

WCS Board Monday 9 December 2024 - Chair's Report

I am delighted to start my last report for 2024 with the freshness of experiencing **Four Seasons In a Day**, the first-ever West Fashion Show held on Tuesday 26 November on Finnart Street Campus. The show opened with our dance students displaying their highly professional moves to Dolly Parton's 'Nine to Five'. This was followed by Paul Ferguson, Organisational Development Manager, leading the student models showing outfits generously donated by Marble Fashions. All please note that these will be sold in the new year with all proceeds going to support the College Green Rooms.

I was honoured to be a guest of College Development Network at their Annual Awards evening on 14 November. It was so inspiring to see the video clips of all finalists. And of course, huge congratulations to our Team for winning the Innovation Award, followed by Commended Awards for Suzanne Thompson, Lecturer Colleague Award; Marketing and Communications Award; and Skills Development Award.

I attended the Colleges Chairs Group where Neil Rennick, Scottish Government Director General for Education and Justice, stated the value of colleges, shared his insights and undertook to expedite various actions for the sector. I also attended Colleges Scotland's Board where it was agreed that a reset of the organisation to better meet the needs of its membership will be progressed swiftly.

I attended a third Lessons Learned meeting chaired by the Minister for Higher and Further Education and Veterans to strengthen working between college employers and trade unions.

Thank you to Board members who were able to attend and contribute to the Risk Session on 4 November. This was a useful refresher and paves the way for our discussions on risks and mitigations related to the new Corporate Strategy scheduled for Monday 27 January 2025.

The outcomes of the new Board member recruitment is under a separate paper. I want to take this opportunity to thank the Selection Panel for giving of their time – Board members Gordon Hunt, Linda Johnston and Ronald Leitch; and Independent Assessor, Jen Johnston, Head of Communications, Colleges Scotland. And to Susan McDonald for her exemplary organisation and support.

Finally, I want to record sincere appreciation to Linda Johnston and John Leburn for their eight years on the Board. Their commitment; wisdom; generosity in sharing knowledge and regularly going beyond the call of duty have brought immense benefit to the college. As this is the last Board meeting of the year, I wish you all a very enjoyable festive break; and a happy, healthy and fulfilling 2025.

Dr Waiyin Hatton, Chair, WCS Board of Management



Board of Management

Monday 9 December 2024, 4pm, Cunard Suite Clydebank Campus

Agenda Item No:

Title of Paper	Regional Outcome Agreement self-evaluation and Self Evaluation and Action Plan (SEAP)
Presented by:	Stephanie Gunn
Decision:	For noting
Status	Public

Purpose / Executive Summary:

SFC changes to the annual Regional Outcome Agreement process were outlined to the Board on 7 October.

The Outcomes Framework and Assurance Model together comprise the revised approach to assurance and accountability for colleges and universities (Tertiary Sector). It will replace the current assurance and accountability arrangements (including Outcome Agreements) from academic year 2024-25.

2024-25 will be a transition year for the Outcomes Framework and pilot year for the new Tertiary Quality arrangements.

The Outcome Agreements (OA) for AY 2023-24 were published on 1 February 2024. In order to complete this process, SFC is asking for submission of a short factual report of up to six pages of self-evaluation against the commitments made in the 2023-24 OA.

These reports will not be published and institutions are encouraged to reflect on how well the commitments in the OA have been delivered, identify highlights and challenges from AY 2023-24 and identify any areas for improvement and consider outcomes for all learners. The report should also include early mitigations in place to address challenges moving forward into AY 2024-25.

The report does not need to include evaluation of the learning and quality outcomes in the OAs for AY 2023-24, since this will be covered in the TQEF's Self Evaluation and Action Plan (SEAP).

In addition, SFC require the submission of two case studies on the themes of outcomes for students and outcomes for economic transformation and social renewal. Case studies will be used



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to illustrate how colleges and universities use the funding that they receive. There is no requirement to complete the KPIs in the ROA Measurement Table.

Scotland's Tertiary Quality Enhancement Framework quality arrangements require the submission of an institutional Self Evaluation and Action Plan (SEAP) and Assurance Statement. The SEAP will be used by SFC as the core evidence base for individual institutions in relation to the 'High Quality' Learning and Teaching outcome of the Outcome Framework. It covers the principle aims to answer the question 'Is the provision delivered by West College Scotland of high quality and is it improving?'

The draft Regional Outcome Agreement self-evaluation and SEAP were discussed and approved at LTQC, for submission to SFC with minor changes which are included in the copies for the Board.

The ROA self-evaluation report has been signed off by the Principal on behalf of the governing body and submitted to SFC along with the two Case Studies and the SEAP to meet the required deadline.

Recommendations:

The Board is asked to **note** the submission.

Implications:

Financial	Not applicable for this report
Student Experience	Not applicable for this report
Human Resources	Not applicable for this report
Legal	Not applicable for this report
Reputational	Not applicable for this report
Community/ Partnership impact	Not applicable for this report
Equalities	Not applicable for this report
Environment	Not applicable for this report



Scotland's Tertiary
Quality Enhancement
Framework

Self-Evaluation
& Action Plan
2023-24

WEST COLLEGE
SCOTLAND 

Section 1 Excellence in learning, teaching and assessment

1.1. Academic Standards and Awarding

Working well and consistently improving: Internal governance of quality assurance and enhancement is consistently effective through the college committee structure – Quality Standards Committee reports into the learning, Teaching and Quality Committee and through that mechanism, to the Board of Management. Staff from teaching and support services, and students, are represented at all levels of committee work, with standing items for student input in most committees. This ensures sufficient representation that offers expert input on processes and outcomes relating to quality management across the college. An experienced, centralised team of quality staff administer quality assurance, enhancement, student feedback and data services activities.

In November 2023 the college had a systems audit undertaken by SQA. This was the first since 2017 and consisted of an intensive external review of the robustness and consistency of quality management across the college. This audit had a satisfactory outcome, aside from some data related late candidate registrations, which were quickly and effectively addressed.

The college annual external audit for SCQF credit rating activity took place in May 2024. Actions relating to strengthening independence in credit rating decision making have been addressed, along with an update of information relating to SCQF on the college website. Otherwise, our SCQF procedures were judged to be compliant, effective and contribute to widening access and enhancing curriculum provision.

Outcomes from external verification are strong across almost all areas of the college with a 94.3% successful first verification compliance rate in 2023-24 (84.6% 2022-23). This was due to a notable decrease in the number of "Reasonable and Minimal Confidence" outcomes for SQA qualifications. A small number of actions related to QA Criteria 4: Internal Assessment and Verification, and mainly focused on internal assessment and verification processes. The college has refreshed the Internal Verification Procedure considering some recommendations and to also reflect changes in curriculum delivery including more focus on cross campus activity and a peer approach to standardisation and verification internally. It is worth noting that the outcome of national bargaining preserved terms and conditions of staff post-merger, and in WCS alone, only promoted staff could lead verification activities. This situation is changing over time as more staff are employed on new lecturer contracts, which brings us into line with the rest of the college sector and expands our internal pool of verifiers. All staff participate in verification related activities such as standardisation of assessment approaches and cross marking of student work.

During 2023-24 there has been an increase in 'on-campus' qualifications external verification particularly for practical work-intensive areas. This approach has been well-received by academic teams as it helps showcase the context in which teaching, learning and assessment takes place and will be encouraged in future sessions. That said, the majority of our external verification visits were conducted remotely. The process was notably more challenging due to ongoing EIS industrial

action. With support from curriculum teams, all verification visits were successfully completed before the summer break.

A number of college vocational areas use awarding body digital systems for student online assessment. The vast majority of these run successfully and provide instant, quality assured feedback to students. During 2023-24, an inquiry into the college use of SQA Solar assessments in one department, concluded that a malpractice breach had been observed. Actions were promptly taken to mitigate risk and staff training and guidance implemented.

Area for development: Staff and student awareness of assessment malpractice across the college could be further enhanced. [Action 001 – 2324]

1.2. Strategic Leadership of Learning and Teaching

The college structure includes a dedicated Education Leadership Team (ELT) which is made up of senior staff with responsibility for the leadership of learning provision and successful outcomes for students. Our curriculum strategy 2023-2026 details areas of priority with regular monitoring of progress against identified actions. Programme delivery and performance is reviewed systematically by senior managers. Staff understand the curriculum review and self-evaluation processes well and value the supportive environment that senior staff have created.

The Board of Management provides oversight and challenge through a long standing, established Learning, Teaching and Quality Committee, which meets 4 times per year.

In August 2023, the session commenced with a new Curriculum leadership re-alignment. Assistant Principals and Heads of Sector took on new, broader and substantial scale in areas of responsibility. This has improved curriculum design and delivery with more cross campus teaching activity which bolsters consistency and standardisation, as well as providing greater opportunities for sharing of practice and efficiencies in delivery. In line with course design principles our Curriculum Strategy, all curriculum areas have re-designed their curriculum offered greater flexibility and embedding meta skills.

Proportionately, our STEM activity, as defined by SFC, proportionately increased, in line with a key measure in the curriculum strategy. The main increase was in science related activity for NHS Scotland which aligns to their pharmacy workforce planning.

Part time upskilling and apprenticeship activities continue to grow and are an area of key priority going forward. In most areas, student retention and success rates have improved.

1.3. Curriculum Planning, Design and Delivery

Working well and continually improving: Curriculum planning, design and delivery is a continuous process, generated from robust bi-annual cycle of Portfolio Review evaluation at course level, which involves all staff and student representatives. An annual Curriculum Planning and Review (CPR) cycle of continuous improvement is aligned with national priorities, regional demand, and

economic and regeneration plans. Our curriculum is divided into eight sectors, each led by a Head of Sector, who effectively plan and deliver learning in priority areas for the college.

