolve platform.

Nathan Tyler, Director of Communications, Engagement and Student Experience remains the Scottish College sector's lead on the Scottish Government's PREVENT sub-group.

On behalf of the sector (and in conjunction with Colleges Scotland) Nathan continues to use the sub-group to highlight the need for further investment in Wellbeing and Safeguarding services, and input into key policies including the newly updated Prevent Duty Guidance: for Scotland.

**Full document here:** [Prevent duty guidance: for Scotland \(accessible\) - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/prevent-duty-guidance-for-scotland)

The recently published Further Education Prevent Assurance Return 2023 highlighted a below average response rate for our sector but a strong appetite for increased training, events, and external speakers. The Scottish Government's Safeguarding and Vulnerabilities team (SVT) and Nathan Tyler are subsequently looking to better engage the sector, including developing a high-level support workplan to address areas requiring support and development.

Through the CDN Safeguarding Network, Nathan Tyler and the SVT now supply regular in-person and email Prevent updates to all members/Prevent SPOCs and are exploring ways to strengthen this through 24/25.

Far right and Incel radicalisation remain the biggest issues in Scotland, diverging from the UK Government's renewed focus on Islamist extremism. Training about this growing threat has now

been made available to all Scottish college safeguarding teams and will take place in June and September.

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## 10. Corporate Parenting

Implementation of the College's Corporate Parenting Plan continues with Year 2 of the three-year initiative coming towards its conclusion. Minor adjustments have been made and may be required to be made in the coming months to reflect organisational changes but should have no impact on delivery for our 1,000+ care experienced student community.

The Care Experienced Students Bursary (CESB) remains £9,000 per year, which is welcomed. From the 2024-25 academic year, qualifying students can also apply for a £2,400 Special Support Loan from SAAS.

Through our Corporate Parenting partnerships and attendance at local authority subgroups we continue to explore the possibility of better handovers from schools with regards Care Experienced applicants. If these 'passports' could be implemented it would not only allow for early identification and data collection, but also for the college to proactively assess and implement any additional support needs a student might have.

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

|                       |  |
|-----------------------|--|
| <b>Title of Paper</b> | <b>Student Academic Support and Skills Development</b>   |
| <b>Presented by:</b>  | Cathy MacNab, Assistant Principal Performance and Skills |
| <b>Decision:</b>      | <b>To Note</b>   |
| <b>Status</b>         | <b>PUBLIC</b>  |

**Purpose / Executive Summary:**

To provide Learning, Teaching and Quality Committee with a high-level summary of the work carried out to support students in maximising their potential for attainment and enhance their learning experience.

**Recommendations:**

The Committee is requested to **note** the information contained within this report and seek any clarification as required.

|                               |  |
|-------------------------------|--|
| <b>Implications:</b>          |  |
| <b>Financial</b>              | There are no direct financial implications associated with this paper.   |
| <b>Student Experience</b>     | This paper provides a summary of activities and initiatives that enhance the student experience and support academic attainment. |
| <b>People</b>                 | There are no human resource implications associated with this paper.   |
| <b>Legal</b>                  | There are no legal implications associated with this paper   |
| <b>Reputational</b>           | There are no reputational implications associated with this paper  |
| <b>Community/ Partnership</b> | There are no community implications associated with this paper   |
| <b>Environment</b>            | There are no environmental implications associated with this paper.  |
| <b>Equalities</b>             | The initiatives included in this paper proactively support our commitment to student equity.                                     |



## **Student Academic Support and Skills Development**

The Centre of Meta Performance was established in 2023 and continues to gain traction among staff and students. Staff teams are supported in embedding meta skills within their curriculum and coached in how to develop student skill sets, enabling both staff and student to have skills conversations which support student progression. The MP-Tracker software tool has over 900 student users through which they can set and track goals which are relevant to their curriculum and/or can support personal skills development.

A Meta Skills Leadership qualification development proposal for Credit Rating at SCQF Level 4 and 5 (pending SCQF approval), working in partnership with Bearsden Academy recognise leadership skills for pupils undertaking voluntary awards/extra-curricular activity. This work aligns well to the national educational reform proposal to create diploma level wider recognition of skills for school leavers.

Our Enabling Services department have an ever-increasing case load, with over 2000 students on track this session to have touched base with the service. Enabling Services staff are delivering an online session titled '*Exploring the College's Centre of Meta Performance and Meta Performance Tracker*' as part of the GCU\*Connect, Collaborate, Create - Online Staff Development Webinar Series later this month. \*Glasgow Caledonian University.

Our staff have been shortlisted for the following awards: Social Science Greenock have been selected by the college for the Community category of CDN awards and Essential Skills MP-tracker for the skills award category. And we are awaiting the outcome of an application for a Green Gown award for the MP-tracker.

British Sign Language (BSL) Action Plan 2023-2029 was revised and approved by SMT on 21<sup>st</sup> May 2024.

During national Deaf Awareness week, in May 2024, one of our current students took part in a 'Day in the Life of a BSL student' campaign to raise awareness of BSL. Running the college social media platforms for a day, our student was supported by our college Marketing team and Enabling Services staff. They generated over 15000 views on Facebook and Twitter. Resulting from this was a work experience offer from a local company.

Libraries – Lap Safe has been installed in the libraries across all campuses, supporting accessibility and equity for all students. The response from students has been so great that, to date, demand is higher than supply. A request has been made for additional Lap Safe resources and also to update the student facilities in the library space at Clydebank campus.

The library continues to champion the roll out of the Heritage recording system for ICT laptops/digital devices. The use of the system is a more efficient and cost-effective way of issuing and collecting digital devices (and following up on non-returned devices).

All of the initiatives aforementioned are led by Grant Taylor, our Head of Academic and Skills Development, who also provides leadership for the WCS Student Association.



**Education Pathways and Enhancement** - enabling staff to support academic and skills development in students.

We have successfully completed a joint pilot delivery of a new SQA national award, the Professional Development Award (PDA) in Adult Learning at SCQF Level 6. The award was developed, funded and delivered by the college in partnership with SQA, staff from West Dunbartonshire Adult Learning Partnership and Learning Link Scotland. The award was delivered in a hybrid model of on campus and online learning. The candidate pilot group has successfully completed, and their feedback is being incorporated into an enhanced design and delivery offer. This PDA has attracted much interest nationally, and consideration is being given currently into how we can maximise future recruitment across Scotland.

