



Board of Management
Monday 29 April 2024
4pm, Ardgowan 1 & 2, Finnart Campus
Agenda No: 04

Title of Paper	Student Association Achievement Report
Presented by:	Ed Cselik, Vice President
Recommendation:	To Note
Status:	Public

Purpose / Executive Summary:

This paper provides Board of Management with an update on the Student Associations achievements and activities since the last meeting.

Recommendations:

The Board of Management is asked to **note** the report.

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



Students' Association Report

Class Representative Reforms

Summary

This report presents a list of recommendations aimed at enhancing the experience and effectiveness of student representation in West College Scotland. Through workshops and feedback from class representatives across the college, it has become apparent that the class representative experience could benefit from a reform. This paper outlines key findings and proposes actionable measures to improve the overall experience and efficacy of representation within the institution.

The Problem

Throughout the current academic year, the most found issue identified has been the class representative recruitment and training process. There appears to be a widespread confusion regarding the overall purpose of class representatives, highlighting the need for clarification and improvement in this area. Upon reflection, it is evident that both the recruitment and training experience require significant enhancements. The process lacked organisation and time guidance for students participating in class representative elections. Additionally, there was a notable gap of several months between recruitment and training, further worsen the issue. Feedback suggests that these crucial activities should occur within the first block of the academic year, ideally within the first month, to streamline the process and ensure effective representation from the outset.

Furthermore, feedback indicates that students are more energetic and enthusiastic about engaging with the college at the beginning of the academic year compared to later stages, particularly towards the end of block 3. Therefore, there is a strong belief that establishing a robust class representative community early on will foster greater engagement and participation throughout the academic year.

Recruitment

One of the key issues identified around recruitment process was the lack of clear information and guidance provided to new representatives. To address this, a proposed solution is to send an information pack to students at the beginning of the academic year to ensure clarity. Additionally, there should be a readily available information to ensure the students are well-informed and confident in their decision to become class representatives.

Following the recruitment phase, another significant challenge was the delay in organising training sessions for newly appointed representatives. To mitigate this, it is recommended by feedback to schedule training sessions within the first or second month of the academic year. This expedited timeline will ensure that representatives are adequately prepared to fulfil their roles effectively. Collaboration between the Students Association and West College Scotland can facilitate the coordination of a large-scale training week, accommodating up to 80 participants per session, thereby optimising efficiency and effectiveness.

Despite the challenges faced, there have been several positive aspects noted in the recruitment experience this year. Feedback indicates that class representatives have been actively contacted by both the Students Association and lecturers throughout the year to gather their input and feedback. This proactive engagement fosters a sense of trust and value among students, as they feel appreciated for their contributions to the college community. Additionally, a significant number of lecturers have taken the initiative to select at least two class representatives without explicit guidance from the Students Association. This demonstrates a dedication to hearing students' voices which contributes to a more inclusive environment within the college.

Moreover, feedback suggests that the individual election processes went smoothly, typically occurring within a single day and allowing all candidates a fair opportunity to be voted for in a democratic manner. These streamlined processes promote student engagement and representation, facilitating the effective functioning of the class representative system.

By combining effective practices with targeted enhancements, the recruitment experience can be optimised to ensure that students have ample opportunities to voice their opinions and contribute to the improvement of their educational experience at any point throughout the academic year.

Training

Ensuring accessibility during training sessions is paramount for the success and inclusivity of the training experience. Recognising the diverse learning styles and potential learning disabilities among students, it was advised to revise the current SPARQS/NUS training material to be more inclusive and accommodating to individuals of varying skills and abilities.

Furthermore, class representatives have emphasised the importance of accurate time management during training sessions. It is crucial for them that training sessions adhere to the promised timeframe to prevent undue stress and allow participants to effectively manage their personal time. To address this concern, efforts will be made to streamline the training process and ensure that all essential information is delivered within the allocated time. Additionally, providing even more information resources during the session will enhance the learning experience and better prepare representatives for their roles.

In response to feedback, several recommendations have been proposed for additions to the training material. Among these suggestions, two exercises have gained significant interest and support from both students and the Students Association team.

The first proposed addition is a debate-style exercise, where a group of representatives engage in defending their points against different opinions. This exercise fosters critical thinking, communication skills, and the ability to articulate and defend one's viewpoints effectively.

By simulating real-world scenarios where representatives may encounter conflicting perspectives, they will gain valuable skills to prepare them for several scenarios.

Another recommended addition is an exercise designed to facilitate gathering opinions from peers. This exercise empowers representatives to actively engage with their fellow students, soliciting feedback and perspectives to better inform their representation efforts in the future. By honing their ability to listen, empathise, and understand the needs and concerns of their peers, representatives can become more effective advocates for the student body as a whole.

In addition to the recommendations for improvements, several positive aspects of the training sessions were highlighted by class representatives. Firstly, the provision of snacks and catering was greatly appreciated, contributing to a more enjoyable and comfortable training environment. This small gesture not only ensured the physical well-being of participants but also fostered a sense of hospitality and care.

Furthermore, the trainers were commended for creating an appropriate, open-minded, and safe environment conducive to discussing student-related issues. Their approachability and willingness to listen encouraged representatives to express their thoughts and concerns freely, facilitating meaningful dialogue and collaboration.

Additionally, some representatives shared their personal challenges with talking to new people, but they felt encouraged to open up to the trainers who demonstrated genuine enthusiasm and support for student matters. This positive interaction helped to reduce apprehensions and fostered a sense of confidence and trust among participants.

Purpose

Throughout the year, feedback from representatives highlighted challenges regarding their effectiveness in engaging with students and lecturers. Despite comprehensive training and additional resources provided, representatives expressed confusion and a sense of being unheard due to perceived lack of engagement from the Students Association and some lecturers.

To address this issue, efforts will be made to enhance engagement with representatives in a more personalised and accessible manner. One proposed solution is to establish monthly accountability meetings with the Students Association team, providing representatives with the opportunity to ask questions and hold the association accountable for their actions. While exploring ways to facilitate this request, the feasibility of recurring online meetings is being considered as a practical option to ensure regular communication and feedback.

Moreover, it was observed that a significant portion of class representatives reported not being invited to end-of-block meetings by their lecturers, despite assurances to the contrary. Recognising the importance of student voices in shaping educational experiences, steps will be taken to improve communication and collaboration with lecturers and departments. This includes providing clearer communication and a set of recommendations to departments to ensure that student representation is prioritised and integrated into course meetings throughout the academic year.

By addressing these challenges and implementing proactive measures, it is anticipated that the class representative experience will be greatly enhanced, fostering greater engagement and effectiveness in representing and effectiveness in representing student interests.

Empowering Students

We recognise 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 our agenda forward.

Students should always be aware that they have options and that their voices matter. Their knowledge and experience are invaluable to the college community, and they can rest assured that their feedback will be listened to and acted upon throughout their journey at West College Scotland.

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

At the heart of the Students Association are our thousands of students, each of whom contributes significantly to daily improvements. Our agenda and opinions are based on the current needs of students, and it is essential to equip them with the knowledge and confidence to address the challenges of the day.

Conclusion

Reflecting on the insights shared throughout this report, it is evident that the class representative experience at West College Scotland presents both challenges and opportunities for improvement. While issues such as recruitment processes, training sessions, and engagement strategies have been identified, there is also a wealth of positive feedback and recommendations for enhancement.

By acknowledging the importance of student engagement, empowerment, and recognising that **Knowledge + Engagement + You = KEY**, we affirm that students are the cornerstone of our institution and success. Through collaborative efforts, including monthly accountability meetings and improved communication with lecturers, we are committed to fostering a culture of inclusivity, transparency, and active participation within the college community.

As we move forward, we remain dedicated to implementing the proposed solutions and building upon the successes of the past year. With a renewed focus on creating an environment where students feel valued, heard, and empowered, we are confident that the class representative system will continue to evolve and thrive for the betterment of all.

Reforms

1. Recruitment Process:
 - a. Information packs provided to candidates prior to voting to ensure clarity.
 - b. Scheduled recruitment and training within block 1.
 - c. Collaboration between the college and the association for a large-scale training day/week.
2. Training Sessions:
 - a. Revise the current SPARQS/NUS material to be more “up to date” and inclusive.
 - b. Ensure adherence to promise timeframes during training sessions to prevent stress and time management.
 - c. New exercises to further improve on communication, debate and people skills.
3. Engagement:
 - a. Establishing accountability meetings with the association to provide the opportunity to ask questions and hold the team accountable.
 - b. Monthly online meetings to catch up with the class representatives.
 - c. Improved communication and collaboration with departments to ensure that student representation is prioritised and integrated into course meetings throughout the academic year.
 - d. Events calendar ready at the beginning of the academic year.
4. Empowering Students:
 - a. Emphasise the importance of student feedback and contributions to positive change within the college community.
 - b. Ensure students are aware of their options.
 - c. Commitment to listening and acting upon student feedback throughout their journey at the college.