Our CPR submissions include self- evaluated grading against college themes which is tested during the process and informs future course provision and the setting of college priorities for the next session.

The Curriculum Strategy identifies the priorities for future curriculum development. In 2023-24, College Curriculum Design Principles were introduced to ensure consistency and appropriate skills content for all FE provision at SCQF Levels 2-6. This supports delivery of a flexible curriculum offer to meet shifts in areas of demand – ESOL, construction and building services. Conversely, this has also supported changes in the delivery models for other areas where demand for a traditional course offer is in decline – Hair and Beauty, creative industries, hospitality and some business/administration related activity. A redesign of SCQF Level 4 programmes has resulted in co design and co creation of interdisciplinary, specialist staff supported Access and Progression courses, that better meet the needs of learners with learning difficulties and behavioural challenges and produce better student attainment outcomes.

Our school -college partnership provision was impacted by lecturer industrial action during session 2023-24. Some provision planned by the college was unable to run as LA partners were not always able to provide sufficient student numbers to make the course viable.

Area for development: further strengthen the curriculum strategy with refreshed KPIs and enhanced narrative to align with the Corporate Plan 2024. [Action 002 – 202324]

1.4. Learning Environment, Resources and Technologies

Working well: The college continually invests in creating and refreshing learning environments to best meet the needs of students. During 2023-24 investment in ICT for learning and teaching was £268,000 – an increase of 6.3% on the previous year £252,000, while inflation ran at 10% during the same period. The funding was used to supply laptops for students, increase IT loan resources in libraries and kit out some classrooms with the latest hybrid learning technologies. This promoted independent study for students and offered more agile and flexible opportunities for teaching, learning and assessment activity.

Thematic activity under our Digital First project made good progress and delivered 107 CPD events for staff, reflecting the college's emphasis on advancing digital competencies. Interventions spanned eLearning, webinars, and mentoring sessions, fostering a Digital First mindset that aligns with modern education and operational standards. A range of formats for delivery were used - article, eLearning, facilitator-led, mentoring, podcast, self-directed, video, and webinar.

Separately new estates refurbishments included the launch of MOYA (Minds of Young Artists) – a dedicated entrepreneurial workspace for creative industries students. Canteen facilities were

improved and new WCS SA and student recreational space was created in our Paisley campus. Feedback from users has been positive and all areas are being well utilised.

There is a strain on funding to resource digital device demand from some curriculum areas, for example, ESOL. In the likelihood of ongoing restricted funds, the priority roll-out, return for repurposing, of available devices will require joint IT and curriculum pre-planning and management.

Area for Development: Effectively manage digital device distribution for student learning and assessment, within IT resourcing capacity. [Action 003 – 202324]

1.5. Professional Development

Working well and continually improving: West College Scotland's Strategic Learning Plan has made substantial progress across our key learning themes. These themes are designed to foster a dynamic, data-driven, and student-centric environment that supports staff development and enhances the college's educational offerings. Below is an update on each theme's progress, highlighting the various interventions and the engagement levels across different learning formats.

The college utilises a professional learning platform, Evolve, to record continuous professional development and review 'My Conversations'. Lecturing staff have appropriate opportunities to share and learn from good practice and to access appropriate professional learning activities around learning, teaching, assessment, and support approaches.

All college staff CPD opportunities are shared via the Evolve platform which offers a wide range of professional updating and reskilling courses, including a wide range of resources for effective pedagogy in the class setting or online.

Teaching staff are supported well, in person and online, by dedicated staff in the college Organisational Development department, Teaching Enhancement peer support and Innovative Learning teams. This has enabled opportunities to undertake professional skills updating, build their confidence and extend their industry contacts. Evaluation of all CPD courses is collated, shared and used to inform the future offer.

Most teaching staff hold a recognised teaching qualification, TQFE or equivalent. Those who do not yet hold their TQFE are supported to access other accredited qualifications such as Teaching in Colleges Today and the PDA in Teaching Practice. Not all undertake annual professional development review, especially where they are employed part time, temporary or work across other educational settings. As a validated GTCS centre, the college supports professional registration for lecturers. To date around 30% of our lecturers have elected registration with GTCS with mandatory compliance to register starting in December 2025.

Area for development: support teaching staff annual professional development review, GTCS mandatory registration and five yearly professional updating. [Action 004 – 202324]

1.6. Currency of learning and teaching

Working well: WCS offers around 700 accredited programmes, with approval from 24 awarding bodies and a range of our internally created SCQF credit rated courses. The competence and qualifications of our vocational staff are regulated by sector skills councils and monitored consistently through external audit and verification activities. As such, staff vocational skill sets and qualifications continue to meet the requirements and standards required and consistently evidence appropriate CPD.

A themed approach to upskilling staff in the teaching techniques resulted in 28 interventions focused on instructional enhancement using formats like blended learning and case studies. Staff attending reported that they were able to use the suggested techniques to enhance their teaching skills.

1.7. Peer Review and Evaluation of learning, teaching and assessment

Working well and continually improving: Internal Verification groups are used effectively for standardisation of approaches and collaboration on assessment. Teaching staff benefit purposefully from attendance at all-staff professional development days where they collaborate, share knowledge, and integrate new teaching strategies into their teaching practice. Most students are satisfied with the quality of teaching.

Students speak positively about their lecturers who they find are approachable, helpful, and supportive. This enables learners to seek help when needed and improves their experience.

The majority of students are satisfied with the standard of teaching on their programmes, although this declined in 2023-24 to 88% from 93% in 2022-23. The impact of some teaching staff industrial action in the form of strikes and the withholding of student results, was evident from this response rate and from other sources of feedback. The overall student satisfaction rate (strongly agree/agree) for their college experience was 92.2% in 2023-24, an improvement on the previous session at 91.2%, suggesting that, despite disruption to teaching, other support mechanisms well supported students to continue to engage with the college.

In November 2023, over 400 teaching staff and external presenters participated in a college wide learning and teaching CPD event. Staff were able to select from a range of elective options that best reflected their own skill set and development needs. Sessions were delivered by external presenters and some teaching staff. Feedback suggested that the breadth of options available for selection was welcome and staff welcomed the chance to learn from the practice of other professionals.

A themed approach to cyclical course evaluation includes an annual review of learning, teaching and assessment practices and approaches. The quality of teaching is discussed within individual curriculum teams and practice worthy of dissemination is shared through CPD events and online via the EVOLVE organisational development platform.

Teaching staff undertaking accredited awards are observed in practice, either in class or online, and are coached for improvement through a supportive post lesson professional discussion. During 2023-24, around 35 staff were observed in practice, including those undertaking TQFE. A small team of experienced staff elected for HMI Education training and support the observations and professional dialogue, action planning and review.

All teaching staff are required to reflect on practice and action plan for improvement, in line with the GTCS lecturer professional standards. At present there is no embedded, consistent strategic approach to evaluating the quality of teaching and its impact on retention, student success and positive destinations.

Areas for development: develop a peer review approach to evaluating the quality of learning and teaching. [Action 005 – 202324]

1.8. Innovation in learning, teaching and assessment

Working well and continually improving: The college Digital Strategy sets out the vision and ambition for digital transition across all staff teams and teaching, learning and assessment delivery models. College staff continue to use a range of technology, including recent introduction of Teachermatic for the development of resources that support learning and teaching and assessment. The college drive to be 'paperlight' has resulted in an increase in the use of e-portfolios and digital, online assessments. Some awarding bodies (IMI, C&G) have advanced their own learning platforms, remotely accessed by staff and students, and which facilitate flexible delivery, alternative learning modes and digital upskilling.

The successful roll out of a meta skills measuring tool, MP - Tracker, during 2023-23, has received good feedback from staff and students and provides a record of personal development and real examples of transition that can be used to support job applications, interviews and self - understanding of strengths and weaknesses.

Section 2 Supporting Student Success

2.1. Enabling Student Success – Wellbeing, Inclusion, Equality, Student Support

Working well and continually improving: Senior managers continue to invest constructively in support services which help learners to complete programmes. For example, three Wellbeing Officers and six Counsellors help learners deal with their mental health issues. Support service teams respond well to increased demand from learners for assistance. For example, the number of care experienced learners has increased from just under 1,000 to almost 1,500 this year. Support service teams have responded well to increasing demand from students for assistance.

Although demand from students has increased, success rates for learners from the lower SIMD deciles, care experienced learners, learners from an ethnic minority and learners with a declared disability have improved. Staff extended the learner induction timeframe to help learners settle

into their programmes. This new approach is working well and has resulted in increased uptake of support services and has supported a positive impact on learner outcomes.

Students from key protected groups (disability, SIMD 10 and 20, carers) had better success outcomes in 2023-24 than the previous year. Success rates for care experienced students are still lower than for other groups of learners, despite interventions in the last two sessions, such as a named person for support and guidance. Withdrawal rates for this cohort are also high, with around 25% leaving before the end of their programme and further initiatives and interventions are required. Following review of student outcomes, and to ensure equity, a new Assistant Principal Improving Life Chances and Skills has been appointed, working across curriculum and support service areas to focus on improvement and enhancement strategies for special interest cohorts.

An effective EDI committee has broad membership from staff and the WCS SA and meets regularly to oversee equity in student experience and outcomes.