Our Head of Education Pathways and Enhancement, Fiona McKenzie, is working closely with the Organisational Development team to roll out a pathway programme of accredited professional learning for lecturing staff. This will signpost and support lecturing staff as they transition to mandatory GTCS registration and the requirements for upkeeping their CPD records and undertaking a 5 yearly professional update to maintain registration. A Meta Skills Staff Development unit has been developed and is currently being SCQF credit rated and levelled. This will provide college staff with a new award, that has relevance, currency and is accredited and owned by West College Scotland.

|                       |  |
|-----------------------|--|
| <b>Title of Paper</b> | <b>Tertiary Quality Enhancement Framework and Reporting Arrangements</b> |
| <b>Presented by:</b>  | <b>Stephanie Gunn / Cathy MacNab</b>                                     |
| <b>Decision:</b>      | <b>For noting</b>  |
| <b>Status</b>         | <b>PUBLIC</b>  |

**Purpose / Executive Summary:**

To provide LTQC with information of the SFC development of the Tertiary Quality Enhancement Framework (TQEF) and the draft Self Evaluation and Action Plan (SEAP) guidance for 2024-25.

**Recommendations:**

The Committee is requested to:

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

**Implications:**

|                                      |                                |
|--------------------------------------|--------------------------------|
| <b>Financial</b>                     | Not applicable for this report |
| <b>Student Experience</b>            | Not applicable to this report  |
| <b>Human Resources</b>               | Not applicable to this report  |
| <b>Legal</b>                         | Not applicable for this report |
| <b>Reputational</b>                  | Not applicable for this report |
| <b>Community/ Partnership impact</b> | Not applicable for this report |
| <b>Equalities</b>                    | Not applicable for this report |
| <b>Environment</b>                   | Not applicable for this report |

## Development of Scotland's Tertiary Quality Enhancement Framework (TQEF)

Over the last 20 years, Scotland's tertiary education sector has used two enhancement frameworks:

- In universities, the Quality Enhancement Framework (QEF) has been in place since 2003, facilitated by Quality Assurance Agency.
- In colleges, How Good is Our College? (HGIOC), has been in place since 2017 and facilitated by Education Scotland.

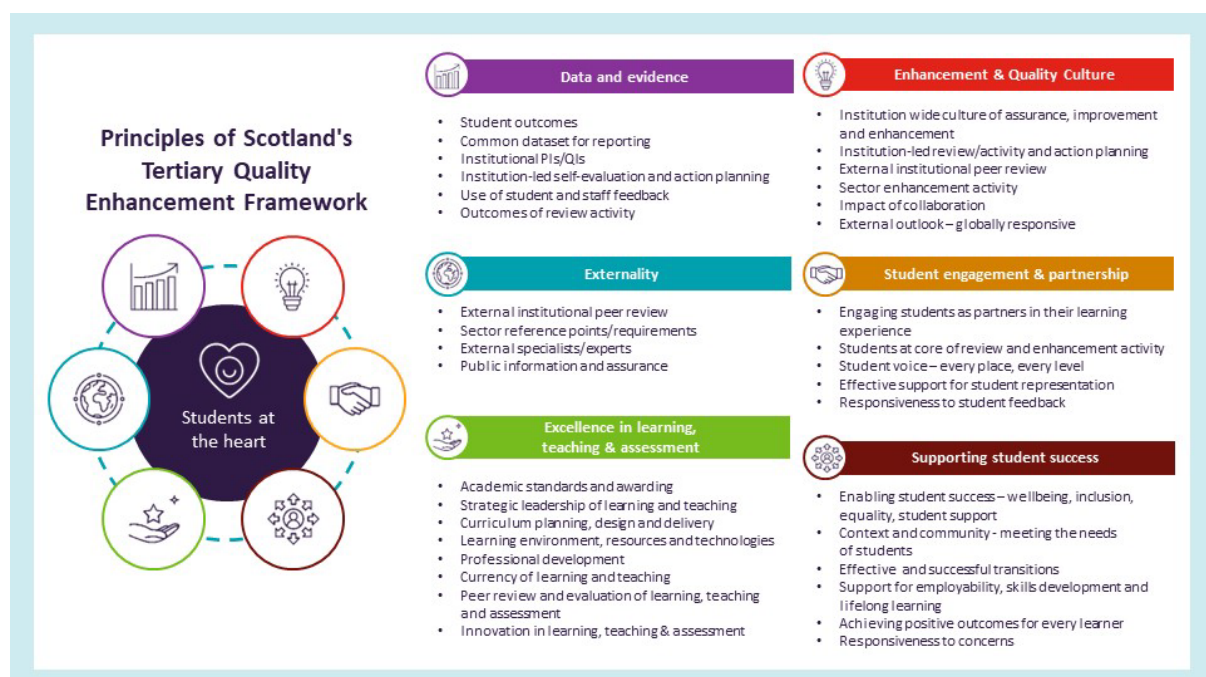
Both frameworks have provided robust mechanisms to assure and enhance the quality of learning, teaching, assessment and the overall student experience in Scotland.

The Scottish Government, in response to recommendations from the SFC Review of Coherent Provision and Sustainability, agreed to explore the development of a single tertiary quality framework for Scotland's colleges and universities. Following the first phase of the work, undertaken in AY 2021-22, SFC committed to developing a common approach to assuring and enhancing quality in the tertiary sector, with the right flexibilities to support sector needs.

