



**REGIONAL OUTCOME AGREEMENT
THE WEST REGION**

Academic years 2017-18 to 2019-20

Update April 2019

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Purpose of the Outcome Agreement

The Board of Management of West College Scotland submit the West Region Outcome Agreement to the Scottish Funding Council. This Outcome Agreement sets out the processes and mechanisms that West College Scotland has established to monitor performance and progress in achieving its goals and objectives.

The Outcome Agreement reflects the College’s commitment to responding to the educational and skills needs within our region, aligned to the Scottish Funding Council’s priorities and to demonstrate the College’s contribution to the Scottish Government’s Economic Strategy.

Funding

College region: West of Scotland will receive core grant-in-aid of £41,945,513 (indicative funding as per SFC circular 28 February 2019) from the Scottish Funding Council for academic year 2019-20 to plan and deliver further and higher education in the region.

This funding is on the condition that the College Board of Management signs and commits to deliver the following outcomes.

Priority Outcomes to be delivered by the end of Academic Year 2019-20

1. West College Scotland will provide education and training in inspirational and innovative ways to engage and meet the diverse needs of our students. Our education and training will be delivered to students in high quality College facilities, in our students' place of work or through the development and use of digital technologies.
2. West College Scotland will provide the highest quality of teaching and tailored support to maximise our students' opportunities to achieve success and progress to employment, self-employment or further study. We will support the development of our staff to achieve successful outcomes for themselves, our students and the College.
3. West College Scotland will develop our curriculum and services to ensure they align with and support Scotland's key economic sectors. We will ensure that our students are equipped with the relevant training, qualifications and essential skills they need for employment and life. We will develop meaningful partnerships; connections and alliances with business and industry to ensure employers are directly involved and invest in educational and skills development in the West.
4. West College Scotland will become a strategic resource and valued partner with our stakeholders, building relationships, leveraging resources and capabilities to design, develop and deliver our products and services.
5. West College Scotland will have new partners and new areas of activity, which have allowed us to grow and develop our income to reinvest in our core business for the benefits of our students, our staff and our communities.
6. West College Scotland will have grown our profile and reputation both nationally and internationally. Our reputation will be based on the quality of our teaching, outcomes for students and willingness to strive for and set the highest standards across all areas of our work.
7. West College Scotland will have taken a leadership role in the West Region and, together with our partners and stakeholders, tackled the significant social and economic deprivation, which characterise many of our communities. We will deliver a sustainable, effective and efficient service to our communities, through the implementation of sound governance, leadership, planning and management.

Priority Outputs to be delivered in Academic Year 2019-20

The College's plans and associated targets, aimed to address the Priority Outcomes throughout the course of the next three years, are provided in the following Outcome Agreement, with targets specified in the Outcome Measurement table.

The College will continue to intensify efforts to meet government priorities as follows:

- ◆ Widening Access and Articulation
- ◆ Attainment and Retention
- ◆ Gender
- ◆ Developing the Young Workforce (DYW)
- ◆ Skills, Apprenticeships and STEM
- ◆ Innovation and Industry Partnerships

The College will deliver the following outputs in 2019-20:

- Good progress will have been made with all of the projects within the College's 'Future Proofing Our College Plan' for SFC, including making better use of data to inform business decisions and enhance business performance.
- The College will have progressed the objectives within our Access and Inclusion Strategy, College Gender Action Plan, Corporate Parenting Plan and BSL Action Plan and we will have developed our College Mental Health Strategy for staff and students.
- Actions within the Education Scotland Enhancement Plan will have progressed and evaluation activities undertaken to inform the third published Evaluation Report.
- Progress will have been made in our People Strategy, Workforce Plan and Board Development Action Plan.
- Recruitment for the new Foundation Apprenticeship courses will have been increased and amendments from the joint review of our School College programme undertaken with schools and Local Authorities will have been implemented, building our vocational pathways.
- Progress will have been made to address long-term improvements in our College estate, particularly for the Greenock and Paisley campus developments, in order to deliver the College Estate Strategy objectives.
- The Regional STEM Hub Steering Group will be making an impact, a Regional STEM Strategy will have been produced and the STEM Manifesto pledges will have been further progressed.
- The College will have progressed the work to establish its 'Digital Ambition'.
- The College will have participated in the FUTUREquipped Innovation project with the Innovation Centres and will increase the use of Innovation Vouchers in support of our work with businesses.
- The College will have developed its role in the new National Manufacturing Institute for Scotland and the College national and international footprint will be further extended.
- The outputs of the Regional Businesses Skills survey will further shape employer engagement and opportunities to support businesses in the Region, including through the Flexible Workforce Development Fund.
- Collaboration with the Students' Association will have progressed the Student Partnership Agreement.

West College Scotland

An effective strategy aligned to Scottish Government education priorities, an extended geographic footprint and a greater authority and influence to create improved relationships with stakeholders and business partners, has resulted in an organisation that is a significant employer and educator in the area, placing students at the heart of everything it does.