The EDI committee oversees activities that enhance the student experience, including the work of the Active Sports Coordinator, the work of whom has fostered a shared community feeling across our college campuses. Prior to this appointment there were few clubs or sporting activities at WCS for students out with the sports department. During 2022-23, and working with the WCS SA for identification and promotion, a wide range of clubs and societies were set up across all campuses. For football fitness alone, 650 participants attended 35 sessions, with roughly 18 participants per session. The clubs and societies set up also provided work placements opportunities for students across media, photography as well as in sports coaching.

Partly funded by the WCS SA, a cross-curriculum collaboration between Wellbeing, Sport, ESOL and Hospitality, set up and hosted an International Mother Language Day event, which was shortlisted for Glasgow Herald Award. Over 150 International Students engaged in physical activity, despite cultural challenges to participation. A sport-buddy system was created to successfully foster an inclusive environment where all students felt comfortable. Student feedback was positive in helping support good mental health and managing anxieties.

Strategic learning plans from across college departments were used specifically to target staff upskilling. For example, in the Creativity and Skills Sector the implementation of ASN Technology support enhanced staff skill sets resulting in a better experience for students. Across the college, academic teams utilised advanced MS Teams for hybrid learning and integrated Articulate Rise for creating engaging online content to help retention of students.

Area for development: develop measures for reporting on the impact of the EDI Committee for improving student success outcomes, and positive destinations. [Action 006 – 202324]

2.2. Context and Community

Students across most courses are encouraged to be more collaborative within their class group. This has helped foster a sense of belonging and is improving attendance and engagement in learning.

The college offers a broad range of provision in community settings across three local authority areas – Inverclyde, West Dunbartonshire and Renfrewshire - providing learning opportunities in some of Scotland's areas of lowest deprivation and enrolling 884 students across 66 courses. Some community provision is long standing, non-accredited and in some cases does not reach those furthest from the education and employment market.

2.3. Effective and Successful Transitions

Working well: the college consistently manages levels of student retention which have remained fairly consistent across full time provision. A retention policy effectively links curriculum staff with specialist teams from Student Advisory Services, counselling and well-being professionals to provide advice and support for students to stay on their programmes.

Students on full time programmes also improved success outcomes (HE FT 2023-24 63.8%, an increase of 4.3% on 2022-23) (FE FT 2023-24 67.7%, a marginal increase of 0.4% on 2022-23). - who leave us before the end of their programme, 73% go on to study elsewhere or enter employment. Most full-time students successfully transfer internally to higher level courses with increasing numbers of HE students progressing to university at the end of their course in June 2024.

In some sectors work placement for students is a mandatory requirement for transitioning from college to work. In childhood practice, health and social care settings the experiences from different employers can be variable for students. Students have reported poor experiences in the workplace are not keen to continue with this career choice and tend to leave their programme before completion. This is recognised at national level as a high priority risk in areas where staff demand outstrips supply of suitable workers, in response to this college staff teams have been implementing national resources with good effect in an attempt to redress this issue.

The College Leavers Destination (CLD) data collection was very positive in terms of supporting evidence of positive transitions for our students. We had the highest rate of confirmed destinations nationally, with a response rate of 99.8% (sector range 99.8% to 73.3%, national average 88.6%). Of those who confirmed, six months after their successful completion of a full-time course in June 2023, 83.7% went on to a positive destination, slightly higher than the national average at 83.3%). Our analysis highlighted that 13.4% of our college confirmers responded that they were unemployed. This figure is substantially higher than the national average of 3.3%. Given our high levels of confirmed destinations, compared with other college high levels of unconfirmed destinations, it is perhaps a category that is not yet reported equitably across the sector. If this is an emerging trend with the 2023-24 cohort of completers, it may benefit from further sector wide analysis.

Most successful WCS completers reporting a positive destination went on to full or part time study – FE 83.6%, HE 83.1%). Unsurprisingly, given our high SIMD regional catchment, very few completers took time out to travel, with 2.7% actively looking for work.

To enable more effective curriculum planning, design and delivery, timely data and analysis of the destinations of all course completers, full and part time students, would enhance the quality of reporting and improvement interventions that lead to positive destinations.

Area for development: strengthen data capture for recording destinations of all students at the end of their programme of study. [Action 007 – 202324]

2.4. Support for employability, skills development and lifelong learning

Working well and continually improving: Lecturers in almost all subject areas embrace the delivery of meta-skills well. During 2023-24 over 1,100 students used our Meta Performance (MP) tracker to record and reflect on their meta-skills. The MP-Tracker was designed by students and is technically supported in-house and hosted internally within the Centre for Meta Performance. There are further developments in place to help learners identify meta-skills at the start of their programme. This helps students to develop and reflect on their learning, promotes self-awareness and helps develop more effective career planning.

Staff at all levels engage effectively with employers. In almost all areas, employers are consulted on programme design to ensure they meet employer need. Good use is made of contacts developed through Scottish Vocational Qualifications (SVQ) placements, employer forums and through contributions from former learners. These approaches are working well and build upon contacts previously established through the Flexible Workforce Development Fund.

A wide range of course provision has workplace experience, some of which is mandatory for the area of career choice (health and social care registration with SSSC, for example). Students recognise the importance of vocational experience and value highly the opportunities that this brings for gaining current skills and networking.

Areas for development: Review the current model for curriculum work-placements to ensure best value in terms of student experience and staff resource. [Action 008 – 202324]

2.5. Achieving positive outcomes for every learner

The rate of successful student outcomes success on full time FE programmes is consistently improving and has been above sector average. In 2023-24 the success rate was 67.7%, marginally better than in the previous year at 67.3%. This is a positive outcome given the challenges that the college has faced with lecturer industrial action during the session.

Our HE full time success rate has also improved to 63.8%, an increase of over 4% on last session. This is a result of an increased internal focus on consistent data review along with wrap around services that support students to stay on programme. Curriculum design and delivery approaches

have been made to offer a better learning experience and this includes adapted class times, hybrid learning opportunities and enhanced learning and teaching approaches that make use of digital technology as appropriate.

The rates of success for FE Part time overall have fallen to 65% from 69%, following a decreasing trend over the last three years. Not all part time provision has poorer outcomes – students studying on short full- time courses and short, sharp duration skills boost courses have achieved better successful outcomes.

Our internal analysis shows that student successful completion on programmes with duration of 80 – 160 hours (2-4 credits) and separately those with 160-320 hours (4 – 8 credits), has decreased since last session. The college continually reviews all outcomes during the portfolio review process.

Success outcomes for students on 2023-24 school – college partnership activity, overall, was significantly impacted by industrial action. There has been a decline in Foundation Apprenticeship numbers with a reduced offer and lower numbers across all LA regions. As schools develop their own resources to deliver traditional college based vocational learning, the college offer aims to remove duplication and strengthen cross college, interdisciplinary activity to best support schools in curriculum gap areas. Our internal analysis shows that, across our three local authority regions, we have increased school leaver numbers into full time college programmes, along with winter leaver numbers. This highlights the relevance of our accredited course offer for access by school leavers who wish to develop vocational employability skills, and we aim to work with partners to further enhance the offer through effective and efficient management of resources.

Areas for development: Work with LA partners to redesign school – college partnership activity [Action 009 – 202324]

2.6. Responsiveness to concerns

Working well and continually improving: The Student Association (WCS SA) have representation on the Board of Management and across all key college committees. The student representation system facilitates the raising of concerns at course level. Complaints handling is centralised and effective in addressing stakeholder concerns, with no SPSO actions during 2023-24. Data around complaints and lessons learned and shared with SA and published on the college website. To ensure equity across our processes, equality data is collected and monitored against previous years trends. Investigating Managers are trained for the role.

The number of complaints received increased in 2023-24 and information relating to the nature of these complaints, and remedial action taken, is contained within our published Annual Complaints report.

Survey response rates have been low and below sector average for the last two years. In 2023-24 the response rate to the SFC Student Satisfaction and Engagement Survey (SSES) was 32.4%

compared with a response rate of 29% the previous session, and a sector average response rate of 54.9% (2022-23). Concerns raised in surveys and shared directly with curriculum and support services areas and jointly reviewed by senior managers and the WCS SA.

Area for development: Improve student feedback mechanisms and survey response rates to ensure the learner voice is considered at all stages of curriculum review. [Action 010 – 202324]

Area for development: Support the WCS SA in creating an effective student body with trained representatives across all curriculum areas. [Action 011 – 202324]

[end]

WCS SEAP Action Plan 2024-30

ACTION REF ACTION NUMBER - SEAP YEAR	TQEF Principle and Area for enhancement or development.	Action(s) and planned impact/ outcomes	Milestone(s) / target date(s), continuing / carried forward (c/f)	Responsible / SMT Lead
001 – 202324	Academic Standards and Awarding	Staff and student awareness of assessment malpractice across the college could be further enhanced.	September 2024	AP Performance & Skills
002 – 202324	Curriculum Planning, design and delivery	Review and strengthen the curriculum strategy with refreshed KPIs and enhanced narrative to align with the Corporate Plan 2024.	June 2025	ELT
003 – 202324	Learning Environment, resource and technologies	Effectively manage digital device distribution for student learning and assessment, within IT resourcing capacity.	August annually until 2030	Director IT and Digital Transformation
004 – 202324	Professional development	Support teaching staff annual professional development review, GTCs mandatory registration and five yearly professional updating.	December 2025	AP Performance & Skills
005 – 02324	Peer review	Develop a peer review approach to evaluating the quality of learning and teaching.	June 2025	ELT
006 – 202324	Enabling student success	Measure the impact of actions taken by the EDI Committee to improve student success outcomes, and positive destinations. Action 006-202324	June 2025	AP Improving Life Chances & Skills
007 – 202324	Effective and successful transitions.	Strengthen data capture for recording destinations of all students at the end of their programme of study.	December 2025	Director IT and Digital Transformation
008 – 202324	Support for employability, skills development and lifelong learning	Review the current model that supports curriculum work-placements to ensure best value in terms of student experience and staff resource.	June 2025	ELT
009 – 202324	Achieving positive outcomes for every learner	Work with LA partners to redesign school – college partnership activity	June 2025	ELT
010 – 202324	Responsiveness to concerns	Improve student feedback mechanisms and survey response rates to ensure the learner voice is considered at all stages of curriculum review.	May 2025	ELT

011– 202324	Responsiveness to concerns	Support the WCS SA in creating an effective student body with trained representatives across all curriculum areas.	June 2026	ELT
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Acronyms key:

AP	Assistant Principals
ASN	Additional Support Needs
CLA	Copyright Licensing Agency
CPR	Curriculum Planning and Review
ELT	Educational Leadership Team (Vice Principal Educational Leadership and Assistant Principals)
ESOL	English for Speakers of Other Languages
LA	Local Authorities
PDA	Professional Development Award
PR	Portfolio Review/course evaluation
SIMD 10 and 20	Scottish Index of Multiple Deprivation postcode areas with 10% and 20% highest levels of residents
WCS SA	West College Scotland Student Association

Self-Evaluation and Action Plan 2024

Statement of Assurance

As the Accountable Officer for WEST COLLEGE SCOTLAND, 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 2023-24, including the scope and impact of these.