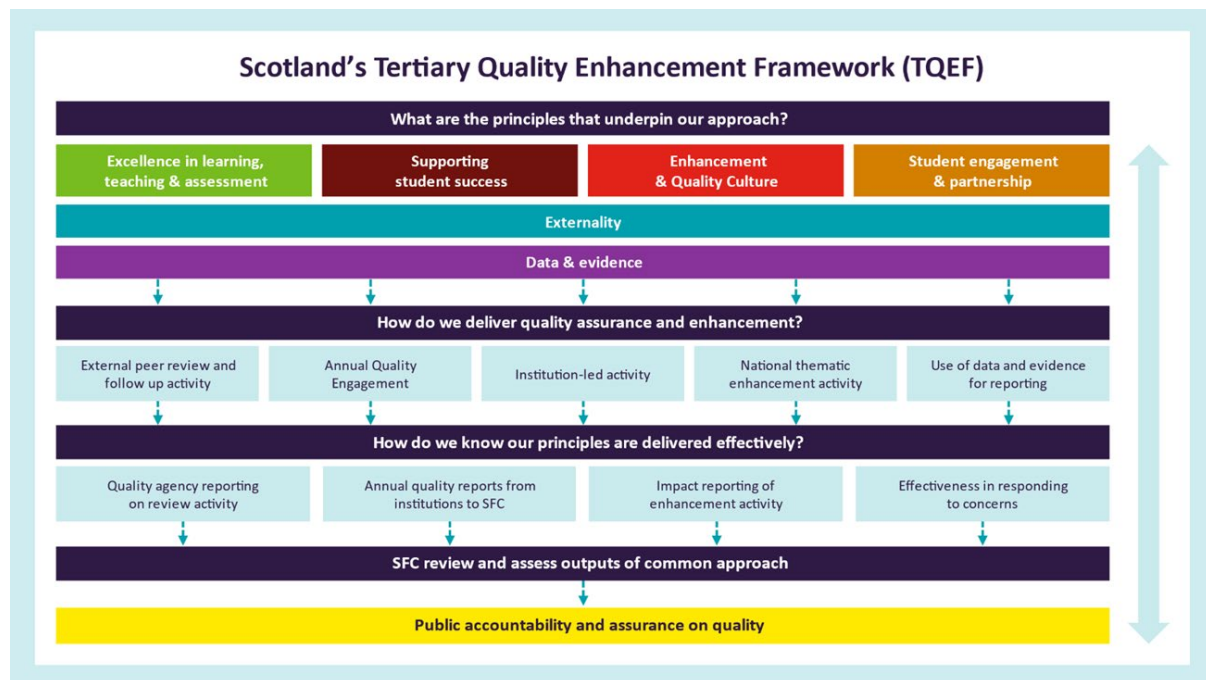
This work has culminated in the development of **Scotland's Tertiary Quality Enhancement Framework (TQEF)**. West College Scotland has contributed to the project development primarily through Cathy MacNab, Assistant Principal, who is a member of the joint college and university Tertiary Quality Steering Group, which has oversight of the workstreams supporting delivery and implementation of the TQEF.

The TQEF is the proposed new quality assurance and enhancement framework for Scotland's colleges and universities. It comprises of a shared set of principles, delivery pillars, and outputs that can be applied to the different contexts of colleges and universities and provide assurance on academic standards and the quality of the student experience, ensuring accountability to SFC for public investment in learning and teaching.

In developing TQEF, excellence in learning, teaching and assessment as well as student engagement and partnership have been built into the founding principles.



The TQEF is comprised of the underpinning principles, delivery pillars and outputs that can be applied to the different contexts of our colleges and universities to give assurance on academic standards and the quality of the student experience and ensure accountability for public investment in learning and teaching. The delivery pillars include the external peer review, internal institution-led activity and annual quality engagement, all of which will be underpinned by a strong thread of data and evidence to support these activities. The outputs describe the reporting aspects which will be drawn from the delivery activities and submitted to SFC.



### Self-Evaluation and Action Plan (SEAP)

The SEAP is part of the TQEF and will enable institutions to undertake an annual, high-level, reflection on their quality assurance and enhancement activities and identify key areas of improvement.

These annual institutional reports will be submitted to SFC to provide assurance of the impact and effective delivery of high-quality learning provision in colleges and universities and to support ongoing enhancement. SFC worked with QAA's Quality Forum and CDN's Quality Network Group to develop a draft template and undertook a pilot with five institutions (Ayrshire College, Borders College, Scotland's Rural College, University of Edinburgh and the University of St. Andrews). Learning points from the pilot is being used to develop the final SEAP guidance before it is shared with the sector.

The draft guidance is provided in the appendix. It is proposed that in academic year 2024-25, the SEAP will replace the annual report and statement of assurance on Institution-Led Review for universities and will replace some aspects of the outcome agreement process. It will also replace the Evaluative Report and Enhancement Plan (EREP) which formed part of the quality arrangements in colleges informed by the "How Good is our College (HGIOC)" framework and was paused during, and since, the COVID pandemic.

The first SEAP under the new arrangements is due for submission by the end of November 2024, and annually thereafter. We have adjusted our LTQ committee dates so that a final draft can be at the Committee before submission, along with our annual performance reporting for LTQ.

## **External Peer Review Cycle**

SFC commissioned QAA to lead the development of a new institutional [External Review Method](#), in collaboration with Education Scotland, CDN and *sparqs*, as part of the TQEF. In September and October 2023, QAA hosted a series of workshops to capture the views and opinions of staff and students to inform its development. Our college Heads attended and contributed, reporting back that they found the new development interesting and refreshing.

## **National Approach to Enhancement**

QAA is leading the design of national tertiary sector enhancement activity for the tertiary sector, engaging with CDN as a key collaborator in the development process. Through a service design approach, QAA will lead staff and students from across both sectors in identifying and implementing enhancement themes and activities. The final proposals will be submitted to SFC in June 2024, with activity under the new approach beginning in academic year 2024-25. The approach is being developed by a Tertiary Enhancement Activity Advisory Group, which includes staff and student members from both universities and colleges.

Ref: [Tertiary Quality Project - Scottish Funding Council \(sfc.ac.uk\)](#)

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## Self- Evaluation and Action Plan

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### What is the purpose of the SEAP and how will it be used?

1. The Self-Evaluation and Action Plan (SEAP) is designed for use by institutions (including Governance committees, staff and students), the Scottish Funding Council and Quality Agencies.

#### Institutions

2. The SEAP will:
  - support institutions to reflect on annual institutional quality assurance and enhancement activities and outcomes, including on progress made since their last external review, and to identify key strategic areas for enhancement which will be articulated through the action plan.
  - provide institutional oversight:
    - To ensure that the Accountable Officer is sighted on, and has ownership of, the quality of the student experience and academic standards. Only once the Accountable Officer is satisfied with the thoroughness and effectiveness of the evaluation and action-plan should it be submitted to SFC.
    - To enable the institution's governing body to be sighted on the key priorities for the provision and enhancement of learning and teaching.
  - demonstrate to staff and students how their contribution to and role in the activities that contribute to learning, teaching and quality assurance are taken account of and are used to document and drive enhancement within the institution.

#### Scottish Funding Council

3. The SEAP will:
  - along with the outputs of the wider TQEF be used as the quality component of the revised approach to assurance and accountability.
  - form the evidence base for individual institutions in relation to the high-quality learning and teaching outcome and will also contribute to other aspects of student interests and access, skills and work-based learning outcomes.
  - support annual institutional engagement with the SFC and along with the wider aspects of the TQEF, provide SFC with assurance on the effective use and impact of public investment to deliver high-quality learning provision.