The Regional Outcome Agreement is developed and progress monitored through our Board Committees, including representation from our Student Association. The Regional Outcome Agreement is informed by our close working with Local Authorities, Community Planning Partnerships, employers and other stakeholders. Our progress, future objectives and aspirations are shared throughout the development of the updates to the Regional Outcome Agreement with staff, Trade Unions, students and stakeholders.

The College identified 11 Strategic Priorities set within an ambitions framework, designed to fulfil our core purpose: **to provide excellent education, training opportunities and services for students and customers.** These Strategic Priorities and corresponding 35 Strategic Objectives are outlined in our Corporate Plan 'Collective Ambition, Pride and Passion. [West College Scotland Corporate Plan2015-20.pdf](#). The Regional Outcome Agreement priority outcomes on page 3 have been brought into line with our Strategic Priorities. The College has now in the process of finalising a new Corporate Strategy for 2019-2025. Our four priorities in this plan are:

- **Personalisation**
- **Collaboration**
- **Agile and Adaptive**
- **Digital**

Our job is to ensure students leave West College Scotland 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. As well as scope, we also have scale. As one of Scotland's largest regional colleges, with over 20,000 students, 1,200 staff and a turnover of £67 million, ours is a huge organisation and a major employer, uniquely placed to help shape the West region's educational landscape and contribute to its social and economic development.

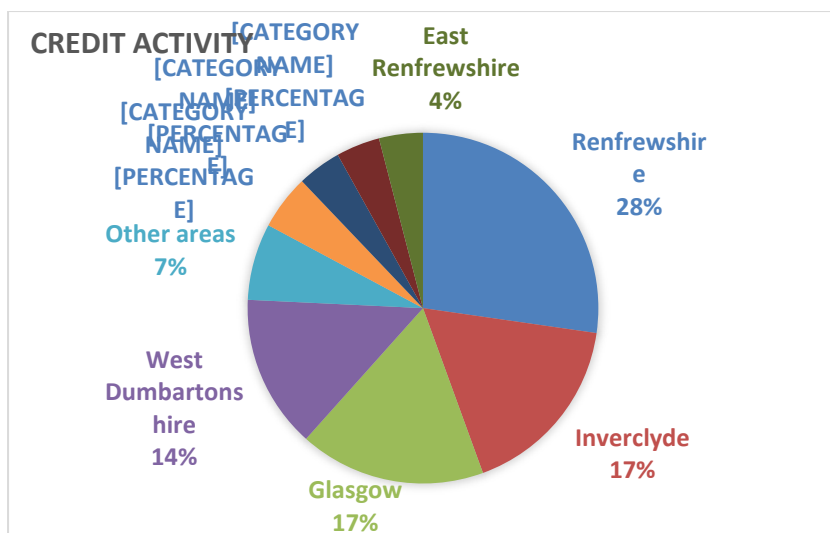
These considerations, allied to the excellence of our teaching and support services, our embrace of innovative technologies, the development of our own subject specialisms and our partnerships with industry, have all helped inform our Strategic Priorities.

Our Vision

Collective Ambition, Pride and Passion: A vibrant and dynamic College providing excellent education and training opportunities and services for our students, customers and communities.

The College

West College Scotland delivers further and higher education across the West Region covering the main local authority areas of Renfrewshire, Inverclyde and West Dunbartonshire. In addition, the College provides education to other neighbouring local authorities including East Renfrewshire, Argyll and Bute, Ayrshire, Lanarkshire and Glasgow.

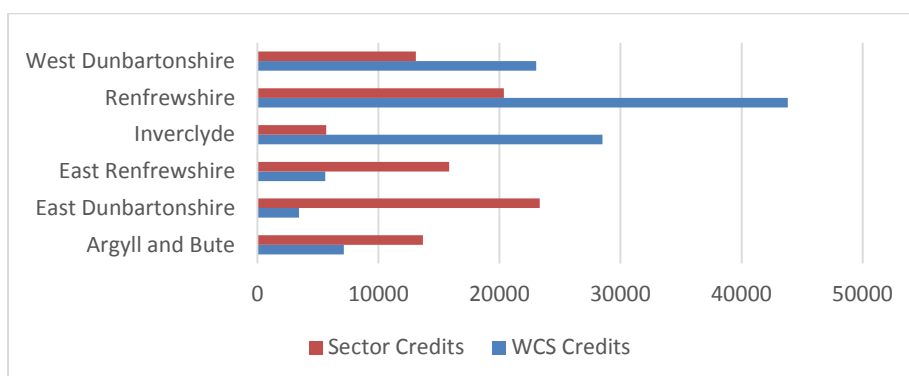


In 2017-18, 66% of the College activity was delivered to students from the main three local authority areas plus East Renfrewshire and Argyll & Bute. 17% of West College Scotland activity was delivered to students from Glasgow.

83% of Inverclyde residents' college activity was delivered by West College Scotland. This was 68% for residents of Renfrewshire and 64% for West Dunbartonshire.