National Representation

This year have proven immensely effective for our students as we facilitated the participation of 12 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 this year’s funding, 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. The total cost for the three conferences amounted to just over **£4000**, covering expenses such as accommodation, catering, travel expenses and affiliation fees.

NUS Scotland Conference

The conference started with an opening address, setting the stage for the discussions ahead and outlining the theme. Delegates were treated to keynote speeches delivered by NUS President Ellie Gomersall, providing insights into the pressing issues within the education sector.

The heart of the conference was the panel session, where student officers engaged in dynamic discussions covering a range of topics relevant to FE and HE sectors. These sessions delved into crucial areas such as student welfare, access to education, diversity and inclusion, and academic standards.

A highlight of the conference was the policy debates and resolutions, where delegates had the opportunity to voice their opinions, debate proposed policy reforms, and vote on resolutions that would shape the future of education.

Agenda: <https://www.nus-scotland.org.uk/conference-2024-agenda>

NUS Liberation Conference

Discussions centred around assessing progress and key policies. Delegates engaged in lively debates, sharing insights and perspectives on various policy initiatives.

The afternoon unfolded with a series of policy development workshops, providing delegates with opportunity to see deeper into specific topics of interest. The workshop options included True Trans Liberation, De-colonisation campaign, International Students, and Creating the Liberation Collective in our National Union.

VP Liberation and Equality accountability were addressed after, where delegates had the opportunity to pose questions and hold NUS accountable for their actions and decisions.

Agenda: <https://www.nus.org.uk/liberation-conference-agenda-2024>

NUS National Conference

At the start, all attendees gathered for a formal welcome session. The NUS Full-time Officer team and the Democratic Procedures Committee introduced themselves, setting the stage for the day's agenda and objectives.

After the welcome session, a debate unfolded, focusing on assessing progress and introducing key policies. Delegates engaged in dynamic discussions. At one of the panel discussions, expert panellists shared insights and strategies for combating discrimination and fighting back against antisemitism.

During lunch time, questions for the Accountability Officer and feedback on Board Reports were submitted.

During the accountability session, a delegate from West College Scotland voiced their dissatisfaction with the way NUS is handling the FE sector. They expressed a prevailing sentiment among FE students and associations that NUS primarily caters to the needs of university students, neglecting the unique challenges and concerns faced by those in FE institutions. The delegate highlighted a perceived lack of attention to FE-specific issues, suggesting that NUS tends to prioritise the "easy students", focusing on matters relevant to universities.

The rest of the afternoon was dedicated to policy workshops. Topics ranged from students' basic human rights to reforming NUS democracy.

A plenary session on General Election actions and Officer accountability concluded the day.

Agenda: <https://www.nus.org.uk/national-conference-agenda-2024>

Board of Management
Monday 29 April 2024, Ardgowan 1 & 2, Finnart Campus
Agenda No: 06

Title of Paper	Chair's Report
Presented by:	Dr Waiyin Hutton, Chair of Board of Management
Recommendation:	To Note
Status:	PUBLIC

Purpose / Executive Summary:

This paper provides the Board with an update on the Chair's activities since the last meeting.

Recommendations:

The Board of Management is asked to note the report.

Implications:	
Financial	Not applicable for this update
Student Experience	
People	
Legal	
Reputational	
Community/ Partnership impact	
Environment	
Equalities	

WCS Chair's Report 29 April 2024

Welcome back after the Easter break and hope everyone has had some relaxation time.

A major activity since we last met is the recruitment of new Board members and which is captured under a separate paper. I am pleased to report that we have included a student Board member for the first time on the panel. I want to take this opportunity to thank Board members Ed Cselik, Linda Johnston and Jane McKie, and Independent Assessor, Shona Struthers, CEO of Colleges Scotland, for their input into the shortlisting and interview process. I also want to record my appreciation to Susan McDonald, Governance Manager, for managing the whole process meticulously.

The College's External Effectiveness Review has commenced and I thank those Board members who were able to participate in the interviews.

With the Principal, I attended the Colleges Scotland sector leaders event in March to consider and agree a collective approach with Scottish Government and the Scottish Funding Council (SFC) in light of reductions to the budget allocations for 2024-25. The outputs were used as the basis of the College Chairs Group meeting with Mike Cantlay, Chair of SFC, which I attended later that same week.

I was delighted to participate with the Principal at the College's 'Fireside chat' event to celebrate International Women's Day.

Dr Waiyin Hatton
Chair

Title of Paper	HR Annual Report 2022/2023
Presented by:	Joe Rafferty, Director of HR & Organisational Development
Recommendation:	For Approval
Status:	For Publishing

Purpose / Executive Summary:

This paper provides the Board with updates on a range of activities covered by the Organisational Development and HR Directorate from August 2022 to July 2023 and reviews several key performance indicators.

The paper was reviewed at the last Corporate Development Committee Meeting.

Recommendations:

The Board of Management is asked to **approve** the report for publishing on our website.

Implications:

Financial	None
Student Experience	None
People	The bulk of the report contains people data which helps to inform policy or improvement initiatives in a variety of areas.
Legal	The report provides a degree of reassurance that statutory requirements are being met particularly as regards Health and Safety, FOI, Data Protection and equalities.
Reputational	The information on key initiatives helps promote the Colleges adherence to good practice.
Community/ Partnership impact	None
Environment	None
Equalities	The report reflects the College's mainstreaming report which reinforces proactivity around equalities issues.



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Draft

Introduction

The Human Resources Report serves as a comprehensive overview of the activities undertaken by the Organisational Development and HR Directorate within the timeframe spanning August 2022 to July 2023. It is presented with a focus on providing essential updates to the Board of Management.

The report incorporates a set of performance indicators, designed to gauge the Directorate's performance. These indicators are thoughtfully compared against external benchmarks, including the Scottish Government, the Chartered Institute of Personnel and Development (CIPD), the Scottish Funding Council (SFC), XpertHR, and the Office for National Statistics.

During the 2022-23 period, this was the first full year of our ambitious 2030 People Strategy.

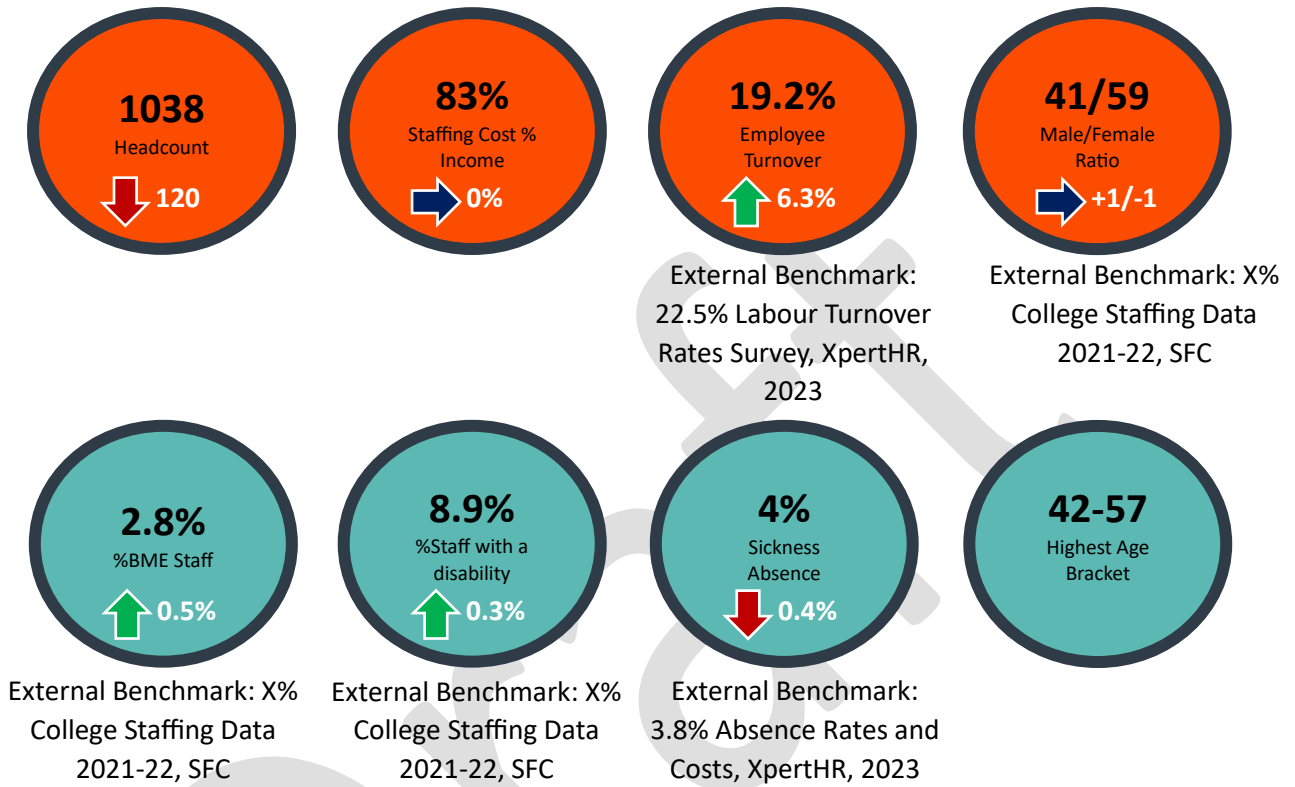
The People Strategy 2030 is built upon four key strategic themes:

- **One College Culture:** Colleagues understand the West College Scotland ambition and vision and are proud and excited to be part of it. Our college culture is demonstrated through the everyday behaviours of all.
- **West College Scotland Experience:** We will be a sector-leading fair work employer, providing a safe, inclusive, and respectful working environment. Staff will be enabled to achieve their full potential and our collective ambition. We will be an employer of choice.
- **Effective Leaders and Managers:** We will develop supportive leaders and managers who will lead in an agile and adaptive way and provide clear direction. They will empower staff to take ownership of their personal development and contribution to the College.
- **Maximising Organisational Capability:** Our organisation design and development enables everyone to perform to the best of their abilities and meet the College's priorities and goals.

It is worth noting that every initiative undertaken by the Organisational Development and HR Directorate is intricately linked to the overarching People Strategy 2030, reflecting a cohesive and purpose-driven approach aimed at advancing the college's mission and prospects. This report will outline the progress made in all four strategic themes as well as an update on our progress with the staff aspects of the Wellbeing Strategy.

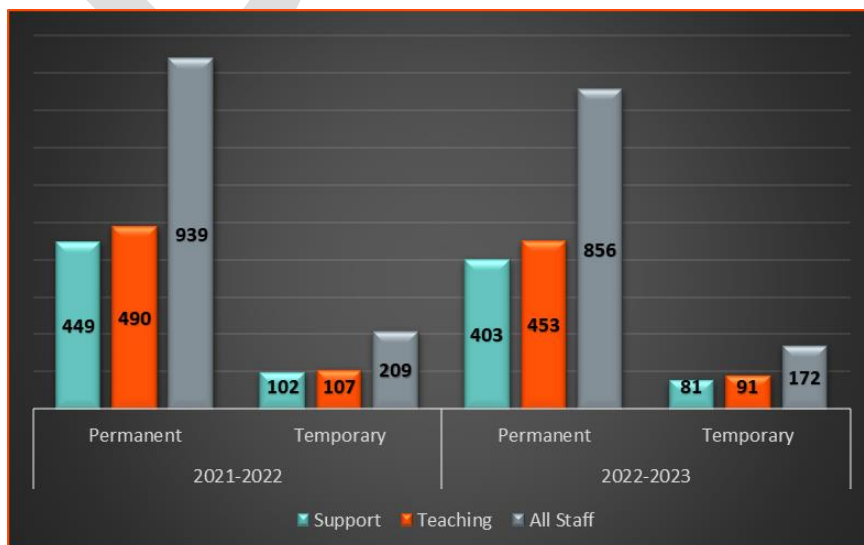
1. Organisational Development & HR Key Performance Indicators (KPIs)

Figure 1: Summary of Key Performance Indicators as of 31st July 2023:



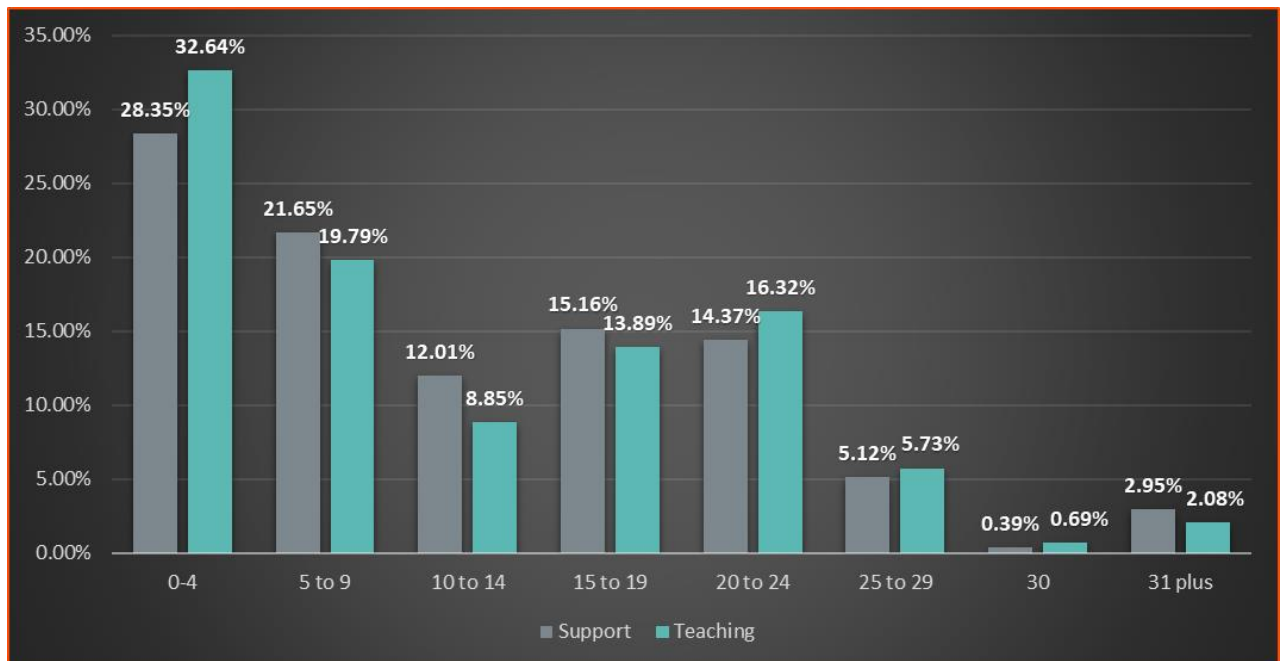
1.1 College Staffing, Length of Service and Turnover

Figure 2: Permanent and Temporary Staff



There has been a reduction in headcount across support and teaching and in both temporary and permanent posts. This has been due to voluntary severance and the College’s commitment to reducing staffing costs through vacancy management.

Figure 3: Length of Service %



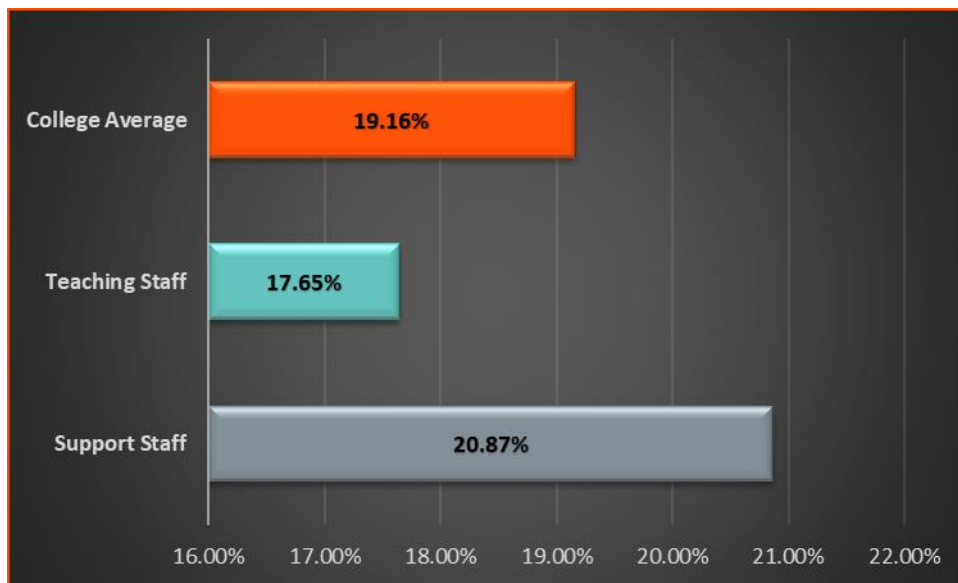
Service is with West College Scotland and does not include previous public sector service but does include continuous service with the legacy Colleges.