#### Quality Agency

4. The SEAP will:

- 
- be used as part of the evidence base for periodic external peer review.
  - be used to inform the Quality Agency of annual institutional progress with the outcomes of external review and engagement with enhancement activities.
5. In academic year 2024-25, the SEAP will replace the annual report and statement of assurance on Institution-Led Review for universities and will replace some aspects of the outcome agreement process. It will also replace the Evaluative Report and Enhancement Plan (EREP) which formed part of the quality arrangements in colleges informed by the “How Good is our College” framework, but was paused during COVID.

## Self-Evaluation and Action Plan Guidance

### General

6. **Overview:** It is recognised that quality processes are both assurance and self-evaluative exercises and the SEAP is designed to complement and support the self-evaluation approach rather than to be a separate exercise. The SEAP reports on an institution’s existing self-evaluation activities, reflecting on the outcomes of institutional quality arrangements, supporting data and evidence and the resulting priority areas of focus and impact, culminating in a concise, high-level summary of themes and an associated action plan. Institutions may find it helpful to treat the self-evaluation and in particular the action plan as live documents, that can be revisited and updated throughout the year.
7. **Link to external peer review:** The SEAP and the supporting data and evidence used to prepare it, will form part of the information set that will contribute to external peer review. Institutions are therefore advised to clearly reference any evidence that is used as the basis for the SEAP and to ensure these evidence sources are kept readily available to support preparation for external review. The supporting documentation **should not** be submitted with the SEAP.
8. **Length and focus:** The SEAP should be a concise distillation of key high-level themes from the previous academic year. It should **not** include descriptions of processes or extracts of policy or other documents held by the institution. Institutions should use a layout and format that suits their context, however, the word count should be limited to a maximum of 5,000-6,000 words, including the action plan.
9. **Students as Partners:** Students should be engaged in the quality assurance and enhancement activities that contribute to and are referenced in this report. Where relevant, institutions are encouraged to use the sparqs [Student Learning Experience Model](#) to inform these activities. Institutions should also plan to engage students as partners in the preparation of this annual self-evaluation and action plan and in the monitoring of the implementation of the actions. Institutions should consult the sparqs Student Partnership ambition statement and features [link to be embedded in due course] when considering this aspect.
10. **Submission:** The final document should be submitted to the SFC by the 30 November (or the first working day in December, where the 30 November falls on a weekend). It should be a reflection on the previous academic year, with scope to add any recent significant information.
11. **Statement of Assurance:** The final document must be reviewed and signed off by the Accountable Officer in advance of submission. It is not a requirement that the SEAP be reviewed and approved by the Governing Body prior to submission, however the SEAP should be shared with the Governing Body, and it is for the institution to determine when to do so based on their own governance schedules. The SEAP should include the formal annual statement of assurance

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to the SFC. The statement of assurance is included as Annex B. The Accountable Officer must sign the statement of assurance and indicate when it was endorsed.

## Self-Evaluation Narrative

### Evaluation

12. The self-evaluation component of the report focuses on the underpinning Principles of the TQEF that have been co-created and are jointly owned with the sector.
13. For each Principle, the institution is expected to provide their evaluation of what has gone well (since the last SEAP or other evaluation), progress against and impact of previously identified actions and areas for further enhancement based on the data and evidence gathered **during the academic year**.
14. The self-evaluation should focus on in-year progress and be a **summary** that highlights the areas of focus at an institutional level and contextualises the actions that the institution intends to take to address weaknesses or achieve further enhancements. Alongside students, the summary should also include reference to the role of externals, including employers, schools, academic partners, etc., in evaluation.
15. All aspects of an institutions provision (i.e. all SCQF levels and modes of delivery) should be self-evaluated, but the content of the SEAP should focus on the outcomes of quality assurance processes, themes arising and strengths or areas for enhancement at an institutional level.
16. The report **must not** include descriptions of routine quality assurance processes. The institution should focus on aspects that have changed during the past year and/or areas that are being developed (or where appropriate) are a continuation of an initiative that was started previously and continues to be a focus in the coming year.

### Principles

17. Within the guidance for each Principle there are prompts that institutions may find helpful in undertaking their evaluation and identifying areas of good practice and areas for enhancement or development. This is supported by further detail in Annex C for the 'Learning, teaching and assessment' and the 'Supporting student success' principles.
18. The Principles diagram, includes key activities and sources of data/evidence that have been identified by the sector and mapped to each principle. Extracts of each principle have been included in this guidance and should be used for reference. It is not expected that institutions evaluate every point. Institutions should consider what data and evidence is appropriate to their own context and best highlights key areas of focus for enhancement or development in the current year.
19. Although there are separate 'Data and evidence' and 'Externality' Principles, these **do not** require separate sections within the evaluation. The relevant data and evidence should be set out by institutions in relation to each Principle as per the guidance below and the outcomes of external activities and feedback, should inform the evaluation of the relevant Principles.

### Data and evidence





## Data and evidence

- Student outcomes
- Common dataset for reporting
- Institutional PIs/QIs
- Institution-led self-evaluation and action planning
- Use of student and staff feedback
- Outcomes of review activity

20. When addressing each Principle, the institution should reflect on what key data and evidence they have drawn upon to evaluate themselves. This can include data that forms part of the annual returns to the SFC/HESA etc. but may also include their own internal data and evidence.
21. Guidance about the key data measures that relate to each Principle has been included, however institutions are not expected to evaluate all the measures listed. It is for individual institutions to determine which measures they should include based on their evaluation and the resulting strengths or areas for development, identified as a result.
22. Where an institution opts to include narrative about key data measure(s) under a principle, it should quote the key institution level outcome for the academic year and a brief commentary on the **three-year** trend associated with the measure to demonstrate the underpinning evidence that has led to the identification of the strength or area for development.
23. The underlying data and evidence does **not** need to be provided with the SEAP submission, but will be expected to be made available to the SFC on request or to the quality agency as part of the external review process. As noted in the introduction it is recommended that the institution cross reference to the underpinning source of evidence and ensure these sources are readily accessible and to support discussions with Outcome Managers and/or preparations for external review.

## Externality



## Externality

- External institutional peer review
- Sector reference points/requirements
- External specialists/experts
- Public information and assurance

24. Evaluation of External institutional peer review and sector reference points/requirements should be embedded on the “Enhancement and quality culture” principle and feedback from external specialists/experts, should be included according to the principles that it is most relevant to.