2016-17	WCS Credits	WCS Share	Sector credits*	Sector Share*	Total Credits
Argyll and Bute	7,145	34%	13,676	66%	20,821
East Dunbartonshire	3,446	13%	23,315	87%	26,762
East Renfrewshire	5,598	26%	15,845	74%	21,443
Inverclyde	28,515	83%	5,681	17%	34,196
Renfrewshire	43,823	68%	20,357	32%	64,180
West Dunbartonshire	23,040	64%	13,089	36%	36,129

*Sector share is all of Scotland's colleges except West College Scotland



The College Regional Context

West College Scotland delivers learning and vocational training to the West Region of Scotland. The Region claims a rich industrial heritage, including shipbuilding, engineering and textiles, though it has struggled to replace these industries as they declined and as a consequence has experienced many decades of structural economic change. Many local communities continue to face serious economic and social challenges surrounding skills, employment, deprivation, poverty and depopulation.

POPULATION

There are 439,960 people living in the West Region representing 8.1% of the resident population of Scotland. Over the last 15 years, the population of the Region has declined by 1% in contrast to growth of 5% across Scotland. It is predicted that the West Region's population will continue to grow slowly over the coming decade. Total population in the region is estimated to grow by 2% by 2028¹. This is in contrast to the growth of 4% expected for Scotland as a whole. The population change will not be measured evenly across the Region. Decline in Inverclyde, with a predicted fall of 5% from 2016 by 2028 and West Dunbartonshire with a fall of 1%, will be offset by growth of 2% and 9% for Renfrewshire and East Renfrewshire over the period.

Population growth in the West Region over the coming decade is expected to be concentrated amongst older age groups, with the fastest rate of increase expected for the over 75s. Declines in numbers are expected across all age groups under the age of 50. There will be significant decline in the key working age demographic of the 16-64 year olds. This age group is estimated to decline across Scotland by 1% between 2016 and 2028, however the decline will be greater across the West Region with a 4% fall concentrated in Inverclyde 12% and West Dunbartonshire 8%

The changing demographic profile, particularly the aging population and the projected reduction in 16-64 year olds by 2027, will impact on the longer term financial and curriculum planning of the College. Implementation of a needs-based funding model will clearly have an impact on the future funding of the College within the context of the demographic trends outlined.

EMPLOYMENT

The West of Scotland has long been characterised by above-average levels of unemployment and tackling this has been a priority for many agencies, policy-makers and governments. Since the recession employment has grown strongly and unemployment has been falling steadily across our Region and by 2018 both indicators have returned to near pre-recession levels, however the rate of employment is still below that of Scotland and the UK as a whole

As a proportion of the total population, the areas with higher than average unemployment within our region are West Dunbartonshire and Inverclyde which are significantly above the Scottish average for both adult and youth employment, whilst East Renfrewshire is significantly below. As of Sept 2018², across the region, there are 8,150 adults 16-64 claiming job seeking benefits and there are 1,565 young people 16-24 claiming job seeking benefits.

The West Region has a lower proportion of self-employed than the Scottish average – 10.9% compared to 12.3%, although the picture is mixed across the region, with a rate of 15.5% in East Renfrewshire compared to a low 7.7% in West Dunbartonshire

The Region's employment and unemployment profile will influence a number of the College's strategic priorities. Specifically, the College will build on already strong and effective partnerships with Community Planning Partners, extending local and regional multi agency working. This is particularly critical in relation to multi-agency approaches to the delivery and equality of access to student support services across the Region. Particular emphasis will also be placed on the development and implementation of a regional employer engagement strategy to ensure the curriculum meets local and regional employer needs and addresses any identified skills gaps

¹ National Records of Scotland Population Projections 2016 Based

² Nomis October 2018

SCHOOL-LEAVER DESTINATIONS

Scotland as a whole achieved a positive initial destination rate for 2016-17 of 93.7%³, however our region has experienced a variety of results ranging from East Renfrewshire (96.1%) to Renfrewshire (92.8%). West College Scotland is a destination of choice for high proportion of our local School Leavers, 1 in 5 West Region School Leavers come direct to West College Scotland.

Across the West Region, the proportion of school leavers entering Higher Education in 2016-17 was 50%, well above the Scotland average of 41%. In East Renfrewshire this is highest at 65%. Inverclyde, Renfrewshire and West Dunbartonshire all have average or above proportion of young people entering Higher Education. The proportion entering Further Education is 22%, which is below the Scottish average of 27%, however across the local authority areas this ranges from 28% in West Dunbartonshire, 24% in Inverclyde, 23% in Renfrewshire and only 14% in East Renfrewshire. Just over a fifth of leavers entered employment.

School-College activity remains a key priority for the College with 3,421 school pupils from 32 schools accessing College provision accounting for 9% of all college education delivered to schools in Scotland in 2015-16. The College, working closely with Local Authority partners and DYW West is developing joint strategies to implement the recommendations from the Commission for Developing Scotland's Young Workforce.

QUALIFICATIONS AND PARTICIPATION

In terms of qualifications, Renfrewshire and East Renfrewshire perform well compared to the rest of Scotland, with comparable numbers for those holding the highest qualifications (SCQF7-12) and for those with no qualifications⁴. 10% of those aged 16-64 years in the West region have no qualifications; in Scotland this is also 10%. Again there are sub-regional variations with rates higher in Inverclyde 12% and West Dunbartonshire 12%, whilst in East Renfrewshire it is lower at 5%. There are comparable levels of qualifications (at SCQF 7-12) - 42% for the West region as a whole, compared to 44% in Scotland – highest in East Renfrewshire at 55%, reflecting the high level of residents in professional occupations. In terms of 16-24 year olds, 10% have no qualifications in the region, compared with 7% of this age range in Scotland. There are a lower proportion of young people that have high level qualifications in the region (23%) with Scotland as a whole (27%), though in parts of the region such as East Renfrewshire (27%) and Inverclyde (28%) the rate is higher.