I further confirm that I am satisfied that the institution has adequate and 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 SFC.

Signature: 

Accountable Officer: Liz Connolly

Date: 20 November 2024

West College Scotland

Regional Outcome Agreement 2023-24 Self Evaluation

Priority area 1: Fair Access and Transitions.

The College has embedded the recommendations of the Commission on Widening Access (COWA) and those within the Blueprint for Fairness Report, particularly in supporting students and young people from deprived areas and those with a Care Experienced background, within the core work of the College. In 2023-24 we replaced a senior manager vacancy with a post with an additional specific remit for 'Improving Life Chances' to lead further improvements, including improving outcomes for our Care Experienced and more disadvantaged students.

Deprivation

The West Region has some of the most deprived areas in Scotland and we have always recognised and worked to address the many challenges that our students face in accessing, attending college and achieving full success.

Our College significantly contributes to the Scottish widening access agenda with 20% of our students from the 10% most deprived backgrounds in 2023-24. For our main local authority areas, the percentage from SIMD10 last session was 27% and the percentage attending college far exceeded the deprivation percentage in the overall population. There was an increase in the number of students from SIMD10 in 2023-24 for both FE and HE and an increase in the proportion of credit activity for full-time students from the most deprived areas.

Council Area	Population of area	Population from 10% Most Deprived Areas	% population from 10% most deprived areas	No. of Students from 10% Most Deprived Areas	% college students from 10% most deprived areas	Under 16	16-17	18-19	20-24	25 & over	Total
Argyll and Bute	86,220	3,086	4%	37	6%	36	115	116	100	262	593
East Renfrewshire	96,580	1,332	1%	25	4%	22	133	78	103	280	594
Glasgow City	635,130	185,683	29%	918	37%	33	259	333	419	1,486	2497
Inverclyde	76,700	22,692	30%	1,037	44%	633	595	456	400	922	2373
Renfrewshire	179,940	23,905	13%	1,227	30%	1,177	959	733	666	1,712	4070
West Dunbartonshire	87,790	14,806	17%	621	28%	279	492	385	349	986	2212
				3865		2,180	2,553	2,101	2,037	5,648	14,519
											27%

With one of the highest proportions of students from deprived areas, we are confident in our approaches in promoting access, although we will continue to address any enhancements. Our main challenge remains however, to support these students to attain and progress in line with students from less deprived areas. Our success rates for courses lasting 160 hours or more, improved by 2.4% for students from SIMD10 and by 3% for those from SIMD20. The current cost of living crisis is impacting even further on these students, and we provided free breakfasts, digital devices, 'Green Rooms' (donated food and clothing), along with our mental health support and counselling. The work of our Active Campus Coordinator also contributed to the wellbeing of both our students and staff.

In line with the Adult Learning Strategy for Scotland (2022-2027) we continued to endeavour to improve life chances for adult learners by providing accessible, flexible local opportunities for learning. We worked in collaboration with our Local Authority partners to deliver shared CLD priorities as outlined in the Community Learning and development plans (2021-2024). College team members were active contributors to strategic and operational groups across all partners.

A new internal partnership approach was created whereby Learner Development specialist staff worked with vocational staff for SCQF4 courses to ensure students at most risk of becoming disengaged were supported. We rebranded all of our SCQF4 vocational provision 'Transitions to...'. And worked to ensure consistency across our SCQF4 courses through the introduction of Course Design Principles.

Care Experienced, Carers and Estranged Students

We are committed to the priorities within the SFC's National Ambition for Care-Experienced students and work towards equal outcomes for all. Each Care Experienced, Estranged, Young Adult Carer and any unpaid Carer student had a named person who supported them starting College, and carried out regular wellbeing checks, working closely with Local Authorities and external services.

There were over 1,000 care experienced students in 2023-24. The [Corporate Parenting Action Plan](#) outlines both our existing support practices and our enhancement ambitions. While the support may have impacted on early withdrawal figures which improved for Care experienced students in 2023-24, our further withdrawal and success rates did not improve. There are still significant differences in the attainment levels for Care Experience students and their peers and for 2024-25 we will be providing further staff development and awareness raising, including the identification of care experienced students and their support needs through our new CIVICA register system.

Equalities

The College published our [Equalities Mainstreaming Report 2023](#) which reports on our Equality Outcomes 2021-23. As set out in the report, our Equality Outcomes in the next four years will focus on BAME, Disability, Gender and Gender based Violence, LGBTQIA+ and in the wake of the cost-of-living crisis on individuals who are at a socio-economic disadvantage.

In 2023-24 we had an increased number of students from ethnic backgrounds, however the early withdrawal rates increased for those on courses of 160 hours or more and this impacted on success rates which reduced slightly. We will undertake more analysis of the reason for the increase in early withdrawal since this was out of line with improvements made for other students.

School College Partnership

The College places real value the School College partnership work with all our Local Authority partners to provide vocational opportunities, skills development, and appropriate pathways for young people. We continued to refresh our College School Partnership programme which involved delivery of courses across 5 local authorities involving 35 schools and 1,800 pupils. Some subjects traditionally taught by the college are now taught by the schools and in 2023-24 we had a reduction in numbers overall but higher numbers of Winter Leavers and we worked with our Local Authorities to increase January start courses to cater for this demand. Pupil numbers were impacted by not being able to run the induction programme for 2023-24 prior to the summer due to EIS industrial action. This has also impacted on our recruitment for 2024-25 school college provision and the industrial action appears to have resulted in Local Authorities, Schools and parents being less keen on participating overall.

Although our school pupil numbers reduced, our proportion of S4 activity increased and we are seeing increased demand for S3 and S4 and for pupils who have disengaged from school. We intentionally reduced our activity for school pupils below S3, but we remained very active in supporting DYW and STEM events for the younger pupils. Staff from our College played a leading role nationally in the development of the Cyber First initiative for schools, supported by Education Scotland.

Articulation and Transitions

The College is committed to enabling students to progress their learning and shorten their student journey and by improving articulation to university, where this is appropriate. In 2021-22 50% of our successful HE students who entered HEIs articulated to degree programmes with advanced standing.

In 2022-23 and 2023-24 progression to HEIs was impacted by EIS industrial action and action short of strike. The College worked with all Universities over summer 2023 and 2024 to ensure our student articulation was not impacted by the EIS-FELA National dispute. The universities accepted students before the summer onto degree programmes without requiring completion of the HN courses. Whilst this helped students be more reassured of their progression, it is likely to have impacted on our HE PIs. We require SFC look at the data for students progressing to HEIs in 2024 and consider students who were accepted without full HN qualifications, as being successful for Colleges. Whilst we have good working relationships with individual universities and expect these to strengthen through the Tertiary Quality arrangements, our current ability to review overall trends and address any College areas for improvement is hampered by delays in receiving access to articulation and progression data from SFC.

In 2023-24 we developed a new part time Childhood Practice degree franchised through UWS to be delivered in Greenock August 2024 for those in the workforce to upskill and develop their qualifications.

Priority area 2: Quality learning and teaching

This area for 2023-24 is covered in the College Self Evaluation Action Plan (SEAP)

Priority area 3: Coherent Learning Provision

Our priority is to provide a curriculum which meets employer needs, supports the economic growth of our both our Region and Scotland, and provides our students with relevant qualifications and skills to build successful long-term careers. To support this the College has shaped, developed, and is responding to, the [Glasgow City Region Skills Investment Plan](#), the [Regional Economic Strategy Action Plan](#) and the Regional Skills Assessment for the [West Region](#). Our [Curriculum Strategy](#) has provided the framework to address the learning and skills provision focussing on key growth sectors including:

- Manufacturing
- Construction
- Renewable Energy
- Health and Social Care
- Digital and Creative

Underpinned by the priority to increase the scale and scope of work-based learning and apprenticeship opportunities, a pioneering Level 6 Manufacturing in Engineering Foundation Apprenticeship commenced at our Paisley campus where it incorporated pupils from across 3 of our Local Authorities and had an equal gender split between male and female pupils. With the world class NMIS facility on the College doorstep, the 2-year Foundation Apprenticeship has been co-developed to meet the ongoing need for highly trained and capable engineers and technicians. The course is designed to replicate the first year of an engineering apprenticeship and offers multiple progression routes available to the pupils should they be successful in completion including progression at college to study HNC, securing a modern apprenticeship or progression to university.