The length of service of just under half of teaching staff (47.6%) is in excess of 10 years but this has dropped around 4% in the last year. For support staff, the majority of staff (52.4%) have less than 10 years’ service.

The relatively long service amongst West College Scotland employees, particularly teaching staff, could be related to the vocational nature of the teaching profession as well as the competitive terms and conditions of employment in the college sector such as pension, holidays and flexible working.

Long Service Awards were a key component of the West College Scotland celebrations to mark the 10th anniversary of the College.

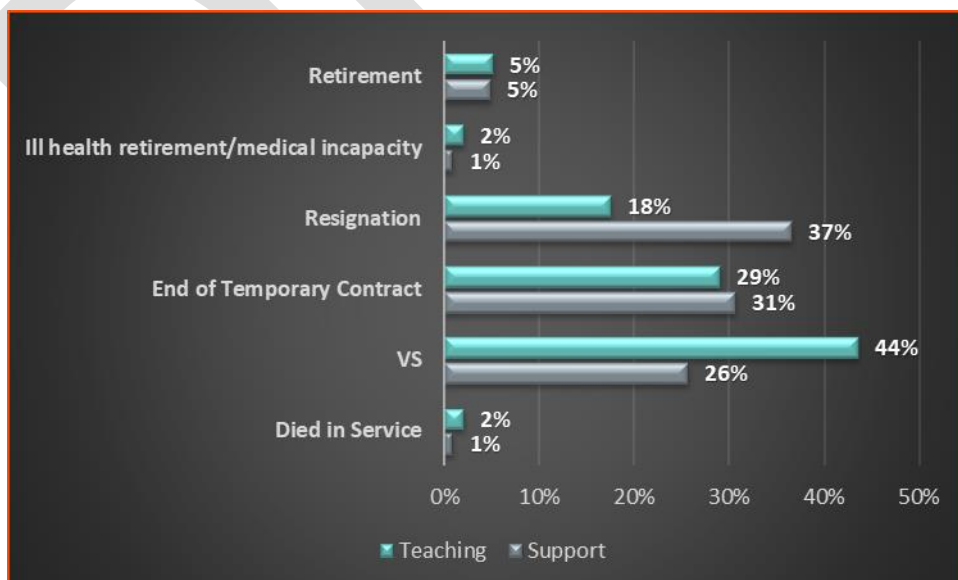
Figure 4: Employee Turnover



The College average employee turnover (Figure 3) was 12.9% for August 2022 – July 2023. Turnover is 6.3% higher than last year.

Our retention of staff compares favourably with the average rate of employee turnover detailed in the XpertHR Labour Turnover Rates Survey 2023, which was 22.5% for all industries. XpertHR has explained this was an expected increase as the labour market tightens.

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



The top three reasons for staff leaving West College Scotland between August 2022 and July 2023 are voluntary severance, resignation and temporary contracts coming to an end.

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

1.2 Sickness Absence

In reporting on the levels of sickness absence within the College, from 1st August 2022 to 31st July 2023, 42.3%, have had no sickness absence at all within that timeframe. There were also no individuals who recorded more than 8 instances of sickness absence.

Table 1: Instances of Sickness Absence

Instances of sickness absence	Total sick days lost	No. of permanent staff
0	0	439
1	3762	248
2	2335	100
3	1104	38
4	349	15
5	92	4
6	80	3
7	11	1
8	19	8

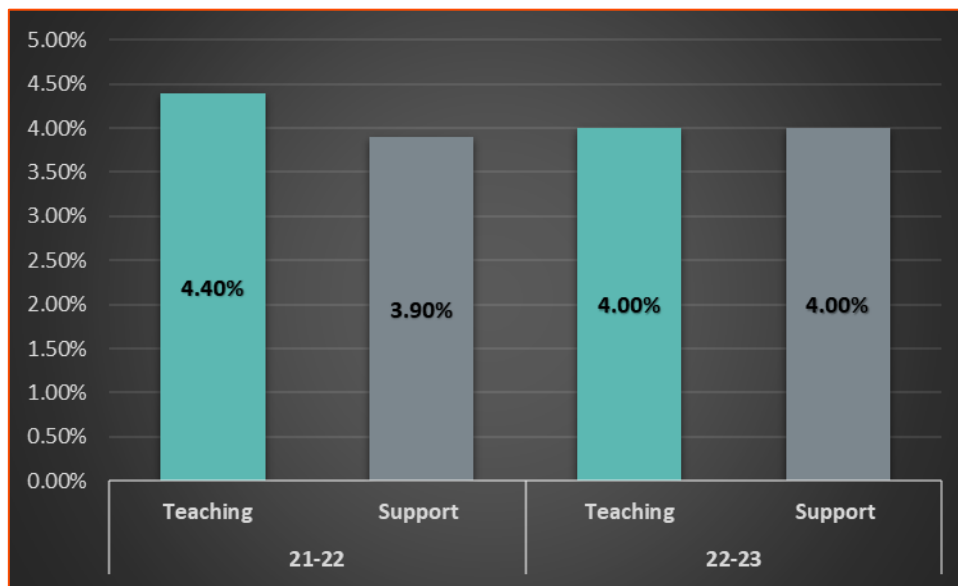
The average level of sickness absence for the period 1st August 2021 - 31st July 2022 was 4%. This is a decrease of 0.4%.

Whilst the overall absence rate has come down, there was a 10% increase on 1 instance of absence, this may be due to an increase of staff on campus working.

The average level of employee sickness absence for the public sector based on the latest survey from XpertHR (the 2022 Survey based on 2021 figures) was 3.8%. Please note that this is based on the number of days' absence per employee per annum, which is the basis of the West College Scotland figures. Against this figure, the College's current rate of 4% is slightly higher but whilst the public sector saw an overall increase in the absence rate, West College Scotland saw a decrease.

The percentage absence for teaching and for support staff in 2020-21 compared to 2021-22 is shown in Figure 6 (below). There has been a decrease in teaching and a slight increase in support.

Figure 6: Sickness absence for 2021-22 compared to 2022-23



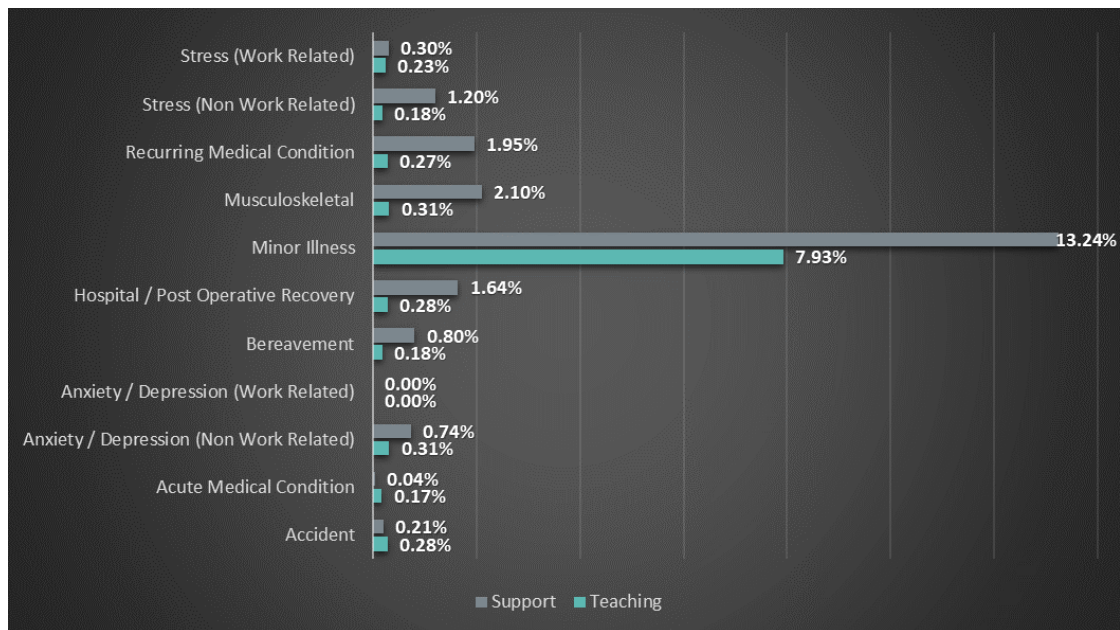
1.2.1. Short Term Absence

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

In this section it should be noted that the percentages relate to the proportion of overall short or long-term absence which that cause of absence represents. It is not the percentage of employees affected by that cause of absence.