Improving attainment will remain a key priority for the College, particularly in curriculum areas with low performance indicators. Specifically, the College will continue to focus on attainment and sharing good practice across the College to identify strategies for improvement and increase the percentage of enrolments on recognised qualifications, where appropriate, by transferring to assessed provision and leveling qualifications through SCQF.

DEPRIVATION AND POVERTY

The West Region contains some of the most deprived areas of Scotland including the most deprived area within Ferguslie Park Paisley. Inverclyde and West Dunbartonshire are the 2nd and 3rd most deprived local authorities within Scotland by share of 20% datazones as measured in the Scottish

³ Scottish Govt: Initial Destinations of Senior Phase School Leavers 2018 February 2018

⁴ SDS Regional Skills Assessment Data Matrix October 2018

Index of Multiple Deprivation 2016⁵. The West College Scotland Ferguslie Learning Centre is situated and delivers skills and training in the most deprived area of Scotland

At a local authority level the extent of relative deprivation is stark. In Inverclyde 25% (20,112) of people live in the 10% most deprived datazones, 15% in each of Renfrewshire (26,491) and West Dunbartonshire (13,720) and only 2% (1328) in East Renfrewshire

Whilst the SIMD is a very useful tool, it does not describe everyone who is deprived, only the most deprived areas. The recent Renfrewshire Tackling Poverty Commission identifies that more than 1 in 5 children in the area are in poverty. People who live in the most deprived areas are most likely to experience conditions which limit their life opportunities. Young people from poorer families are less likely to go in to further and higher education, more likely to be unemployed, earn less and be in low paid jobs. The College plays a key role in improving the life chances of individuals within all our communities. The deprivation and poverty profile of the West Region will continue to drive those strategic priorities aligned to access and equality and effective engagement with Community Planning Partners. 5,065 students attending West College Scotland in 2017-18 (23% of total students) lived in the 10% most deprived datazones in Scotland.

ECONOMIC PERFORMANCE

Output from the West Region economy (GVA) was £8.5bn⁶ in 2018 which amounted to 6 % of total Scottish output. Renfrewshire is the largest of the four local authority areas that make up the region and generated 47% of regional output.

GVA per head is a proxy measure for productivity. GVA per head is £46,300 in the West Region slightly behind the Scottish Average of £47,300 per head. Across the West Region GVA per head is above the Scottish average in East Renfrewshire and West Dunbartonshire.

BUSINESS PROFILE

There were 11,890 registered businesses in West Region in 2017⁷. These businesses employ 122,950 people, with the vast majority (92%) being either a micro business or SME. In 2017, there were 921 registered businesses employing more than 250 people however these large registered businesses employ 63,080 people. Larger registered businesses account for 8% of all businesses across the West Region in 2016 in comparison with only 2% across Scotland as a whole.

The sectoral structure of the business base in West region is broadly similar to that of Scotland, with professional services, retail and construction accounting for the highest shares of registered firms.

The total employment in 2018 across the Region is 182,700 a fall of 2% over the last 10 years compared with an increase of 2% across Scotland, the top 3 employing sectors are Wholesale & Retail (28,900), Human Health & Social Work (28,200) and Admin & Support Services (15,500). Over the next 10 years employment is forecast to grow by 0.1% per annum compared with growth of 0.3% per annum across Scotland

Scottish Enterprise was working with 151 account-managed companies in West Region. These account-managed companies -- which have been selected because of their significant growth potential -- are spread across a number of sectors, including ICT, construction, food and drink,

⁵ Introduction to SIMD 2016 Scottish Govt August 2016

⁶ SDS West Region Regional Skills Assessment Oct 2018

⁷ Business In Scotland 2017 Nov 2017

energy (oil and gas), textiles and financial services. This suggests that future company growth could come from a range of sectors.

The College is working with partners to ensure that support and services to the business base are streamlined and they meet the skills and employability needs identified to support the growth of the local economy. West College Scotland delivered the West of Scotland Skills Survey in 2018. We have successfully engaged with a wide-range of employers – from start-ups to well-established businesses, from SMEs to some of the biggest and best-known organisations in our region, across Scotland and throughout the world. Our sector-leading research will inform the work of the College, the student experience and how we support our employers. It will support our efforts to future-proof our College and curriculum.

The largest private sector employers across the region include Hewlett Packard, Rolls Royce, Chivas Brothers, Diageo, the Scottish Leather Group, Ferguson Marine, RBS, Amazon, Vascutek, Aggreko, National Australia Group and Pernod Ricard. In addition, the Braehead shopping and leisure complex provides employment for around 4,000 people and Hillington Park is home to over 300 companies employing 3,500 people in manufacturing, distribution, technology and service sectors.