We are continuing to increase our Construction and Engineering offering and meet the increased demand for engineering Apprentices for companies including BAE, Babcock, Fergusons and Diodes. The College also extended our breadth of Apprenticeships in Care to include: Health and Social Care, Early Years, Life Sciences and Pharmacy. Recognised as a key growth sector for the West Region, the College continued its partnership with the Golden Jubilee and NHS Scotland Academy to provide skills, training and work relevant experience via the Youth Academy which is looking to increase the capacity to provide Scotland's young people with opportunities to develop the skills needed to join the health and social care workforce. This includes enabling young people to understand the breadth of opportunity so that they can align their strengths and career aspirations with the right role.

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

As identified in the Education Scotland Annual Engagement Visit July 2024, "Lecturing staff are provided with appropriate opportunities to share and learn from good practice, and to access appropriate professional learning activities around learning, teaching, assessment, and support. Managers and staff feel empowered to make changes to programmes and delivery to improve the learner experience. Curriculum teams engage directly with employers and use this autonomy well"

In line with our growth aspirations, the College is diligently expanding its capacity and capability to deliver training and skills through diverse modes, including online, in-person, and blended formats, while also focusing on the expansion of Micro-Credentials and the development of smaller qualifications. This approach ensures that we can effectively address the unique demands of every business we serve, offering tailored and flexible learning solutions to meet their specific needs and in alignment with the SFC Sustainability Review recommendations.

West College Scotland plays an active role in local stakeholder partnerships and groups, including Inverclyde, Renfrewshire, and West Dunbartonshire Local Enterprise Partnerships. This enabled the College to contribute towards the investment plan submitted by the Glasgow City Region, on behalf of 8 local authority area partnerships, to the UK Government Shared Prosperity Fund. To date the College has accessed funds to support jobseekers develop skills in literacy and numeracy to access roles in the local care, hospitality and tourism economies.

Priority area 4: Work-based Learning and Skills

West College Scotland has a three-year Modern Apprenticeship growth plan in place, which builds upon our strong employers and stakeholder partnerships, as well as developing new work-based learning and apprenticeship opportunities that respond to regional demand, national and international trends. We are committed to growing our apprenticeship portfolio through the management of our contract with Skills Development Scotland, as well as through our arrangements with managing agents CITB, SNIPEF and SECTT, and other sub-contracting arrangements with

employers in the public and private sector. From assessment of the regional skills and labour market, we know that caring roles remain the most popular occupation in the region and will remain so in the medium to long term, with both short and long-term forecasts in the region show the greatest net increase will be in job roles in Health and Social Work. Manufacturing is, and will remain, the largest sector by GVA in the region, with engineering, process manufacturing, and leather production and technology remaining key pillars of our regional economy; where the concentration of the latter is a unique feature of our region and West College Scotland is the sector's provider of choice.

In 2023-24, the College supported and delivered Modern Apprenticeships to a greater number of apprentices across 9 different occupational groups, 16 frameworks, and a range of ages and qualification levels, placing us in the Top 5 of Scotland's colleges by breadth of provision.

For 2023-24, we started 313 MA places via our SDS contract, representing an increase of 77 new starts, or approximately 32%, compared to last year. We have also renewed our managing agent and employer partnership arrangements, with increased volumes.

One of our primary objectives is to increase the number of employer partners, in turn increasing the number of new apprenticeships starts, in Care, Engineering, Leather Production and Technology. Further opportunities exist for us to increase our employer profile within both Life Sciences and Pharmacy Services. In addition, within an expanded Care portfolio, we are uniquely placed, as a college and training provider, to build upon our excellent track record working with the NHS, and increase the number of new start apprentices, increasing our reach, as well as diversifying into the pharmacy retail sector.

We worked closely with employers and adapt provision where required to provide the very best opportunities for our students to be prepared to enter employment and contribute to the economic development of our Region and Scotland. All our courses are designed to develop employability skills and we have a clear focus on core, digital and Meta Skills. Significant work is being done to help staff and students identify, embed, and evaluate Meta Skill development in student learning and within courses to flourish in current or future employment. This is being undertaken through our Centre for Meta Performance and the development of a new Meta Skills tracker for students. The successful delivery of our extensive Modern Apprenticeship activities has been recognised at the [Scottish Apprenticeship Awards](#) for both candidate and staff members.

The College continues to work collaboratively to promote Foundation Apprenticeships to school pupils across the region, however recruitment continues to be difficult and is declining despite some individual positive outcomes. Several students from the Engineering FA in 2023-24 secured MAs with large employers. We had an increase in interest in Level 5 FAs rather than Level 6.

Knowledge Exchange, Innovation and Enterprise

West College Scotland has made significant strides in fostering innovation, knowledge exchange, and enterprise activities positioning itself as a key player in driving economic growth and societal impact through strategic partnerships, innovative projects and embracing entrepreneurship opportunities.

Scottish Knowledge Exchange Awards 2024 Highly Commended: [West College Scotland won the 'Highly Commended' Award](#) in the 'Innovation of the Year' category at the Scottish Knowledge Exchange Awards 2024, the first college to do so. Supported by [Interface](#), this recognition was for our collaborative project with The Bettii Pod Ltd., which developed an innovative menstrual cup washer

and sanitiser which can be installed in away-from-home cubicles. This offers users an eco-friendly menstrual choice, address period poverty by improving access to sanitation facilities, and mitigate health concerns related to inadequate washing facilities. This project highlights the College's commitment to addressing societal challenges through industry and academic partnerships to drive innovative solutions. This initiative also won the Innovation Award in the [CDN College Awards 2024](#)

The College Innovation Network (CIN): was established in 2023 to support and promote the role of further education colleges in Scotland with the adoption and diffusion of innovation. Funded by [The Gatsby Foundation](#), this involved a small partnership of colleges from across Scotland who had prioritised the development and support of innovation and productivity opportunities for businesses, this included: West College Scotland, Edinburgh College, North East Scotland College, and Perth UHI. CIN established the need to research the depth and nature of college engagement with small and medium enterprises (SMEs) focusing on how colleges could support innovation within those businesses. The research included a range of stakeholder engagement activities and information gathering which captured the perspectives of both businesses and colleges. To support this a scoping visit by the partnership was undertaken to [North West Regional College in Northern Ireland](#) to understand the significant work that had been undertaken by colleges in Northern Ireland in establishing college led innovation centres providing support to businesses in scaling their enterprise, upskilling and in the development of new products or practices to support productivity and sustainability. This project not only supported the College Innovation Network but became the framework for our College Local Innovation Centres project.

[College Local Innovation Centres \(CLIC\):](#) West College Scotland along with City of Glasgow, Glasgow Clyde, Glasgow Kelvin and South Lanarkshire Colleges secured £1.2 million of Innovate UK funding aimed at piloting and establishing innovation centres across the Glasgow City Region as part of the UK Government Innovation investment. Our vision is to create an ecosystem of innovation assets and resources that drive productivity in the Glasgow City Region through deployment of digital transformation and skills. The CLICs are designed to support the adoption of innovative business practices and engage with over 200 businesses across various growth sectors including: Advanced Manufacturing, Sustainable Development, Digital Health, Digital Enablement, and Digital Creativity.

Entrepreneurial Campus: Recognising that our students need to be capable of enterprising and entrepreneurial behaviour to cope with increased uncertainty and complexity, as well as supporting their entrepreneurial aspirations, West College Scotland's Corporate Strategy matches the ambitions and priorities of The Entrepreneurial Campus in supporting the development of an entrepreneurial, innovative and agile mindset in both our staff and students. To support this, the College continues to be a partner with Bridge 2 Business and jointly deliver opportunities to develop relevant skills, knowledge and experience, and offer wrap around support and resources [to support students to start their own business](#).

Supporting Place, Industry and Skills

The size and diversity of our upskilling, reskilling and work-based portfolio, coupled with the scale of our employer relationships, continues to provide a strong foundation for supporting our Region's industry and workforce ambitions. West College Scotland has been instrumental in bridging the gap between employers, industry and skills alignment in a number of our key growth sectors particularly in Healthcare and Engineering Technologies.

Recognising the need for a flexible workforce that meets the requirements of the General Pharmaceutical Council (GPhC) and employers in Scotland, we continued to take a leadership role in designing developing and delivering the Diploma in Pharmacy Services. To ensure accessibility to a wider range of employers, we engaged in extensive collaboration with various key industry stakeholders, including NHS Education for Scotland (NES), the Scottish Qualification Authority (SQA), the General Pharmaceutical Council, CDN and the Scottish Government. This collaborative effort enabled the College to extend and share our expertise with other colleges across Scotland, developing resources and a unique approach to learning beyond traditional college boundaries. This sharing of knowledge and best practice has been a pioneering approach to cross sector collaboration helping to ensure [an award winning pan-Scotland skilled workforce](#) for the future in pharmacy.

Our Advanced Manufacturing Centre (AMC) established at our Paisley campus was launched at the start of our 2023-24 academic year to create a regional skills hub, embedding capacity, capability and infrastructure which will enable us to widen access manufacturing companies to expertise, equipment and skills through a combination of online, college and work-based learning, continuing access to expertise, equipment, innovation support and collaboration opportunities, including with the National Manufacturing Institute for Scotland (NMIS). The centre continues to go from strength to strength in association with our College Local Innovation Centre (CLIC) initiative where West College Scotland is the identified 'Centre for Advanced Manufacturing' within the Glasgow City Region. To support and promote this, we established a dedicated team to engage and liaise with businesses across the Region to benchmark organisations' digital maturity and innovation preparedness to meet the needs of Industry 4.0

Priority area 5: Net Zero and Environmental sustainability response

We continued to embed the objectives set out in the College Sustainability Strategy and develop and implement the sustainability action plan. We made progress on implementing the Strategy but in line with the overall public sector, any some elements will require more investment by the Scottish Government to progress.