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## Excellence in learning, teaching and assessment



### Excellence in learning, teaching & assessment

- Academic standards and awarding
- Strategic leadership of learning and teaching
- Curriculum planning, design and delivery
- Learning environment, resources and technologies
- Professional development
- Currency of learning and teaching
- Peer review and evaluation of learning, teaching and assessment
- Innovation in learning, teaching & assessment

25. In evaluating 'Excellence in learning, teaching and assessment', consideration should be given to the **outcomes** of institutional quality assurance processes associated with learning, teaching and assessment (e.g., external feedback, annual monitoring of all provision including Transnational Education [TNE] and work-based learning, student outcomes, appeals and student conduct/academic integrity etc.) and the evidence they provide to address the following questions at an institutional level:
- What strengths and areas for development have been identified as a result of the analysis of student outcomes and evaluation data (Annex C)?
  - What strengths and areas for development have been identified as a result of external independent advice and feedback from, for example: PSRB activity, External Examiners, External Verification activity and External Stakeholders?
26. In considering the wider evidence, has the institution identified any specific enhancements that have been achieved, or areas for development in relation to learning, teaching and assessment (Annex C).
27. Institutions should encourage staff to utilise the sparqs [Student Learning Experience Model](#) in the underpinning activities that contribute to this principle and in particular the reflective questions associated with the following four building blocks i.e. Curriculum; Resources, Environment and Technology; Learning and Teaching Delivery and Assessment and Feedback.

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## Supporting student success



### Supporting student success

- Enabling student success – wellbeing, inclusion, equality, student support
- Context and community - meeting the needs of students
- Effective and successful transitions
- Support for employability, skills development and lifelong learning
- Achieving positive outcomes for every learner
- Responsiveness to concerns

28. In evaluating ‘Supporting student success’ consideration should be given to the **outcomes** of institutional quality assurance processes associated with supporting students to succeed and the themes arising from the range of internal quality assurance processes including professional services review and the outcomes of the sparqs [Student Learning Experience Model](#), along with any external feedback that may be relevant. Consideration should be given to the following key questions:
29. What strengths and areas for development, relevant to student support have been identified because of the analysis of student outcomes and evaluation data (Annex C)?
30. What (if any) specific enhancements or areas for development have been identified (during this year) in relation to:
  - Student transitions?
  - Student support (including wellbeing and inclusion)?
  - Student community?
  - Employability, skills development and lifelong learning?
31. Institutions should encourage staff involved in providing services to support students to utilise the Student Learning Experience Model when evaluating their provision and in particular the building blocks that relate to “Progression and Achievement”, “Community and Belonging”, “Support and Guidance” and “Organisation and Management”.

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## Enhancement and quality culture



### Enhancement & Quality Culture

- Institution wide culture of assurance, improvement and enhancement
- Institution-led review/activity and action planning
- External institutional peer review
- Sector enhancement activity
- Impact of collaboration
- External outlook – globally responsive

32. This section should include a focus on external peer-led review, progress with follow-up activity and engagement with sectoral enhancement activity. The key messages from external review should be distilled to inform this self-evaluation and actions arising from external review should be incorporated into the action plan. In subsequent years, this section should also include an update on in-year progress with the outcomes of external review.
33. In evaluating ‘Enhancement and quality culture’, the institution should ask itself:
- How has the institution addressed areas for development/ recommendations arising from the last external (peer) review?
  - What (if any) changes the institution has made as result of external benchmarking (e.g. to the UK Quality Code or other sector reference points) or as a result of other external feedback (e.g. Awarding Body or PSRB outcomes), that have helped the institution manage the quality of its provision?
  - How effectively has the institution engaged in sectoral enhancement activity and what impact has this had?
  - What (if any) enhancements have been achieved through collaborative (local, regional, national or international) activity?

## Student engagement and partnership



### Student engagement & partnership

- Engaging students as partners in their learning experience
- Students at core of review and enhancement activity
- Student voice – every place, every level
- Effective support for student representation
- Responsiveness to student feedback

34. In evaluating ‘Student engagement and partnership’, institutions could utilise the [Student Learning Experience](#) (in particular the ‘Student Partnership’ building block) and Student Partnership ambition statement and features to inform their reflections.

- 
35. Where the outcomes of student engagement (e.g., themes arising from student voice mechanisms, including internal and external surveys) have informed changes to other principles (e.g., learning, teaching and assessment or supporting student success), this should be covered under those principles to avoid duplication.
  36. In completing this section, institutions should identify key areas of strength or areas for development that focus on promoting and responding to the student voice, student representation and engaging students as partners in their learning experience and in the institution.
  37. Institutions should include a high-level narrative, evaluating any key changes in their internal and/or external student surveys e.g., National Student Survey (NSS) and/or Student Support and Engagement Survey (SSES) outcomes, compared to the previous year. Where institutions participate in the Post-Graduate Taught Experience (PTES) and Post-Graduate Research Experience Survey (PRES), these should be included too.
  38. Examples of activities that showcase student partnership and progress towards the Student Partnership ambition statement and features [link to be embedded], would be beneficial in this section, but should not duplicate content that has already been included elsewhere.

## Action Plan

39. The action plan should be a consolidation of the planned institution level enhancement activities arising from the self-evaluation. It is recognised that institutions may already have their own action plans in place, and it may be appropriate for that action plan to be submitted with the self-evaluation. However, a template is included as an annex to this guidance to support institutions.
40. The template aligns with the action plan that will be used by the Quality Agency as part of the external peer review method and associated follow-up stages. The intention being that institutions can incorporate the plan created following future external peer reviews into the SEAP and ongoing progress can be monitored through the SEAP submission and annual quality engagement, thereby avoiding unnecessary duplication.
41. When using the template below, the actions should include the following detail:
  - The principle and planned area for enhancement, recognising that there may be more than one area for enhancement under a specific principle and an area of enhancement may support more than one principle.
  - The action to be undertaken and the planned impact or outcomes of this action. The actions should be specific, measurable, achievable, realistic and timely.
  - The milestones and associated target dates for implementation, and
42. Who is the responsible or lead person for the action (this should be set out as post titles rather than individuals' names).

## Annex A: Action Plan Template

### Action Plan 20XX – XX

The plan should link directly to the institutional evaluation of the Principles and should prioritise strategic actions arising from the narrative. It should be a live document utilised by the institution to focus on strategic quality assurance and enhancement activities on an ongoing basis. The timeline for the completion of actions should be suited to the nature of the activity and the context of the institution.