Glasgow Airport provides employment for more than 7,000 people across Scotland, through more than 100 companies based at the facility.

East Renfrewshire promotes itself as a high-quality, green corridor connecting people to the Glasgow. The Council is developing a unique retail offer to attract residents and day visitors

The West Region will benefit from the Glasgow Region City Deal infrastructure programme with significant construction and engineering opportunities created by the delivery of the following projects in the area: West Dunbartonshire: Exxon site development. Renfrewshire: Glasgow Airport Investment Area, Clyde Waterfront & Rail Link to Airport and Inverclyde: Ocean Terminal, Inverkip and Inchgreen.

The Glasgow Airport Investment Area City Deal project will deliver the Advanced Manufacturing Innovation District Scotland (AMIDS) in Inchinnan.

It will be home to two new national innovation centres; the National Manufacturing Institute for Scotland (NMIS) and a Medicines Manufacturing Innovation Centre (MMIC) which will be the catalyst for the development of Scotland's advanced manufacturing and life sciences sectors, providing support for businesses of all sizes and connecting all of Scotland's engineering universities and colleges

The College Response to the Regional Context

The provision delivered by West College Scotland is strongly shaped and influenced by the economic context in which the College operates. This takes account of some of the deep seated structural challenges within the local economy and an understanding of the potential employment opportunities for our students.

As noted, the West region contains some of the most deprived areas of Scotland and the College continues to respond to this challenge with a particular focus on both widening access to education for young people from deprived backgrounds, ensuring they receive the support required to succeed when at College. Our school provision is also partially shaped by this commitment, with large

numbers of school pupils accessing College provision and being introduced to the opportunities that this presents to them. The College is committed to the recommendations within the Commission for Widening Access in its 'A Blueprint for Fairness'

The West region has a lower proportion of self-employed than the Scottish average, and whilst recognising that it will require multiple interventions from a range of partners to change this, the College is supporting our students to consider the opportunities presented by self-employment and business start-up, by integrating enterprise learning and activities into our courses.

In addition to a high number of workless households within the region, there are also significant pockets of households experiencing in-work poverty. The region's productivity also lags behind that of Scotland as a whole. This suggests that there is a requirement for more part-time delivery to allow those in employment to develop and enhance their skills and the College is responding to this requirement.

As well as shaping our provision to meet the needs of our students, the College is also responding to the current and potential demand from employers. For example, the health sector accounts for 19% of employment in the region, and the College continues to maintain and develop a full range of courses to meet this demand. The College has also entered into a strategic partnership with the Golden Jubilee Hospital which will help to further shape our provision, bring additional work placements and opportunities for our students and ensure that our students graduate with the specific skills required in the industry. The College is working with a range of engineering and construction companies to up-skill their workforce and support the innovation agenda.

Local authorities in the West region will disproportionately benefit from the Glasgow City Deal. West College Scotland is working with our local partners to ensure that our curriculum matches the specific opportunities that will arise from this investment. West College Scotland was also an active partner in the bid to secure UK City of Culture status for Paisley in 2021. Whilst the bid was not successful, the College continues to engage in the plans for culture led regeneration of the town.

Access

"A more equal society because learning is accessible and diverse, attracting and providing more equal opportunities for people of all ages, and from all communities and backgrounds"

Access and Inclusion Strategy

West College Scotland receives an Access and Inclusion allocation to enhance our inclusive practices and meet the needs of our students. These funds are intended to ensure successful student completion, progression and destination, as well as contributing to a positive, engaging student experience. The [College Access and Inclusion Strategy](#) demonstrates our commitment to creating an inclusive curriculum which recognises the needs of all individuals studying at our college. Where appropriate, we embed our inclusive practices across all aspects of college life. The anticipated outcome of our Access and Inclusion Strategy is the creation of confident and ensured 'independent learners.' West College Scotland aims to enable and empower all students to ensure they have skills for learning, skills for work and skills for life.

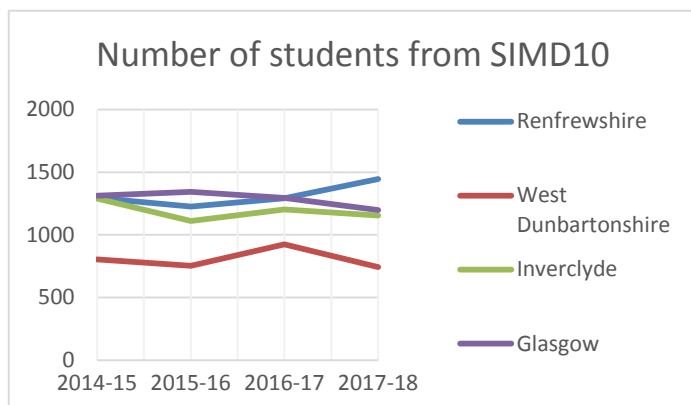
Deprivation

Ambition: To increase the proportion of students from the most deprived areas in the Region and improve the retention and outcomes for these students.

Enrolments from areas of deprivation (SIMD10 - 10% most deprived postcodes)

The Scottish Funding Council National Aspirations for Access include the aim that between 17%-18% of college activity (credits) per year should be delivered to students from a SIMD10 postcodes by academic year 2016-17, rising to 19.5% per year by 2019-20 and 20% by 2020-21.