The College complied with its annual reporting requirements under the 'Climate Change (Duties of Public Bodies; Reporting Requirements) (Scotland) Order 2015' to submit an annual report. A copy of the latest report can be found on the [Sustainable Scotland website](#).

In 2023-24 the College was involved in or delivered the following:

- Curriculum teams engaged in two annual exercises to audit the curriculum against the Sustainable Development Goals (SDGs). An action plan was created to drive areas for development and these are evaluated as part of College self-evaluation and improvement activities. Engaging students in the sustainability agenda is important and green skills now feature as a mandatory part of the College's Course Design Principles. In addition, two new programmes have been added to our portfolio – Retrofit and Sustainable Heating – to support industry to upskill their employees.
- Collaborated with several key strategic partners such as EAAUC, Cycle Scotland and Home Energy Scotland to inform and support the wider College in the development of specific carbon saving/energy reduction projects.
- Implemented the Carbon Management Plan.

- Undertaken work at the Paisley campus to replace single glazed windows and insulation of exterior. This was following the receipt of a specific SFC grant and contribution to the project by the College from our own maintenance funds.
- Green rooms have been established at each campus allowing staff and students to donate unwanted goods and to assist address food poverty.
- Sustainability messaging is now built into overall key messages being communicated by the College.

ROA CASE STUDY: Outcomes for Students

ALTERNATIVE EDUCATION PATHWAYS: PROFESSIONAL DEVELOPMENT AWARDS (PDA) in SOCIAL SCIENCES

West College Scotland Professional Development Awards (PDAs) in Social Sciences offers learners an alternative route to gaining advanced level awards. Following curriculum review and redesign and necessitated by falling demand for traditional programme delivery of Social Sciences courses in Inverclyde, the curriculum team approach was to introduce a new model for delivery of a traditional class-based programme.

PDA provision consists of short, part time programmes, was previously considered by the curriculum team for part-time, online delivery. It was discounted as the SQA traditional closed book and class-based assessment criteria presented a challenge for this mode of learning. The curriculum team revisited the award framework and identified a suite of four PDAs, with 4 credits each, which were suitable for conversion to an online and/or hybrid model of delivery. The total delivery credits would be equal in value to a full time HNC award, while the building blocks of shorter accredited and recognised awards offered four qualifications of shorter duration that better met applicant availability and capacity for study.

The team utilised digital technology for delivery and worked with the College Innovative Learning department to co-create content and assessment that was engaging and relevant to participants. Online assessment was submitted via Turnitin to check for plagiarism, while closed book tests utilised alternative assessment methods for online learning, advised by SQA and deployed during the pandemic. The revised assessment approach maintained the academic standard required at SCQF Level 7 and was externally reviewed and verified as acceptable to SQA.

The adapted course was advertised via social media, with many applicants indicating that they learned of the course this way. Applicants for session 2023-24 were offered two out of the four PDAs, were individually interviewed and recruited online. 14 enrolled on the PDA in Psychology and 18 on the PDA in History. Based on applicant feedback at interview, the PDA suite was agreed to be delivered online, in the evenings from November 2023 as this best met the needs of learners.

Almost all participants on the programme were unemployed and one third declaring a disability. All indicated that they were unlikely or unable to engage with higher education learning delivered on a campus. Given the open access to the awards, and profiles of learners, so far, success rates are high with a 70% successful completion rate for Psychology and 50% passing at least one unit on the PDA in History. Most are continuing into the next session on their personalised journey towards attaining an HNC equivalent qualification via a flexible route.

The team are confident that the delivery option of online PDAs works well and are currently reviewing alternatives to further widening access through online provision, possibly at levels lower than the SCQF 7. Additionally, the team have requested approval to become a pilot centre for the rollout to Next Gen HNC IN Social Science mimicking the alternative PDA format. There are discussions ongoing with higher education institutions around transition arrangements based on a joint offer.

Overall, the utilisation of technology and adapted assessment approach has reinvigorated a traditional class-based learning, teaching and assessment subject area, widened access and enhanced accessibility to higher level study.

ROA CASE STUDY: Outcomes for Social Recovery and Economic Renewal

MEETING STUDENT AND NHS NEEDS IN PHARMACY

The West College Scotland Pharmacy Programme is designed to meet the regulatory requirements of the General Pharmaceutical Council (GPhC).

In the 2020/2021 academic year, the GPhC updated qualification requirements, requiring students to complete a PDA/SVQ over two years. This new format integrates theoretical knowledge with practical workplace assessments. Previously, students attended college for in-person teaching and assessments, which posed challenges for those living in remote or rural areas of Scotland.

To address these challenges, West College Scotland developed a hybrid learning and assessment model. Students can enter the programme at 3 points during the year rather than a single August start. Students access interactive learning materials via Moodle, which supports both the PDA and SVQ. Regular individual and group tutorials are available, offering flexibility to both students and employers. For instance, study days can be tailored to individual circumstances, and students in remote areas no longer need to travel to campus. The PDA, which was formerly delivered face-to-face over 12 weeks, has been reduced to 6 weeks under the hybrid model. SVQ assessments are conducted in the workplace by NHS staff trained by the West College Scotland team.

This new assessment approach helped mitigate obstacles NHS employers faced, such as difficulties releasing staff for college attendance, cost concerns, and conflicts with shift patterns. Previously, learners from remote areas had to enrol with training providers based in England, who were less familiar with the Scottish Credit Qualifications Framework, leading to misalignment with regulatory standards.

The hybrid model offers learners flexibility to complete coursework at their convenience, with continued access to individual and group tutorial support.

The SVQ qualification has been a success, supported by an increase in the number of qualified work-based assessors and internal verifiers within local NHS Trusts, who evaluate learner competence in the workplace. West College Scotland also provides ongoing professional development and e-portfolio support, with the e-portfolio tailored to the qualification.

As of October 2024, over 200 students were enrolled on the Pharmacy programme with a success rate of 90-100%.

Overall, the Pharmacy Programme has strengthened partnerships with employers and empowered work-based assessors, ensuring the education provided remains relevant and embedded in the workplace. The quality of the Apprentices were also recognised through [industry awards](#).

Title of Paper	Procurement Contract Approvals
Presented by:	Nicola Connelly – Director of Finance & Estates
Recommendation:	Approval
Status:	PUBLIC

Purpose / Executive Summary:

The paper is presented having been discussed and approved at the last Corporate Development Committee meeting.

Recommendations:

Following recommendation from the CDC, the Board is requested to **approve** proceeding with a tender process to replace the existing roof insulation, roof covering and roof windows at the WCS Finnart Street campus work block. The value of the work is anticipated to be around £2.5 million.

Implications: (to be updated as required)

Financial	The procurement actions noted in the paper ensures that the College complies with the College Financial Regulations.
Student Experience	<p>There is a risk that works may result in non-access to the Workshops for students.</p> <p>The Estates Department are working closely with the Curriculum Department to ensure the contract is awarded/timescales align with delivery of the curriculum to students.</p> <p>Technical questions will be included (with minimum score requirements) on;</p> <ul style="list-style-type: none"> - Staffing aligned to project to ensure works completed on time - Methodology/Project plan for ensuring works carried out on time in line with the dates in the tender documentation to ensure minimising of disruption to the delivery of the College’s curriculum to students - Safety measures in place while carrying out the Works <p>Contract Management clauses/KPIs will also be included in the tender documentation.</p>
People	None
Legal	None

Reputational	See above for Student Experience, if this is impacted it could affect the reputation of the College.
Community/ Partnership impact	Technical questions will be included on Sustainability and Community Benefits.
Environment	The contractor will be required to dispose of waste correctly using a licensed waste contractor.
Equalities	None

1. Re-roofing works to the Finnart Street Workshops

- 1.1. The Extraordinary Board of Management meeting of Monday 13th May 2024, Agenda Item No: 3 - Student Infrastructure – Finnart Campus, details the requirement to carry out the roof covering replacement works after the completion of the RAAC project, the RAAC project is now complete.
- 1.2. The College requires to procure the work and appoint a main contractor with the support of Ryden who will be managing the works on site.
- 1.3. The procurement procedure will be managed by the WCS Procurement Team.





Board of Management
Monday 9 December 2024, Cunard Suite Clydebank
Agenda No: 18

Title of Paper	Health & Safety Policy Statement 2024
Presented by:	Joe Rafferty, Director of Organisational Development & HR
Recommendation:	For Approval
Status:	PUBLIC

Purpose / Executive Summary:

This paper provides the Board with the 2024 Health & Safety Policy Statement. This statement forms part of the overall Health & Safety Policy and is reviewed annually and signed off by the Principal and the Chair on behalf of the Board of Management.

Recommendations:

The Board of Management is asked to **approve** the statement for sign off by the Chair and Principal.

Implications:	Implications covered within the Policy.
Financial	
Student Experience	
People	
Legal	
Reputational	
Community/ Partnership impact	
Environment	
Equalities	

Health and Safety Policy Statement

The Board of Management, the Principal and Chief Executive and Senior Managers of West College Scotland (WCS) recognise the job of ensuring students leave WCS equipped with the skills and knowledge to compete in the jobs market; to make a full contribution to the wellbeing of their families, their communities and the economic growth of the country. This goes hand in hand with our responsibility to minimise the risk to the health, safety and wellbeing of staff, students, visitors, contractors and all others affected by our work activities. This commitment recognises our staff as our key resource and our students as our valued customers and partners.