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

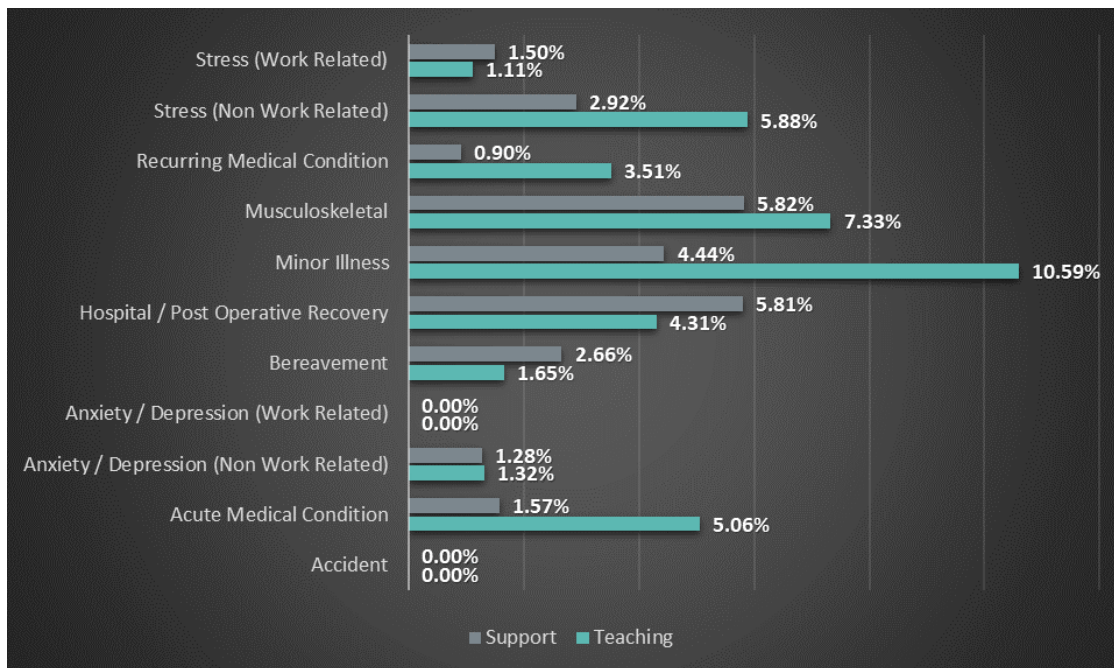
Figure 7: Short-Term Absence (less than 4 weeks)



1.2.2. Long-term Absence

According to the CIPD Health and Wellbeing at Work Survey 2022 the most common cause of long-term absence is mental ill health (for example clinical depression and anxiety). This category is not split up, as with the West College Scotland data, into stress (work and non-work-related) and anxiety/depression (work and non-work-related). If we were to add up our sub-categories, we would reach a figure of 29.4 % for teaching staff which would make mental ill health the most common cause of long-term absence amongst teaching staff at the College. And it should be noted that this figure of 29.4% is an increase from 18.5% in 2020-21.

Figure 8: Long-Term Absence (20 days+)



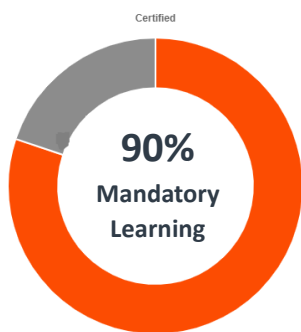
If we look at teaching staff, we find that the most common cause of long-term absence for teaching staff is Minor Illness. However, if we add together all the figures for stress and anxiety/depression we get an overall figure of 5.7% for mental ill health in support. This is the second consecutive year that these have been the main causes of long-term sick in teaching and support staff.

1.3 Equality Diversity and Inclusion

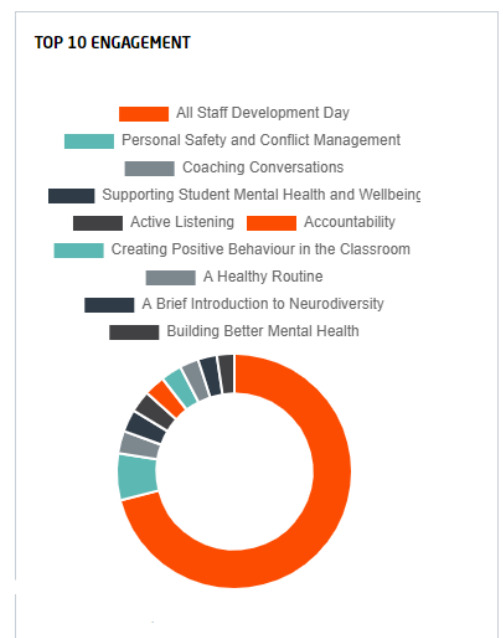
All key metrics including pay gaps and board gender balance can be found in the [Equality Mainstreaming Report 2023](#).

1.4 Organisational Development

Figure 9: Evolve Dashboard



Total CPD Hours	
Evolve Learning	6354.5
Additional Learning	4040



Total Number of Conversations Recorded	174
Total Number of Professional Development Goals	375
Total Number of Operational Goals	289
Total Number of Skills Profile Completions	214

Table 2: Professional Practice for Lecturers

Number of Lecturers Completing TQFE	26 ↑4
Number of Lecturers Registered for TQFE (2023-24)	18
Number of Lecturers Completing City & Guilds Level 4 Professional Recognition Award (serves as prerequisite for entry TQFE where the lecturer does not have other qualifying certificates)	7 ↓3
Number of Lecturers Registered City & Guilds Level 4 Professional Recognition Award (2023-24)	6

1.5 Health and Safety

A total of 99 injury accidents were reported to the Health and Safety Department in the twelve-month period August 2022- July 2023, 46 more than the twelve-month period 2021-22. This increase can be attributed to increasing numbers on campus, and improved incident reporting.

Curriculum areas do tend to report the majority of incidents, due to the nature of activities being undertaken, e.g. construction, hospitality, engineering etc. Most injuries sustained tend to be minor, and many of them can be attributed to the use of hand tools or kitchen knives etc. Training in how to use such tools safely is part of the teaching on the relevant courses but occasionally a student, especially one who is new to the course, will sustain an injury.

Of the total 99, seven incidents were reportable under RIDDOR (Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 2013). Five of these were triggered by the injured party being taken to hospital for treatment of their injury. The remaining two incidents resulted in over seven-day absences, which is also a RIDDOR trigger.

A total of five near misses were reported. Remedial action has been taken, where possible, including the introduction of scheduled inspection of external barriers, and removal, repair, or replacement of pallet trucks.

There were 36 more First Aid /Illness incidents during the period 2023-22 compared to 2022-2023). Again, this can be attributed to an increase in campus activity, and students requesting first aid treatment for injuries sustained off campus.

Table 2: Accidents and Other Incidents 2022–23 Compared to 2021-22

	2022-23	2021-22
Minor Injury (Work Activity)	79	39
Minor Injury (Other College Activity)	13	12
Illness/First Aid (No Injury Sustained on Campus)	92	56
RIDDOR Reportable	7	2
Near Miss	5	3