In 2017-18, 24.78% of West College Scotland credit activity was delivered to students from SIMD10 postcodes. This is well above sector averages and is a reflection of the high level of deprivation within the areas the College serves. However, despite the College's aspirations, this continued the trend of reduced credit activity for students from SIMD10. In 2016-17 there had been an increase in the actual number of students from SIMD10 but the number reduced in 2017-18 from 5,261 to 5,065. There was an increase in students from the 10% most deprived areas for Renfrewshire but



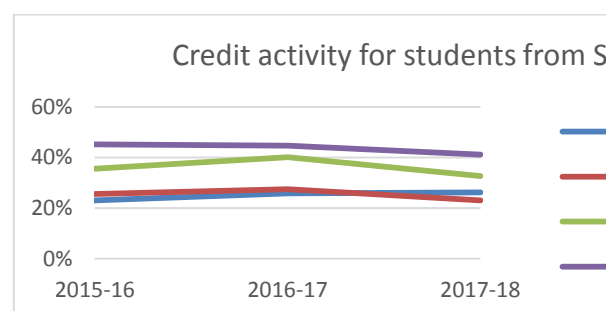
Students from SIMD10	14-15	15-16	16-17	17-18
Renfrewshire	1294	1,227	1,292	1,445
West Dunbartonshire	803	753	924	742
Inverclyde	1289	1,110	1,203	1,155
Glasgow	1312	1,344	1,294	1,198

decrease in West Dunbartonshire, Inverclyde and Glasgow.

It is relevant that the actual percentages of the populations in SIMD10 in the local authority areas have also reduced in the last few years, particularly in West Dunbartonshire and Inverclyde.

Our proportion of students from the most deprived areas is still particularly high for both Inverclyde and Glasgow

	% of population SIMD10		% of students from SIMD10 of local authority students			
	14-15	17-18	14-15	15-16	16-17	17-18
Renfrewshire	16%	15%	24%	22%	23%	24%
West Dunbartonshire	18%	15%	25%	23%	27%	22%
Inverclyde	29%	25%	33%	32%	35%	28%
Glasgow	34%	32%	42%	42%	42%	37%



The College recognises that increasing recruitment from the 10% most deprived areas will aid the whole college sector in achieving the SFC Access Aspiration. In recognising that the level of activity from SIMD10 for West College Scotland has reduced, the College will attempt to target increased activity through specific community provision. The College supports community learning in areas of high deprivation, including Ferguslie Learning Centre and has played an active role in the Renfrewshire Poverty Commission Report and resulting activities. The College has a well establish programme of community learning in West Dunbartonshire and is now increasing involvement in community learning in Inverclyde

West College Scotland Proportion of students	WCS 13-14	WCS 14-15	WCS 15-16	WCS 16-17	WCS 17-18
Full time students from the 10% most deprived postcodes	29.9%	30.7%	30.5%	30.6%	27%
Full time FE students from the 10% most deprived postcodes	33.2%	34.4%	34%	34%	30%
Full time HE students from the 10% most deprived postcodes	24.4%	24.7%	25.8%	24.9%	23%
Full time students from the 20% most deprived postcodes	48.5%	49.4%	48.8%	48.6%	46.5%
Full time FE students from the 20% most deprived postcodes	52.6%	54%	54.5%	52.9%	49.7%
Full time HE students from the 20% most deprived postcodes	41.6%	41.9%	41.4%	41.7%	41.5%

Student Outcomes and Retention for SIMD10

The Scottish Funding Council aspiration is that the percentage of enrolled (full-time) students from a SIMD10 postcode successfully achieving a recognised qualification on the SCQF should increase to 67.3% by academic year 2019-20 and to 75% by 2027-28. (SFC Sector aspiration for all students by 2019-20 is 73.2% for full time FE and 74.4% for HE – recognising a 6-7% attainment gap with the targets)

The College focus is on supporting students from deprived areas to complete courses in college, achieve and progress.

Previously, the major difference for students from the most deprived postcodes and those from other areas was that of retention. There was however, less of a differential in the early withdrawal in 2017-18 but an increase in overall withdrawal. The major difference last session was that of success rates.