*The guidance, included in blue font in the table below should be deleted prior to submission.*

| Principle and Area for development.                                | Action(s) and planned impact/ outcomes   | Milestone (s/ target date(s), continuing/ carried forward (c/f)  | Responsible/ Lead  |
|--|--|--|--|
| <i>Each Principle may have more than one area for development.</i> | <i>The actions should reflect the milestones or individual process steps that need to be taken to achieve the planned outcome. The actions should be specific, measurable, achievable, realistic and timely.</i>   | <i>It is not expected that all actions will be completed in one year. If an action is continuing or carried forward from a previous year, this should be noted here.</i> | <i>Use post titles here rather than individual names</i> |
| <i>Example: Supporting student success</i>                         | <i>Example: School managers develop plans for a systematic approach to providing accurate and timely data to programme managers, and ensure all staff are supported in using this data effectively.<br/>Outcome: Provide quick insights to better inform programme managers on areas for enhancement</i> | <i>Example: introduction of new dashboard and induction programme with in-year data on student progression, withdrawals, and attainment by December 2024</i>             | <i>Example: Academic Development Committee</i>           |
|  |  |  |  |
|  | <i>Add rows as required</i>  |  |  |

*Note: it may be useful to include a key to expand any acronyms used in the action plan*

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## Annex B: Statement of Assurance

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**Statement of Assurance:** *As the Accountable Officer for [name of institution], I confirm that I have considered the institution's arrangements for the management of academic standards and the quality of the learning experience for AY [year just elapsed], including the scope and impact of these. I further confirm that I am satisfied that the institution has effective arrangements to maintain standards and to assure and enhance the quality of its provision. I can therefore provide assurance to the Scottish Funding Council (SFC) that the academic standards and the quality of the learning provision at this institution continue to meet the requirements set by the SFC.*

**Accountable Officer (Name):**

**Date:**

**Signature:**

DRAFT

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## Annex C: Supporting detail relating to the principles

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### Excellence in Learning and Teaching

1. Key outcomes and evaluation data to be considered at an institutional level should include:
  - recruitment, admissions, retention, achievement and progression data.
  - numbers of students on placements or work-based programmes.
  - for degree level provision, undergraduate, taught postgraduate and research degree outcomes.
  
43. Wider aspects of learning, teaching and assessment that could be considered include the following:
  - the maintenance of academic standards.
  - curriculum planning and delivery, i.e., to ensure that its curriculum offer meets student and employer needs.
  - plans to make any changes to the curriculum (i.e., new course provision or course closures) and what measures are in place to manage these changes.
  - the maintenance and enhancement of the learning environment (i.e., the physical and digital environment).
  - professional development, peer review and evaluation of learning, teaching.
  - innovation in learning, teaching and assessment that the institution wishes to identify and share.
  
44. Note, there is no expectation that institutions should include all the measures or points listed above. Institutions should only include those where there have been specific changes that have led to developments or enhancements.

### Supporting Student Success

45. Key outcomes and evaluation data to be considered at an institutional level should include:
  - performance against Commission for Widening Access (CoWA) targets.
  - national equalities outcomes.
  - protected characteristics data.
  - graduate outcomes/ student destinations.
  - complaints.



|                       |                       |
|-----------------------|-----------------------|
| <b>Title of Paper</b> | <b>ELT Update</b>     |
| <b>Presented by:</b>  | <b>Stephanie Gunn</b> |
| <b>Decision:</b>      | <b>For noting</b>     |
| <b>Status</b>         | <b>PUBLIC</b>         |

|  |
|--|
| <p><b>Purpose / Executive Summary:</b></p> <p>To provide LTQC with a high-level summary of items of note for areas covered by the Educational Leadership Team since the last meeting.</p>                        |
| <p><b>Recommendations:</b></p> <p>The Committee is requested to:</p> <ul style="list-style-type: none"> <li>Note the information contained within this report and seek any clarification as required.</li> </ul> |

|                                      |   |
|--------------------------------------|---|
| <b>Implications:</b>                 |   |
| <b>Financial</b>                     | Not applicable for this report  |
| <b>Student Experience</b>            | Industrial action will have an impact on students. We will work to minimise this where at all possible. |
| <b>Human Resources</b>               | Not applicable to this report   |
| <b>Legal</b>                         | Not applicable for this report  |
| <b>Reputational</b>                  | Not applicable for this report  |
| <b>Community/ Partnership impact</b> | Not applicable for this report  |
| <b>Equalities</b>                    | Not applicable for this report  |
| <b>Environment</b>                   | Not applicable for this report  |

### 1. Staffing Update

We have recruited a new permanent Head of Construction & Building Services. Allan Bauld, who has been undertaking the post on a temporary basis for 15 months will revert to his CQL post in the College. The successful external candidate will start at the end of the summer.

Our new Assistant Principal Improving Life Chances and Skills to replace Angela Pignatelli is Elodie Lemaire and will start on 10 June.

Following the VS programme opened in April, we have approved 3 lecturers (2.2 FTE) for VS. The lecturing staff will leave in the summer.

### 2. Student Credit Activity 2023-24 and planning for 2024-25

We have reached our credit target for the session. Students still to enrol in short courses and online learning will be on courses finishing after the end of July and will be within next session's

credit activity. It's the first time as a College, we have achieved our credit target at this point in the year.

We are well advanced in our curriculum plans for next session, with overall full-time applications showing an increase on this time last year. Our curriculum and staffing plans are in place, but we are continuing to look at further efficiencies in delivery to meet the financial challenges.

### 3. National Industrial Action

Unison have paused industrial action while balloting members on the national pay offer and Unite have accepted the offer. The EIS dispute continues with strikes planned on:

- Monday 20 & Thursday 23 May
- Tuesday 28, Thursday 30 & Friday 31 May
- Monday 3, Tuesday 4, Wednesday 5 & Friday 7 June

For students with lecturers who participate, there will be a significant impact in lost learning and assessment time.

In addition, EIS are undertaking ASOS (Action Short of Strike), which includes a resulting boycott. Students will be informed of their results, but results will not be entered into college systems or shared with management. The impact of this is lessened by UWS and Glasgow Caledonian University lifting their conditional offers and giving all students unconditional places. The communication to students encourages them to complete their current courses and if they do not, once results are known, they will be expected to make up the shortfall while at university. This action is welcome for students and therefore the college, however there is likely to be an impact on our HE PIs.

On the most recent strike date of 29<sup>th</sup> April, 50.2% of WCS lecturers participated in comparison to a national average of 35.5%

We have a local dispute currently with EIS over our intention to deem salaries for any lecturers not submitting results before the summer holidays.