We acknowledge Health and Safety as a core management and operational function, supporting business performance. Our policy is in line with current strategies of the Health and Safety Executive (HSE) and the Scottish Government. It also emphasises the real personal and economic benefits gained through reduction of workplace injuries and ill health.

This policy and its associated procedures, which will be regularly reviewed, form the framework of arrangements by which the College aims to protect the organisation, its employees and others from the consequences of occupational injury and ill health. The arrangements are built on the following key principles:

- **To make a difference by aspiring to best practice in Health and Safety performance.**
- **To implement suitable Health and Safety management systems by fulfilling the requirements imposed by the Health and Safety at Work etc. Act 1974 and other relevant legislation on employers.**
- **Providing and maintaining plant, equipment and systems of work that are safe and without risk to health.**
- **Making arrangements for ensuring safety and absence of risks to health in the use, handling, storage and transport of articles and substances.**
- **Providing information, instruction, training and supervision through an appropriate Health and Safety and continuing professional development programme.**
- **Prioritising issues recognised both locally and nationally as high risk and allocating suitable resources to these: fire safety, stress, occupational health risks, musculoskeletal problems, chemical safety.**
- **Maintaining the condition of any place of work under the control of the College so that it is safe and without risk to health and has adequate means of access and egress.**

- **Designating persons who have the responsibility and/or function for dealing with Health and Safety matters within the College.**

As Principal I am responsible for the implementation of the Policy on behalf of the Board of Management. The members of the Senior Executive Team drive the operational implementation of the policy and associated procedures through the Colleges Services. Together we will take steps to ensure that all employees are made aware of their duties under the Health and Safety at Work etc. Act 1974, whereby they must take reasonable care for their own Health and Safety and for the Health and Safety of others who may be affected by their acts and omissions.

The Policy can be located on the Staff Intranet, under “Reference, Policies & Procedures, Health and Safety, Health & Safety Policy”

Signed
Principal and Chief Executive *Date*

Signed
On Behalf of Board of Management *Date*

Note: Signed copy displayed at each campus

Title of Paper	External Audit Annual Report and Letter of Representation 2023-24
Presented by:	Nicola Connelly, Director of Finance & Estates
Recommendation:	To Approve
Status:	PUBLIC

Purpose / Executive Summary:

The external auditors for West College Scotland, Azets, present their report on the audit of the financial statements for the year ending 31 July 2024.

The paper is presented following recommendation from the Joint Audit & Risk and Corporate Development Committee.

Recommendations:

The Board of Management is asked to **approve**:

- The External Audit Annual Report to the Board of Management and the Auditor General for Scotland for the year ended 31 July 2024.
- The Letter of Representation

Implications:

Financial	The financial implications are described in the report.
Student Experience	There are no student experience implications associated with this Paper.
People	There are no human resource implications associated with this Paper.
Legal	There are no legal implications associated with this paper.
Reputational	There are no reputational implications associated with this paper.
Community/ Partnership impact	There are no community implications associated with this paper.
Environment	There are no environmental implications associated with this paper.
Equalities	There are no equalities implications associated with this paper.

Background / Introduction

- 1.1 The external auditors for West College Scotland, Azets, present their report on the audit of the financial statements for the year ending 31 July 2024. (Appendix 1)
- 1.2 The external report considers the following matters and provides a commentary or opinion as required:
 - Executive Summary
 - Audit of the Financial Statements
 - Internal Control Recommendations
 - Summary of Misstatements
 - Wider Scope
 - o Financial Management
 - o Financial Sustainability
 - o Governance and Transparency
 - o Value for Money
 - Fees
 - Appendices:
 - A) Draft Letter of Representation
 - B) Draft Auditor Report
 - C) Independence
- 1.3 Chris Brown, Audit Director will discuss the detailed content of the report.
- 1.4 In addition to approving the Audit Report to the Board of Management and the Auditor General for Scotland for the year ended 31 July 2024, the Board of Management are also requested to approve the Letter of Representation for signature. (Appendix 2)
- 1.5 The external auditors require that the Letter of Representation is signed by the College prior to the external auditors signing the 2023/24 Audit Report and Financial Statements. The content of the Letter of Representation confirms to the auditors the validity of representations made by the College on which they have relied in arriving at their audit opinion.
- 1.6 The content of the letter is in a standard form with the following amendment in paragraph xvi:

'The College did not become aware of changes to administration and funding arrangements for the job evaluation exercise until after the 2022/23 financial statements were approved and authorised for issue, and as such the changes have been accounted for within the 2023/24 financial year'.
- 1.7 The SFC Accounts Direction issued for 2023/24 requires the College to submit the adjusted operating position calculation with draft accounts to the SFC for review before the accounts are signed off.

The College submitted the required paperwork to the SFC on 25 October 2024, which was subsequently updated with job evaluation balance on the 3 December 2024. The SFC have not yet confirmed that they are content with the presentation of the adjusted operating position for the College however they have acknowledged receipt.

Internal Control Recommendations

- 2.1 The report contains no recommendations following from the completion of the required audit work.

Conclusion

- 3.1 In considering this report the College would highlight that the auditors have delivered an unqualified opinion concerning:
- The financial statements for the year ending 31 July 2024.
 - The regularity of income and expenditure (in all material respects the expenditure and income recognised in the financial statements have been applied for the purposes intended).
 - The remuneration and staff report, performance report and governance statement.
- 3.2 The external auditors also anticipate concluding that the College has:
- effective arrangements, including budgetary control, that help the Board members scrutinise finances.
 - adequate financial planning arrangements in place, although there remains a challenging funding environment going forward, with further efficiencies required to achieve an adjusted breakeven financial position.
 - a need for significant capital investment to maintain building standards and therefore ensure continued revenue income based on student numbers. There has been no development in obtaining funding from the SFC to support significant College estates developments during the year - and thus the risk of reduced performance because of a deteriorating estate remains.
 - governance arrangements in place that provide appropriate
 - scrutiny of decisions made by the Board.
 - an effective performance management framework in place that
 - supports progress towards the achievement of value for money.
- 3.3 The Audit Report (Appendix B to the External Auditor Annual Report) is unqualified.

Recommendations

The Board of Management is asked to **approve**:

- The External Audit Annual Report to the Board of Management and the Auditor General for Scotland for the year ended 31 July 2024.
- The Letter of Representation.



Board of Management

Monday 9 December 2024, 4pm, Cunard Suite, Clydebank Campus

Agenda No: 19

Title of Paper	Sustainability Update Report
Presented by:	Nicola Connelly, Director of Finance & Estates
Recommendation:	To Note
Status:	PUBLIC

Purpose / Executive Summary:

This paper provides the Board of Management with an:

- a) Overview of activities undertaken since the previous Committee.
- b) Overview of sustainability projects planned for 2024-25.

The College has continued to embed the objectives set out in the overarching Sustainability Strategy and develop and implement the College sustainability action plan. The College considers that it is making progress on implementing the Sustainability Strategy but that in line with the overall public sector, any continuation of this upward trajectory will require more investment by the Scottish Government.

The paper has been discussed at the Corporate Development Committee meeting on the 19 November 2024.

Recommendations:

The Board is asked to note the contents of the report.

Implications:	
Financial	The paper highlights the material investment required to be made by the College to address the challenges of climate change. External funding support is required to allow these investment opportunities to proceed.
Student Experience	The climate challenge faced by the College is recognised and it is known that increased sustainability measures are important to our students.
People	No direct people impact in this report. The staff and wider stakeholders will be supported by the actions being taken by the College in the coming months and years.
Legal	The College has a commitment to become net zero by 2040 alongside the annual Scottish Government reporting requirements. The College may not be able to achieve its net zero target without external funding support.
Reputational	As noted above the College has a net zero target. An inability to achieve this target could result in reputational damage and therefore the College must be seen to have taken all reasonable steps to assist in achieving this target, more so as it is legislative.
Community/ Partnership impact	The College must support Communities in addressing climate change.
Environment	Direct implications in moving towards 2040 zero carbon target.
Equalities	No direct impact from the content of this report.

1. SUSTAINABILITY ACTIVITIES OVER PAST TWO MONTHS

- 1.1. Created a Sustainability tile within MyWest to provide information to students on what the College is doing around sustainability.
- 1.2. Secured free consultancy to conduct a college wide travel survey that will allow the College to identify barriers to greener travel and make improvements where possible.
- 1.3. Secured a successful application for a Cycling Officer post funded by Cycling Scotland.
- 1.4. The Sustainability Officer carried out a college wide bin audit with Enva. The recommendations of the audit have been used to address any inconsistencies with the internal bin set ups and to purchase extra recycling bins where required.
- 1.5. Capture gas, electricity, water and waste usage data monthly. The subsequent reporting of this data will enable in-depth analysis of consumption by campus to be undertaken and run-rates etc can be analysed to inform usage reduction strategies.

2. Future Activities

- 2.1. Noted below are some of the activities planned for the coming quarter:
 - Submission of the 9th Public Bodies Climate Change Duties report by the 30 November 2024 deadline.
 - Cycling Officer interviews scheduled. The successful applicant will commence the post to promote cycling within the College and to look at achieving the Cycling Campus Friendly Award at Clydebank.
 - Review the heating pattern and temperature at all campuses and introduce a Heating and Cooling Policy.
 - Install AMRs for gas, electricity and water at all campuses, which will provide meter readings directly to the supplier and will allow us to have greater control of monitoring our consumption. These are installed at no cost to the College.

3. RECOMMENDATION

- 3.1. The Board of Management are asked to note the contents of the report.