Outcomes and retention for courses over 160 hours

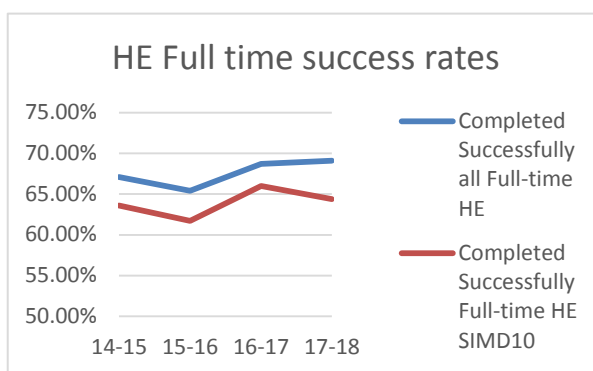
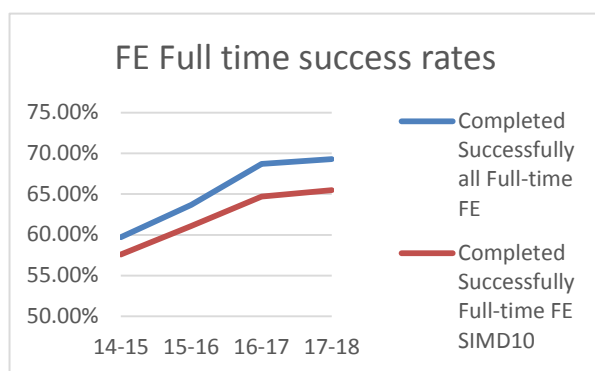
	Completed successful 15-16	Completed successful 16-17	Completed successful 17-18	Further withdrawal 15-16	Further withdrawal 16-17	Further withdrawal 17-18	Early withdrawal 15-16	Early withdrawal 16-17	Early withdrawal 17-18
From SIMD10	57.6%	64.9%	61.4%	14.8%	12.1%	13.5%	6.9%	6.9%	6.4%
Not from SIMD10	58%	67.1%	69.8%	10.1%	9.4%	10.3%	4.6%	4.2%	4.8%
Difference	-0.4%	-2.2%	-8.4%	+4.7%	+2.7%	+3.2%	+2.3%	+2.7%	+1.6%

For full time students from SIMD10

Improvements in the FE full-time student success rates in 2017-18 were achieved for the College as a whole, as well as for full-time FE students from SIMD10. There was a similar attainment gap of around 4% for FE full time.

For full-time HE courses, the success rate in 2017-18 increased by a very small percentage overall but reduced for those students from SIMD10, widening the attainment gap.

Full time	Completed successful							
	WCS 14-15	WCS 15-16	WCS 16-17	WCS target 17-18	WCS 17-18	WCS target 18-19	WCS target 19-20	SFC target 19-20
Completed Successfully all Full-time FE	59.7%	63.7%	68.7%	67%	69.2%	70%	73.5%	73.2%
Completed Successfully Full-time FE SIMD10	57.6%	61.1%	64.7%	64%	65.8%	66%	67.5%	67.3%
Completed Successfully all Full-time HE	67.1%	65.4%	68.7%	69%	69.4%	72%	74.5%	74.4%
Completed Successfully Full-time HE SIMD10	63.6%	61.7%	66%	66%	63.9%	68%	70.5%	70.5%



Mainstreaming Equality, Diversity and Inclusion

Ambition: (College Strategic Objective) **To ensure that a culture of inclusiveness is embedded throughout the College, promoting equality, appreciating diversity and giving every student the chance to reach their full potential**

The College's statutory [Equality Report](#) details our Equality Outcomes from 2017-2021, namely:-

📌 The College will improve the success rates of students from SIMD10 postcodes by 8% from the 2015-16 rates, for both FE and HE by 2019-20 to bring West College Scotland rates just above the SFC National Aspirations

- 📌 Our services are effective, responsive and sensitive to the needs of all students and staff;
- 📌 Our staff and students are more confident in and better informed about Equality, Diversity and Inclusion;
- 📌 Staff and students achieve their potential regardless of protected characteristics;
- 📌 We are confident that staff and students with mental health conditions are supported;
- 📌 We address student gender imbalances at subject level.

The College's Equality Outcomes encompass all statutory relevant protected characteristics. Our action plan accompanying our Equality Outcomes includes our intentions to investigate the reasons for attainment gaps and take subsequent action to address such gaps, and to involve students in planning following the evaluation of equality data. Live detailed equalities data is available for course teams to allow analysis of student performance by the main protected characteristics. The

College’s Equality, Diversity and Inclusion Manager reviews staff equality data and compares it with sector benchmarks to inform action to attract a diverse group of staff.

In June 2018 we published the outputs of the three year “Attracting Diversity” project, which aimed to increase participation of underrepresented groups. We presented the outputs of this project collaboratively at the national ECU sector event. The project involved pilots designed to increase participation for underrepresented students. One pilot was delivered by the Computer Science Department, which has increased the proportion of female students by 8 percentage points in AY 17-18. Other achievements of this project include training for all managers in Unconscious Bias and an improved understanding and analysis of intersectionality.

The College has a collaborative action plan with SDS which enables us to provide additional specialist support, advice and guidance to all students, but we will be especially focusing on vulnerable groups of students, including Winter Leavers; those with a Care Experienced background; those with Additional Support Needs; those without a positive post-school destination; and those likely to drop out of college. In addition, the partnership approach provides support and training for college staff, e.g. on My World of Work and other SDS resources.

The College has signed the Armed Forces Covenant to support the armed services, reservists, veterans and their families. As well as improving access to learning for these groups, the College sport students are involved in working with the Scottish War Blind supporting ex-service men and woman within their centre in Paisley.