Violence (inc. Verbal Abuse)	0	2
Total	196	114

Figure 10: Breakdown of Accidents and Other Incidents by Group

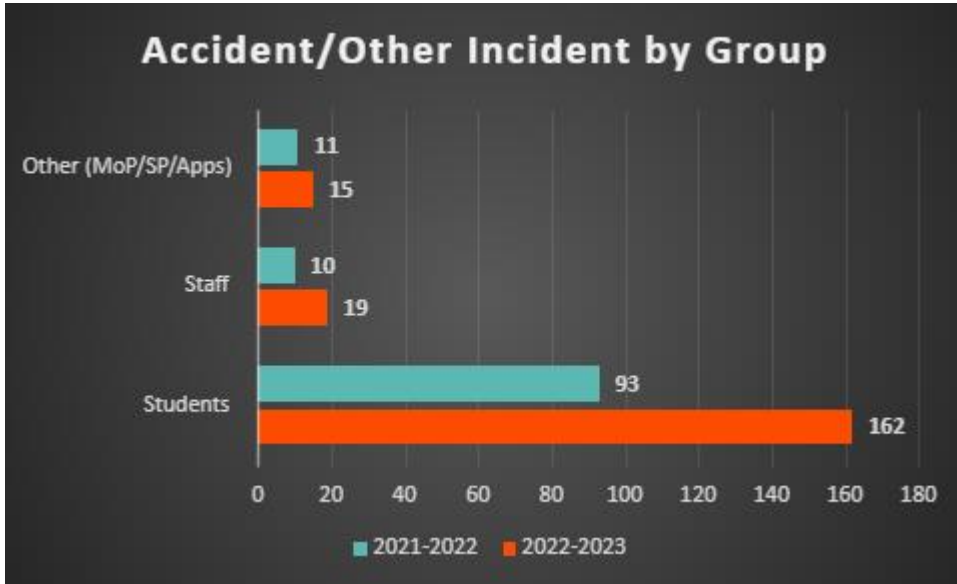
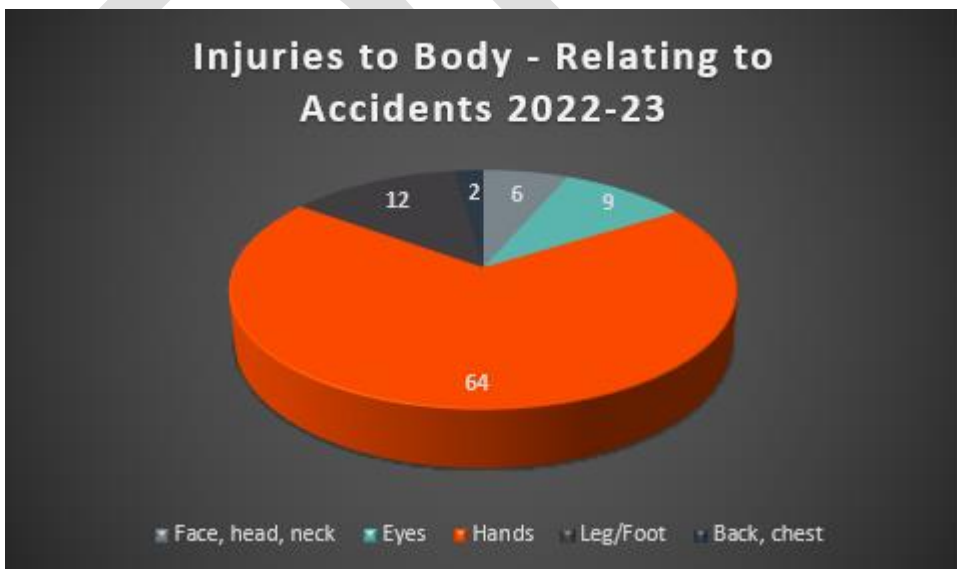


Figure 11: Injuries to Body



Note that individual may have sustained injury to more than one body part.

1.6 Staff Wellbeing

Figure 12: Staff Wellbeing



1.7 Data Protection and Freedom of Information

Table 4: Information Request Statistics

Nature of Request	Student Personal Data	Staff Personal Data	CCTV	Other	Total
Police Scotland	7				7
Solicitors	6	2			8
Staff Member		1			1
Student	6*				6
Local Authority		1			1
Insurance Company					
Students Awards Agency Scotland	7				7
Other (member of public)				1	1
Total	26	4		1	31

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

Table 5: Data Breaches

Nature of Incident	Number affected	Type of data	Resolved?	Reportable to ICO?
One student 'hacked' another student's account by contacting him and pretending to be WCS staff. Not known whether data accessed or altered.	1 data subject.	Extent of access unknown.	Yes.	No. The matter was referred to the Police.
Filing cabinet barrel was discovered to be loose and came out when key inserted. Cabinet is in an area that is secure, due to impending works.	None (security incident, rather than breach).	Occupational Health data.	Yes. Entire cabinet replaced.	No.

Student entered wrong phone number on enrolment form. This led to college discussing student data with gentleman in Australia, whose phone number had been entered.	1 data subject.	Contact details.	Yes.	No.
Email related. Details of one student sent to another, no sensitive data involved.	1 data subject.	Contact details.	Yes.	No.
Email related. Details of one student incident sent to another, no sensitive data involved.	1 data subject.	Contact details, plus details of incident.	Yes.	No.
Hospitality CQL reported theft of a staff laptop.	Unknown.	All data held on laptop.	Yes.	No.
Email sent to wrong internal recipient, auto-correct error.	1 data subject.	No sensitive data involved.	Yes.	No.
Waste for 'confidential waste' picked up by cleaner and disposed of in recycling waste.	Potentially 10-12.	Sensitive data.	Yes.	No.
Senior manager's work phone left in Clydebank SMT area. Phone unprotected; no password applied.	None (security incident, rather than breach).	All data on phone and systems.	Yes.	No.

Table 6: FOI Requests

Nature of Request	Procurement Issues	Student Issues and Numbers	HR Staff and Issues	Financial Information	Other	Total
Commercial Organisations	6					6
Trade Unions			3	1	1	5
MSP		1	2	3	1	7
Journalists		3				3
Other/ Not Provided	2	4	1	2		9
Total	8	8	6	6	2	30

2. People Strategy 2022-30 Update

One College Culture
<p>Colleagues understand the West College Scotland ambition and vision and are proud and excited to be part of it. Our college culture is demonstrated through the everyday behaviours of all.</p>
<ul style="list-style-type: none"> • Defining, developing, and embedding the college culture. • Providing clarity on vision/mission. • Developing college values to further embed the 'Building Our Collective Future' framework. • Promoting the new values as part of an effective communications strategy. • Leaders demonstrating behaviours in line with the college culture and values. • Introducing annual awards that recognise staff performance which demonstrates the culture and values of the college. • Encouraging cross-college collaboration where possible.
<p>Progress 2022-23:</p> <p>The introduction of the Evolve platform has resulted in 100% of the organisation logging in once and 60% logging in regularly. Compliance has increased from 60% to 90%. My Conversations although the number of recorded conversations is low, there has been a notable vocabulary change.</p> <p>All staff were involved in the development of the mission, vision and values at the February 2023 All Staff Development Day, there has been further refinement and work by the Senior Management Team and the Board of Management. The vision and values will be launched in 2023-24 academic session.</p> <p>2022-23 had the second annual staff awards recognising individuals and teams living out the collective future framework and working towards the achievement of our strategic goals.</p>

West College Scotland Experience
<p>We will be a sector-leading fair work employer, providing a safe, inclusive, and respectful working environment. Staff will be enabled to achieve their full potential and our collective ambition. We will be an employer of choice.</p>
<ul style="list-style-type: none"> • Delivering against our refreshed Wellbeing strategy. • Meeting our Equality Outcomes. • Representing the population of the West region. • Becoming a role model for the employment and development of young people. • Leading the way in the sector on working flexibly post-pandemic.

- Removing or reducing burdensome processes, policies, and procedures wherever possible.
- Seeking regular feedback from staff and our Trade Union partners.
- Enhancing our excellent employee benefit offering.
- Achieving external recognition and accreditation.
- Embracing, promoting, and recognising innovative initiatives.

Progress 2022-23:

You can see the progress in our Wellbeing Strategy in the next section of this report.

We achieved our four equality outcomes and published the Equality Mainstreaming Report 2023 which included our new set of Equality Outcomes.

Hybrid working practices remain in place at West following the pandemic, despite some Colleges returning to fully on campus working.

HR continues to review processes, policies and procedures and continuously improving them: Equal Opportunities, Personal Effectiveness Learning and Development and Induction procedures have all been updated. The Recruitment and Selection process has been reviewed and updated with HR Managers now empowering hiring managers to take the lead supported by a new learning module. The onboarding process has been digitised and further improvements to other HR processes building on the success of DocuSign during the global pandemic.

Director and Head of Organisational Development together with the Executive team continued to meet with trade union partners at local JCNC and ad hoc on a number of local topics.

A project was initiated to enhance the employee benefit offering through 'Edenred' giving access to high street discounts, gym member discounts and dental provision. This will be launched in 2023-24.

West achieved LGBT Youth Charter Status, retained Disability Confident Status and the Evolve Platform / My Conversations Approach was shortlisted for 4 different awards:

- HR Network Awards: Organisational Development of the Year Award
- HR Network Awards: HR Project of the Year Award
- CDN Awards: Innovation Award
- Inverclyde Business Awards: Skills Development Award

Effective Leaders and Managers

We will develop supportive leaders and managers who will lead in an agile and adaptive way and provide clear direction. They will empower staff to take ownership of their personal development and contribution to the College.

- Equipping our leaders and managers with the skills knowledge and confidence to effectively manage and motivate their staff, developing high performing and dynamic teams.
- Ensuring that leaders and managers understand the College vision and strategy and are able to explain what that means for their teams' area of work.
- Refining processes and procedures to ensure a clear understanding of what is required from leaders and managers.
- The Executive and SMT will lead by example, providing a clear vision, living the values, and empowering staff to take ownership.
- The actions and behaviours of managers and leaders will be in line with the College's 'Building our Collective Future' framework.
- Delegating decision-making to the appropriate level in the college.
- Succession planning for key roles.