Board of Management
Monday 9 December 2024, Cunard Suite, Clydebank Campus
Agenda No:

Title of Paper	Learning, Teaching & Quality Committee Chair's Report
Presented by:	Gordon Hunt, Chair of LTQ Committee
Recommendation:	To Note
Status:	PUBLIC

Purpose / Executive Summary:

The Chair of the Learning, Teaching & Quality Committee will provide Board Members with an update of discussions at the meeting of the Committee held on 13 November 2024.

Recommendations:

The Board is asked to note the update provided.

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

1. Background

The Learning, Teaching & Quality Committee met via Teams on 13 November 2024. Apologies were noted from J McNicol and D Donaldson.

2. Highlights from the meeting

- 2.1 In the absence of the Student President an update had been provided from the **Students Association** with the current focus being on the elections for the second Student Association President; appointment of a Student Association Liaison Officer to provide support to both the Presidents and the Association as a whole; recruitment to the Student Representatives and Liberation Officer roles; as well as planning for Freshers' Week in January 2025.
- 2.2 The Committee noted the **Regional Outcome Agreement Self Evaluation and Case Studies**, which would now close off the process and this would be overtaken with the Outcomes Framework. The Committee noted the strong paper reflective on what the College is doing, despite the challenging environment faced. Subject to comments noted and the addition of the second case study, the Committee approved submission to SFC. A summary paper will also be provided to refresh Members on the use of credits and how we account to SFC at the next meeting
- 2.3 The committee were updated on the four main strands of the new **SFC Tertiary Quality Enhancement Framework (TQEF)** and arrangements.
 - **Tertiary Quality Enhancement Review (TQER)** pilot being undertaken by Forth Valley College and St Andrews University. WCS has been allocated May 2026 for review, which is still to be discussed with ELT and SMT following learning from the Peer Review training. There is an opportunity to suggest an alternative date if required
 - **Scotland's Tertiary Enhancement Programme (STEP)** - First enhancement topic is Supporting Diverse Learner Journeys. WCS STEP Network staff member has been appointed, Student Member still to be nominated.
 - **Internally Led Quality Review (ILQR)** - Work continues to ensure internal processes align well to the principles of ILQR and to remove areas of duplication. Sector wide discussion required to look at staff resources available for supporting framework changes.
 - **Self-Evaluation & Action Plan (SEAP)** – update below.
- 2.4 The **Self-Evaluation & Action Plan (SEAP)** will be used by SFC to provide evidence in relation to the High-Quality Learning & Teaching Outcome of the Outcomes Framework. SEAPs will be approved at SMT level and that the rolling action plan will be submitted to future LTQ meetings for oversight, so the Committee can give the Board assurance that the process is being followed adequately.
- 2.5 The Committee noted the recent Board session on Risk Management and the role of committees on scrutinising the strategic risk register. SMT are finalising the **Strategic Risk Register**. Risk will form part of discussions at the Board Strategic Day on 27 January 2025 to ensure the Register contains the right risks and scores and how these should be monitored across Committees going forward.
- 2.6 An update was given on the **Alternative Income Performance & Plans**, with the ambitious target set for 23/24 being achieved (£4m achieved on a target of £3.8m), particularly

impressive given the challenges of industrial action and direct funding cuts. Further highlights included: the strong Modern Apprentice portfolio; over 1000 students having benefitted from innovation and enterprise activities. A similar target has been set for this year, noting challenges with some employer relations not being realised, particularly across construction and building services. A focus remains on large contracts. The Committee noted the great achievement in reaching the ambitious target last year and encouraged by the exciting initiatives and areas for development planned for this year. It was also important to recognise the impact WCS is making across its communities on areas not funded by Government.

- 2.7 An overview of the **Quality Assurance Report for 2024** which presents an overview of the external qualifications' compliance and outcomes for students which feeds into the SEAP (noted in the last item). It highlights the work of the Quality team in managing, coordinating, and administering a range of activities across the college.
- 2.8 The **Student Activity & Enrolments** report gave comparisons between 22/23 and 23/24. It was noted that with January recruitment, the College should achieve 2024-25 credits, helped by the increase in distance learning recruitment.
- 2.9 The Educational Leadership update noted the following:
- VS applications received and were being finalised.
 - Work ongoing with Civica to address key issues and resolve difficulties with enrolments. Sessions being held with staff to look at changes to processes going forward.
 - The current in-house system - My Curriculum Plan - will be used for the 2025-26 course planning rather than Civica. The integrated Civica planning tool will be looked at for future years.
 - A 'Lessons Learned' report is in development and will be used for all future large projects.
 - An internal audit on the governance of the Civica project is being undertaken at the end of November. This will also be reflected in the lessons learned report and both will be reported back to Board through the Committee.
 - Work continues to ensure the health and wellbeing of the staff teams. A stress risk assessment has been carried out for the administrative teams with HR. A post is being recruited, to help out at peak times across all areas for applications and enrolments. Touch point reviews are also in place to continually monitor staff health and wellbeing.
- 2.10 Quality Standards Committee minutes were also noted.

2 Recommendations:

The Board is asked to note the update provided.

Board of Management Spring Meeting (March)

Board of Management Spring Meeting (March)		
	Standing Items at every Meeting	Additional Items known for meeting
Governance:	Minutes of Previous Meeting	Proposed dates of meetings for following year
	Chief Executive's Report	
	Chair's Report	
	Committee Chairs' Reports	
	Minutes of Committee Meetings	Compliance Report
	Schedule of Business	Board Effectiveness Review (internal or external) (process)
	General Governance Updates	
Corporate Reporting		
Students	Student Association Report (LTQ)	SA Constitution (LTQ)
Learning & Teaching		Regional Outcome Agreement
Finance / Estate/Risk	Risk Management	Review of Strategic Risk Register
		Management Accounts to January
		Draft Budget 2024/2025 and Financial Forecast Update (draft)
	Estates & Projects Update	KPIs (all meetings)
		PCIP Report (ARC) (every 2 years)
People:		
Annual Updates		Equality Mainstreaming Report (every 2 years) 2025
		Sustainability Statement (Annual)
Policies:		Health & Safety
Strategies:	CS Underpinning Strategies	Student Health & Wellbeing Strategy

Summer Meeting (June)

Summer Meeting (June)		
	Standing Items at every Meeting	Additional Items known for meeting
Governance:	Minutes of Previous Meeting	Agreed dates of meetings for following year
	Chief Executive's Report	Self-Evaluation of Board and Committees Results
	Chair's Report	Board Development Plan (annual)
	Committee Chairs' Reports	Internal / External Effectiveness Review Report
	IA Reports	IA Reports
	Minutes of Committee Meetings	
	Schedule of Business	
	Governance Updates	
Corporate Reporting		KPIs
Student	Student Association Report (LTQ)	
Learning & Teaching		ROA Progress Review from Committees
Finance / Estate/Risk	Risk Management	Review of Strategic Risk Register / Risk Management Strategy
		Management Accounts
		Budget 2024/2025 and Financial Forecast Update (final)
	Estates & Projects Update	
People:		
Annual Updates		Modern Slavery Statement

Policies:		
Strategies:	CS Underpinning Strategies	

Autumn Meeting (October)

	Standing Items at every Meeting	Additional Items known for meeting
Governance:	Minutes of Previous Meeting	Register of Interests Summary
	Chief Executive's Report	Code of Conduct
	Chair's Report	Articles / Standing Orders / Scheme of Delegation
	Committee Chairs' Reports	Membership (new members), Dates Meetings 2024/2025
	Minutes of Committee Meetings	Legislative Compliance
	Schedule of Business	
	Governance Updates	Draft Annual Report
Corporate Reporting		KPIs (CDC)
Student	Student Association Report (LTQ)	
Learning & Teaching		Quality Enhancement Framework
Finance / Estate/Risk		Review of College Financial Regulations
		Financial Year End Update
		Financial Forecast
	Estates & Projects Update	
	Risk Management	Review of Risk Register
	Procurement approvals	
People:	People:	Re-structure / Staff Movements (JR) (CDC/Budget)
Annual Updates	Annual Updates	Governance updates as above SE of Committees (results)
Policies:	Policies:	Financial Regulations (ARC/CDC) Health & Safety Policy (CDC) Information Security Policy (ARC/CDC)
Strategies:	Strategies:	CS Underpinning Strategies

Winter Meeting (December)

	Standing Items at every Meeting	Additional Items known for meeting
Governance:	Minutes of Previous Meeting	Internal Audit Annual Report (ARC)
	Chief Executive's Report	Report from Audit & Risk Committee to Board (ARC)
	Chair's Report (inc Member appraisal)	External Auditor Annual Report & Letter of Rep (ARC)
	Committee Chairs' Reports	Board Development Plan – Mid Year Review
	Minutes of Committee Meetings	Chair's Appraisal Outcome (verbal)
	Schedule of Business	Financial Statements & Annual Report for the year end 31 July 2024 (ARC/CDC)
	Governance Updates	
Corporate Reporting		KPIs (CDC)
Student	Student Association Report	
Learning & Teaching		Regional Outcome Agreement Review & Self Evaluation (LTQ)

Finance / Estate/Risk		Financial Year End Update (ARC/CDC)
		Management Accounts (ARC/CDC)
		Financial Forecast (ARC/CDC)
	Estates & Projects Update	
	Risk Management	Risk Register
	Procurement approvals	
People:		HR & OD Annual Report (CDC) Staff Survey Results
Annual Updates		H&S Annual Statement - CDC?
		Sustainability Statement (Annual)
Policies:		
Strategies:		Corporate Strategy (Final) Business Transformation Sustainability