### 4. Replacement of the College Management Information System

We have had challenges with the implementation of our new MIS system provided by CIVICA and significant staff time is still taken up with more manual administration of applications and in the overall implementation of Phase 2, including course set up, timetabling and preparation for enrolment. We are having weekly progress meetings with CIVICA and at the meeting on 17<sup>th</sup> May we saw significant progress of the issues in development to fix system faults and better meet our needs. We continue to review progress and work with CIVICA on the implementation plan.

### 5. Education Scotland Annual Engagement visit

Our Education Scotland Annual Engagement is over 21<sup>st</sup> & 22<sup>nd</sup> May with scheduled meetings with staff and students. We will provide verbal feedback at the LTQ meeting since feedback is not available at the time of submitting this update.

## 6. Approval of Franchise

### Collaborative Provision with UWS

Following a development process and event in May, we have successfully been approved to deliver a part time blended BA Childhood Practice franchised through UWS. This will be delivered from Greenock and we already have a high number of applicants who are working in the Sector and looking to upskill and achieve a degree qualification to enable career progression. Greenock Social Sciences staff are also working with UWS on similar, potential part time course developments.

## 7. Scottish Government Transition to Net Zero Unit Visit

The College, in collaboration with Energy Skills Partnership, was selected to host a pivotal focus group activity aimed at informing the Scottish Government's Just Transition Team on significant regional and national advancements in Construction & Built Environment, Energy, and Transport sectors in relation to our adaptive curriculum.

As well as the opportunity to observe sector leading green skills being taught at the College's Clydebank campus such as Electric Vehicle Maintenance, the meeting also involved a visit to the neighbouring, District Heating Network which is the first large-scale water source heat pump scheme of its kind in Scotland and will make Clydebank one of the greenest areas in the country. The insights gathered from this focus group activity will play a crucial role in shaping future policy decisions and initiatives aimed at facilitating a just transition to a more sustainable and resilient economy in Scotland.

This initiative highlights the College's commitment to adapting its curriculum offering to meet the evolving needs of the industries and communities we serve.

## 8. Income Generation

As part of our Alternative Income generation activities the College were successfully awarded funding worth £100,000 to support Renfrewshire businesses. The funding is to assist 40 SMEs in Renfrewshire through a Net Zero Workforce Development Fund to improve their infrastructure and upskill their workforce to deliver net zero services. The initiative, which aligns with both the College and Renfrewshire's commitment to net zero goals, will provide a tailored small grant programme funding expert training and continuous support from West College Scotland. It also promises to present opportunities for SMEs to tap into other funding sources and receive strategic advice for business growth.

## 9. Innovation - CLIC

West College Scotland is one of six partners as part of a Glasgow City Region college consortia which has been awarded £1.2m from the Innovate UK Further Education Innovation Fund. Key to this programme is the establishment of local innovation centres where colleges will utilise funding to create and manage the centres to become dynamic hubs that actively drive local business growth. These centres will catalyse innovation by engaging with businesses in key sectors of the Glasgow City Region; with West College Scotland developing the Centre for

Advanced

Manufacturing. The project, known as CLIC (College Local Innovation Centres) had an initial stakeholder engagement event on Friday 17th May to promote the concept, resources and skills development opportunities with the strapline of *“unlock your workforce potential with a CLIC”*.

## 10. Learning Technologies Developments

- West College Scotland was the only college in Scotland chosen to pilot Teachermatic, a new innovative AI platform designed to provide teaching staff with a suite of advanced tools to enhance teaching and learning experiences and reduce workload. For AY 23-24 the College was provided with 50 licences to the full platform which aims to support staff by automating time-consuming tasks such as creating lesson plans, generating quizzes, and developing rubrics, thereby allowing them to focus more on student engagement and personalised support. To date we have allocated all 50 licences, with a further 50 staff accessing a free version which provides limited access to the resource. Following a recent CQL forum where technology and lecturing staff showcased the benefits, participants positively responded to the consideration of rolling this out further across the College. To support this, for AY 24-25 the College is purchasing 250 licences which will be shared across Sectors but also with HR & OD to be included as part of our onboarding support for new teaching staff. There is also scope to explore how the platform could be used by professional services areas to help automate tasks and enhance productivity.
- The College submitted a proposal, and has been awarded, a Health and Social Care VR Learning Grant from Care Reality. The grant has been designed to expand awareness and utilisation of virtual reality (VR) and extended reality (XR) in the health and social care sector. The initiative aims to provide support to advance health and social care education, bridging the gap between conventional learning and the dynamic, complex realities of health and social care environments. Through immersive learning experiences, participants should not only gain enhanced understanding and empathy but also develop practical skills and insights into the diverse career paths within the sector. The College has been provided with a comprehensive package including access to over 15 immersive VR learning simulations covering various health and social care topics, a loan of Meta Quest 2 headsets for the duration of the grant, and full support from the Care Reality team.

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|------------------------|---|
| <b>Title of Paper</b>  | <b>Evaluation of Committee Terms of Reference</b> |
| <b>Presented by:</b>   | Susan McDonald, Governance Manager                |
| <b>Recommendation:</b> | <b>To Note</b>                                    |
| <b>Status:</b>         | <b>PUBLIC</b>                                     |

**Purpose / Executive Summary:**

The purpose of this report is to provide a summary of the work of the Learning, Teaching & Quality Committee during 2023-24.

The paper is presented in line with West College Scotland Learning, Teaching & Quality Committee Terms of Reference:

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

The main purpose of the Learning, Teaching & Quality Committee is to:

- Have strategic oversight of all learning, teaching, training and skills development within the College, ensuring the highest quality of student experience and the development of a sustainable and innovative curriculum to meet the current and future skills needs of students, employers and the Region.
- Advise on the strategic direction for the allocation and development of College resources to best meet the needs of learning, teaching and students.
- Ensure the College meets the Scottish Government and Scottish Funding Council requirements relating to Learning, Teaching and Quality in the Regional Outcome Agreement and monitor associated targets and performance indicators.
- Advise on the strategic implementation, review and development of required strategies and policies that reflect best practice and improve the student experience.

This report provides a summary of the items which the Committee has considered during 2023-24 in fulfilling the above requirement.