Progress 2022-23:

The LeadingEdge People Manager Development Programme is almost fully launched. This programme is aligned to the Chartered Management Institutes Professional Standards for Managers and Leaders. It takes an innovative approach to learning through 'flipped classroom'. Managers and Leaders learn the theory via eLearning and then can attend an optional workshop to develop skills and learn from their peers. The following modules have launched:

- Personal Effectiveness eLearning
- My Meaningful Conversations: Having 'Difficult' Conversations eLearning and optional workshop
- Developing High Performing Teams eLearning
- Coaching Conversations workshop
- Shortlisting, Interviewing and Selection eLearning and optional workshop
- Managing Change eLearning and optional workshop
- Managing Hybrid Teams eLearning
- Essential Management Skills eLearning

Maximising Organisational Capability

Our organisation design and development enables everyone to perform to the best of their abilities and meet the College's priorities and goals.

- Ensuring Organisational Development & HR systems, processes and digital solutions provide maximum benefit and enable managers and staff to do their jobs more efficiently.
- Undertaking strategic workforce planning, reviewing annually as part of the annual planning cycle.
- Reviewing organisational structures to ensure they enable delivery of key priorities.

- Developing staff to ensure their skill sets are appropriate for the future. Undertaking succession planning and talent management for key roles
- Introducing a Youth Employment Strategy.
- Introducing and embedding “My Conversations” to ensure that staff are provided with the coaching and support they need to deliver their goals and increase individual capabilities.
- Ensuring staff development supports delivery of the College Sustainability strategy.
- Enhancing the focus on interpreting and acting upon management information.

Progress 2022-23:

Itrent Self-Service and People Manager was upgraded, and a project initiated to move over from on premise server to cloud based. This will allow for greater agility for improvements and access to latest upgrades. Evolve has 60% regular engagement and both staff and their managers have given positive feedback about it’s introduction and the improvement to processes.

The first step in strategic workforce planning was introduced with Strategic Learning Plans with OD Managers partnering the business to understand areas of growth and downturn and possible upskilling and reskilling opportunities. Strategic Learning Plans have been published at the organisational, directorate and team levels.

Due to the financial situation, it was decided not to publish a youth employment strategy as there was no external funding for roles. Young people who have joined the iAspire Youth Development Programme have gone on to 100% positive destinations. We currently have three graduate interns in post until January 2024.

10% more My Conversations have been recorded than Continuous Professional Development Reviews. The language and vocabulary has changed and there is a feeling that My Conversations are happening but not being recorded.

A new sustainability category has been added to Evolve with a number of learning interventions aligned to support the delivery of the College Sustainability Strategy. A mandatory learning module will be developed in 2023-24.

3. Wellbeing Strategy Update

READY to learn, study and work in a comfortable environment while developing personal resilience for college and beyond.

- Establish a WCS Wellbeing Strategy Group to have oversight and responsibility for the Wellbeing Strategy implementation.
- Develop the College’s Building our Collective Future framework.

- Maintain our current Healthy Working Lives Award and continue to enhance our activity.
- Effectively incorporate wellbeing into our People Strategy.
- Ensure wellbeing plays a significant role in the My Conversations approach so that individuals feel confident in discussing wellbeing with their managers and managers have the mechanism to support their teams.
- Review the current 24/7 solutions for staff and ensure it has the long-term support required.
- Develop a shared understanding of wellbeing at WCS that delivers coherence and consistency of practice across key areas of our Staff Journey.
- Staff Recruitment – positive transitions.
- Staff Induction.
- Career long professional learning for wellbeing.
- Support activity (face to face and online).
- Digital developments.

Progress 2022-23:

Wellbeing Matters Group has been established with the Staff Wellbeing Advisor as one of the co-chairs of the group. There is representation from most areas of the organisation on the group.

Wellbeing strategy features under the ‘West College Experience’ objective of the 2022-30 People Strategy.

There is a specific guide for managers on having a Wellbeing Conversation as part of the My Conversations approach with individuals encouraged to begin each conversation talking about their wellbeing.

There is a wellbeing category on Evolve with self-directed learning on a variety of topics and there continues to be an offering of facilitator led interventions on a variety of topic, some of which are gender specific. A Menopause support group has also been established on each campus.

IN TOUCH with their own health and wellbeing, recognising the necessity of seeking help when confronting challenges, and encouraging others to do the same.

- Develop a comprehensive communication plan that ensures wide engagement of all staff in wellbeing and access to all support available.
- Develop a suite of new supportive interventions for individuals.
- Promoting Peer to Peer support using a mentoring framework.
- Acts of kindness encouraging the achievement of peers and developing a kindness culture.
- WCS Student and Staff Values framework to provide excellent quality, personalised and effective wellbeing care.

- Integrate within the college ethos and learning curriculum a sense of pride, confidence building and improved social skills.
- Staff will be supported through effective tools and training in understanding the importance of positive mental health for their students and themselves.
- Routinely deliver Wellbeing Awareness sessions across all campus locations and through our online platforms to keep strong engagement, understanding and opportunities for feedback alive in the College Community.
- Promote and engage in meaningful learning and development discussions for all staff including:
 - Staff learning and development building resilience and creating a culture of understanding.
 - My Conversations.

Progress 2022-23:

Communications continue to go out through 'Campus Posts' on the staff intranet on a variety of wellbeing topics, often with a close connection the College Inclusion Calendar.

A variety of interventions have been offered in 2022-23 including:

- Endometriosis Webinar
- Epilepsy Awareness
- How Coaching Skills can enable better conversations
- Lowdown on Testicular Cancer
- Managing Burnout
- Menopause and a holistic approach to health and wellbeing
- Mental Health Awareness: Safeguarding Wellbeing
- Money and Pension Service Financial Awareness
- Prostate Scotland Virtual Toolbox
- Stress Management Tools and Techniques
- Supporting Learners with Trauma
- Wellbeing Matters

Staff took part in the Kiltwalk for the second year, as well as entering a team into Race for Life and Tough Mudder, with the Tough Mudders' raising nearly £500 for the campus Green Rooms, another initiative that the Staff Wellbeing Advisor plays an active role in developing.

SUPPORTED to feel safe, secure, and strong enough to embrace college and working life and enjoy their successes.

- WCS will be proactive in increasing knowledge, access, and confidence in key areas of our wellbeing support.
- Continue and further develop WCS Wellbeing Services for staff.
- PAM Assist provides a free confidential life management and personal support service to all staff.
- Positive Reflections and actions weekly thoughts and practical suggestions.

- Mindfulness introducing meditation to encourage drop in access.
- The Sanctuary a neutral space on every campus where students and staff can go to find peace and contemplation with guidance and support for all, regardless of practicing a faith or not.
- Positive approaches to nutrition promoting healthy eating through information, education campaigns, access to healthier foods and activities.
- Fitness, exercise is not only about getting physically fit and healthy, but also great for your mental wellbeing and can change your mind, your attitude, and your mood.
- Develop innovative approaches to men's mental health and introduce targeted support.
- Creating a safe working environment underpinned by robust health and safety functions.
- WCS will provide an accessible, inclusive, people focussed campus environment.
- Review of accessible College data and its usefulness to the strategy.
- Provide consistent, cohesive, safe, effective care and support for staff working in partnership with external agencies.
- Developing a staff mentoring system – with a focus on cross curriculum teams mentoring framework.
- Carry out a full Equality Impact Assessment on each of the 9 Protected Characteristics detailing what is in place and identifying gaps.

Progress 2022-23:

The Staff Health & Wellbeing Advisor is now in their second year and has continued to develop and shape the service to support and promote positive wellbeing for all staff at West College Scotland. Linking closely with the OD team, contributing to both the ED&I and Health & Safety Committees, as well as the wider Wellbeing Matters Team, this service contributes to the provision of support across the College community, looking to embed wellbeing at West.

The Staff Wellbeing service has 3 main strands of focus:

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

1:1 wellbeing support continues to be an invaluable resource for a number of staff across the College, offering an impartial, confidential service, and supporting staff with a variety of issues. 12 individuals accessed individual support throughout the period 22-23, with 20 support sessions taking place. More people engage with this offer than PAM Assist.

The College Intranet has a space on the front page for positive reflections and mindfulness sessions are offered weekly.

The sanctuary in Greenock, Paisley and Clydebank is a source of quiet or prayerful meditation for those of all faith and none. The Paisley chaplaincy team have been re-engaged.

A new Active Campus co-ordinator is in place and will expand an offering of physical fitness including yoga which has been successful on all campuses.

The Health and Safety team continues to ensure safe workplace practices and empowering individuals to take ownership of health and safety.

Equality Impact Assessments are being carried out for different initiatives, policies and procedures.

EMPOWERED and energised to engage in excellent education and career opportunities while maintaining positive mental health.

- Develop wellbeing resources and toolkits to enable staff to take responsibility for their own wellbeing.
- Role-modelling wellbeing so that we can all be the best physically, emotionally, socially, and professionally, leading a change throughout the College community.
- Embed wellbeing by promoting activities focussed on improving fitness recognising the impact positive wellbeing has on staff both in and out of work.
- Staff understand self-care, taking time to think about how they feel, physically and mentally, and undertake activity that they do for themselves to feel happy and healthy.
- Staff surveys to include wellbeing section to gauge awareness of what is available and value of service available and seeking feedback on where further developments or continuous improvements are required.
- College Leadership enable 'everyday leaders' by inspiring individuals to be confident and have comfort and excitement as part of the WCS Community through positive affirmation around the importance of time for you.
- Celebrate the success of the College teams and individuals through awards and other meaningful recognition activities.

Progress 2022-23:

The My Voice, Staff Engagement Survey now continues questions on wellbeing that will be used as a benchmark on an annual basis. The Wellbeing Advisor will continue to send ad hoc wellbeing surveys.

The Staff Wellbeing Days across the 3 campuses in August 22 allowed staff to take some time for themselves to enjoy activities such as a head & shoulder massage from our beauty students, in person yoga and some relaxation time with Therapets and Alpacas. Feedback from the day was positive, and it was noted that the day would have been even more impactful had staff not had to take the time out around meetings and other activity.

1 Future Outlook

Financial pressures will be the biggest challenges for the OD and HR Directorate over the next few years. With staffing being our most significant cost then we need to be as efficient as possible in how we deploy human resources.

That means **organisational change**, with a new approach to how we manage change and a significant role for the OD function in particular in supporting and managing change, as well as ensuring the most efficient organisational structures are in place.

Workforce Planning will become a key HR activity and we will be improving our systems and processes for holding and analysing people-related data.

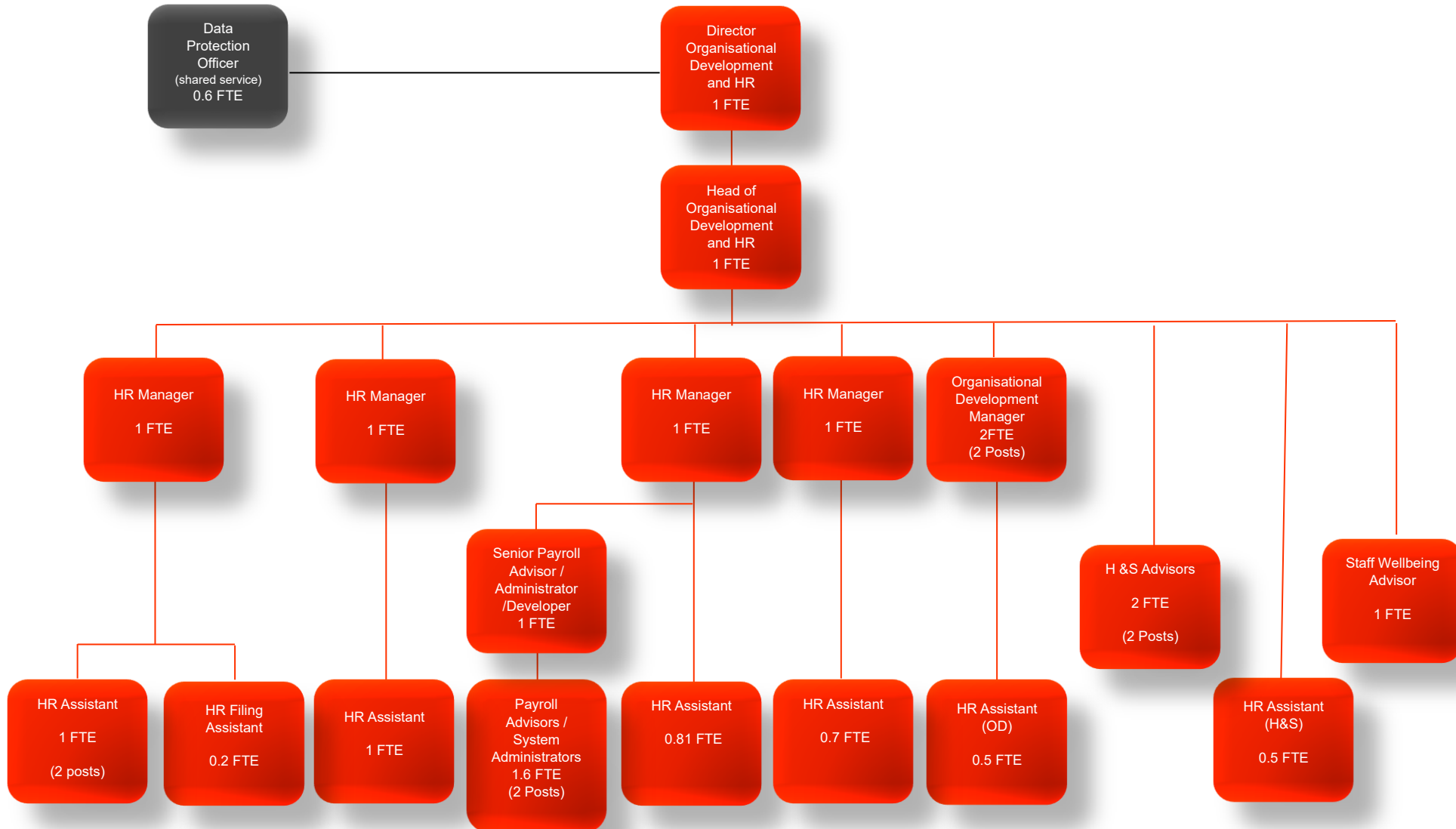
New technologies will help to drive efficiency but may be seen as a threat by the workforce. We need to grasp the opportunities that new technologies have to offer whilst at the same time supporting the wellbeing of staff, and helping them to develop new skills and move to alternative roles.

Industrial action may feature increasingly as the cost of living competes with reducing central funding.

Innovative and creative approaches need to be nurtured through training, skilful supervision and the development of appropriate forums to release and champion ideas.

Culture change has to be fostered in the direction that the College needs to travel, in order to meet the aforementioned challenges. Concepts such as resilience, flexibility, innovation, consistency, student-centredness and general excellence will become increasingly significant in finding our path to a sustainable future.

2 Appendix – Organisational Chart





Board of Management
Monday 29 April 2024, Ardgowan 1 & 2, Finnart Campus
Agenda No: 13.1

Title of Paper	Corporate Development Committee Chair’s Report
Presented by:	Danny McMahon, Vice Chair, CDC
Recommendation:	To Note
Status:	PUBLIC

Purpose / Executive Summary:

The Vice Chair of the Corporate Development Committee provides Board Members with an update of discussions at the meeting of the Committee held on 12 March 2024.

Recommendations:

The Board is asked to note the update provided.

Implications:	Not applicable for this report.
Financial	
Student Experience	
People	
Legal	
Reputational	
Community/ Partnership impact	
Environment	
Equalities	

1. Background

The Corporate Development Committee met via Teams on 12 March 2024. A few apologies were noted – J Leburn (Chair), W Hatton, K Perle and E Cselik.

2. Highlights

- 2.1 The Management Accounts to 31 January 2024 were reviewed and approved. The Committee noted the work started on the budget for 24/25, however, noted that the final grant offer letter would not be received until end of March.
- 2.2 Updates were provided on Oakshaw building works – tender exercise underway; Queens Quay District Heating System – discussions continue on the high increase in associated costs; and essential maintenance proposals for Finnart Campus workshop block. A list of all the estates projects being undertaken was also submitted for information.
- 2.3 An update on IT budget; team re-shaping; Cyber Security; Digital Transformation; and other key projects (including Little Green Button) were provided.
- 2.4 A discussion on the Risk Register and ongoing work on the development of a more robust Risk Framework, noting a session to be arranged for Board Members on Risk Appetite.
- 2.5 The Committee noted the annual report provided on the College's carbon emissions for the last academic year, a public body reporting requirement.
- 2.6 The annual HR Report for 22/23 was submitted and discussed, with the Committee noting the excellent report and information therein. This would be submitted to the next Board for approval before publishing. An update was given on pay bargaining; Be the Change business transformation project; CIVICA project and voluntary severance.
- 2.7 A full report on recent activities within communications and marketing teams was noted, with updates provided on Open Days and a new Social Media Strategy in development.

2 Recommendations:

The Board is asked to note the update provided.