**Recommendations:**

The Learning, Teaching & Quality Committee are requested to consider the content of the report and whether it requires any further assurances to be provided.

|  |   |
|--|---|
| <b>Implications:</b>                     |   |
| <b>Financial</b>                         | There are no financial implications associated with this report               |
| <b>Student Experience</b>                | There are no student experience implications associated with this report      |
| <b>People</b>                            | There are no people or HR implications associated with this report            |
| <b>Legal</b>                             | There are no legal implications associated with this report                   |
| <b>Reputational</b>                      | There are no reputational implications associated with this report            |
| <b>Community/<br/>Partnership impact</b> | There are no community / partnership implications associated with this report |
| <b>Environment</b>                       | There are no environmental implications associated with this report           |
| <b>Equalities</b>                        | There are no equality implications associated with this report.               |

**Learning, Teaching & Quality Committee****Remit*****To consider and advise the Board on strategic matters relating to the student experience, including:***

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|---|--|
| <ul style="list-style-type: none"> <li>• Fair access and transitions for all</li> <li>• Student participation and engagement, including reporting on Student Association activities.</li> <li>• Guidance and support for the diversity of student groups</li> <li>• Access to resources to support learning, including IT and Estates.</li> <li>• Safeguarding and student wellbeing</li> </ul> | <ul style="list-style-type: none"> <li>• Student Experience Theme (May)</li> <li>• Student Association update at each Meeting</li> <li>• Student Partnership Agreement (Oct)</li> <li>• Student Constitution (Oct)</li> <li>• Performance (Oct)</li> <li>• ELT Update (all)</li> <li>• Safeguarding &amp; Student Wellbeing Annual Update (May)</li> <li>• SPARQs Student Learning Experience Model</li> </ul> |
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***To consider and advise the Board on strategic matters relating to the curriculum, including:***

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|---|---|
| <ul style="list-style-type: none"> <li>• the planning, development and delivery of the College curriculum, alternative income and commercial provision to meet student, employer and regional needs.</li> <li>• Student enrolments and changes in curriculum delivery impacting on the utilisation of resources, including staffing, IT and estates.</li> <li>• Initiatives, innovation and partnerships to support the delivery of the College curriculum and commercial portfolio.</li> </ul> | <ul style="list-style-type: none"> <li>• Curriculum Theme (Feb)</li> <li>• Alternative Income Performance &amp; Plans (Nov)</li> <li>• Performance Theme (Oct)</li> <li>• ES AEV Report (Nov)</li> <li>• ELT Update (all)</li> <li>• Student Activity &amp; Enrolments (Oct)</li> <li>• STEM &amp; Sustainability (Nov)</li> </ul> <p>Presentations on:</p> <ul style="list-style-type: none"> <li>• Pharmacy Developments (Feb)</li> <li>• CyberFirst Programme (Nov)</li> <li>• Student Health &amp; Wellbeing (May)</li> </ul> |
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***To consider and advise the Board on strategic matters relating to teaching and learning including:***

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|--|---|
| <ul style="list-style-type: none"> <li>• the delivery and development of skills to meet student, employer and Regional current and future needs.</li> <li>• Innovations and the enhancement of the Learning and Teaching delivery and associated development of staff.</li> <li>• the use of digital technology and resources to enable and enhance learning.</li> </ul> | <ul style="list-style-type: none"> <li>• Curriculum Theme (Feb)</li> <li>• Digital Theme (Nov)</li> <li>• Tertiary Quality Framework (Nov and May)</li> <li>• Professional Learning (Nov)</li> <li>• ELT Update (all)</li> <li>• Academic Skills Development &amp; Support (May)</li> </ul> |
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***To consider and advise the Board on strategic matters relating to quality and performance including***

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| <ul style="list-style-type: none"> <li>• College quality assurance, improvement and enhancement strategies.</li> <li>• Trends and achievement of Quality performance indicators (PIs), including student retention, attainment, progression and satisfaction.</li> <li>• the development of the College's Annual Evaluative Report and Enhancement Plan for Education Scotland and the Scottish Funding Council</li> </ul> | <ul style="list-style-type: none"> <li>• QS Committee Minutes (all)</li> <li>• SE &amp; Action Plan (Oct)</li> <li>• ES AEV Report (Nov)</li> <li>• ELT Update (all)</li> <li>• Performance &amp; Skills report (Oct)</li> </ul> |
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| <b>Learning, Teaching &amp; Quality Committee Remit</b>   |  |
|---|--|
| <ul style="list-style-type: none"> <li>• Performance in External Body quality reviews and reports</li> </ul>  |  |
| To consider and advise the Board on the current and future external factors and initiatives which may strategically impact upon the College curriculum, partnerships, income generation and Committee remit.  | <ul style="list-style-type: none"> <li>• ELT Update (all)</li> <li>• British Council Inspection Report (Oct)</li> <li>• SQA Systems Verification Audit (Nov)</li> </ul>  |
| To monitor and advise the Board on the progress in delivering the curriculum and the student experience elements and targets in the West Region Outcome Agreement.  | <ul style="list-style-type: none"> <li>• ROA &amp; Measurement Table (Nov and Feb)</li> <li>• SE and Action Plan (Oct)</li> <li>• ELT Update (all)</li> </ul>  |
| To monitor and advise the Board on the progress in delivering the College's Digital Strategy  | <ul style="list-style-type: none"> <li>• Digital Strategy Update (Nov)</li> <li>• ELT Update (all)</li> </ul>  |
| To receive reports from College Committees and work groups related to the Committee remit.  | <ul style="list-style-type: none"> <li>• QS Committee Minutes (all)</li> <li>• ELT Update (all)</li> </ul>   |
| To monitor expenditure of the annual budget of the Students' Association, based on reports received from the Student President, and to confirm to the Board that these are in line with the plans of the Students' Association.   | <ul style="list-style-type: none"> <li>• Annual budget report (May)</li> <li>• SA Report (all)</li> </ul>  |
| <b>Risk</b> <ul style="list-style-type: none"> <li>• To oversee significant risks to the overall organisational objectives on matters that fall within the Committee's remit on a six-monthly basis.</li> <li>• To ensure the mitigating actions for such risks are addressing the risk factors, and work to mitigate risk is progressing in line with agreed timelines.</li> <li>• To advise Audit &amp; Risk Committee and the Board of Management on the adequacy of the risk management framework.</li> </ul> | <ul style="list-style-type: none"> <li>• Risk Management Framework developed 23/24.</li> <li>• Risk Appetite Session for Board – June 24</li> <li>• Monitoring of Risk Register (Sept &amp; Feb from 24/25)</li> </ul> |
| <b><i>Any other matters as required by the Board of Management.</i></b>   | N/A  |
| <b><i>The Committee can request representatives of other organisations to attend meetings if/as required.</i></b>   | N/A  |