Disability

For courses lasting 160 hours or more	Students with a declared disability					Students without a declared disability		
	WCS 14-15	WCS 15-16	WCS 16-17	WCS 17-18	Sector 16-17	WCS 15-16	WCS 16-17	WCS 17-18
Completed Successfully and Partial success	83.9%	84.2%	84.6%	85.5%	78.8%	86.9%	85.1%	83.4%
Completed Successfully	62.5%	60.2%	68.1%	67.4%	66.5%	55.1%	66.4%	67.9%

In 2017-18, the volume of activity by students with a declared disability for courses lasting more than 160 hours has increased to 20.1%. The attainment rate of students with a disability is broadly similar to the rate of students who have not declared a disability. The College will continue to further develop learning support services, be proactive in identifying learning needs and address improved physical access through the Estates Strategy.

The College’s Access and Inclusion Policy sets out processes to help improve the support and attainment of students with a disability. 26.32% of students with a disability have declared a specific learning disability, and their attainment rate is slightly higher than the attainment rate of students who have not declared a disability.

Through work in the Learner Development Sector, we will ensure meaningful learning experiences which enable appropriate progression and credited achievement for students with additional needs. There has been an increased focus on vocational learning for these students, additional work experience and improved progression to mainstream courses. This Sector will work increasingly closely with vocational curriculum areas to promote and support vocational progression for Learner Development students. The College will continue to build on the success of the Certificate of Work

Readiness for these students and work with employers to tailor placements through the support of the college Employability Advisors.

In addition the Learner Development Sector will:

- ▶ Continue to support students with disabilities to engage in volunteering and access work experience, develop new networks and participate in community activities.
- ▶ Deliver a pre-employability programme, 'Work Ready Plus' for adults with mental health issues for inclusion in the 2018-19 portfolio.
- ▶ Provide staff CPD sessions on meeting the range of additional support needs including support for those students with Autism Spectrum Disorder.

The College is responsive to the needs for meaningful learning for those with profound and complex needs and works in partnership with key support agencies to plan and deliver positive learning, including the development of sensory awareness. Progress is incremental and the use of assistive technologies and software gives students some control and independence in learning. Some of these students progress to part-time courses in college.

British Sign Language

The College provides extensive support for those students with extended learning support needs and in addition, provides specific support for BSL (British Sign Language) students and those with sensory needs. The College has amended the coordination of these Sensory Support services in line with the Government's BSL Strategy and has published its [BSL Action Plan](#).

Mental Health and Wellbeing

The second largest cohort of students with a disability are those who have declared mental health conditions (17.64%) and their attainment rate is 12.44 percentage points lower than student who have not declared a disability. The implementation of the College's mental health strategy which aims to develop an interconnected approach to promoting mental health and ensuring that students receive effective, targeted support should assist us in addressing this gap.

The College employs three Counsellors who work across the campuses. Demand for their services has increased and the College has committed to supporting the introduction of a digital tool to provide additional first line advice and support for all students. The College has created a new post of Student Wellbeing Advisor who is working in collaboration with the Student Association to proactively address the mental health agenda. This includes 'Gie Us a Break' cafes for drop in for support and sharing of anxieties and sport initiatives to promote good mental health through exercise. Staff are increasingly sharing their training in aspects such as mindfulness with students and focusing on good mental health within student learning. Additionally, the College's team of Mental Health First Aiders complements our team of physical First Aiders, reflecting the increasing levels of mental health disclosures and incidents being reported. We will also procure training from external specialists to ensure staff are equipped to support students with mental health issues.

The Student Association have been active in their 'Healthy Body, Healthy Mind' campaign. This includes implementing the 'No Smoking Campus', promotion of local fitness facilities, Bike Club promotion, Pass the Badge event, Time to Talk Day and Time to Walk Day and participation in the Good Food Nation Consultation. A specific event was held with ESOL students around how to live healthily through diet and exercise. The Student Association and College commitment to health and diet will be further developed over 2019-20.

Gender

Ambition: West College Scotland will be a national leader in addressing gender imbalances in key sectors

West College Scotland will continue to be at the forefront of designing and delivering approaches to encourage students into non-traditional sectors. Our marketing, recruitment and admissions teams implement a “non-bias” admissions approach. As a STEM Assured Centre, the College is well placed to encourage female learners to be work ready for current and future STEM industries. We will continue to work in partnership with local schools, employers, parents and guardians to raise the profile of STEM among young women. The College will also look to address gender imbalance in other areas of the curriculum and lever or secure further resources to showcase good practice and promote sustainable non-traditional career pathways in growth sectors.

We reviewed our [Gender Action Plan](#) in June 2018 which details how we will work to address gender imbalances within the curriculum with a discrete Equality Outcome dedicated to this aim. Progress at addressing the gender imbalance achieved since its publication include a significant increase in female students in Computer Science and an increased understanding of what drives the students’ choice.

West College Scotland Enrolments by Gender

In 2017-18 the gender imbalance between male and female enrolments was 16.08 percentage points. Females accounted for 57.89% of total enrolments and males accounted for 41.81%.

The table below shows that gender data from the most imbalanced Superclasses.

West College Scotland Superclass	2015-16		2016-17		2017-18		Target 18-19		Target 19-20		Target 20-21	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Vehicle Maintenance/Repair	91%	9%	94%	6%	93%	7%	88%	12%	87%	13%	86%	14%
Electrical Engineering	97%	3%	98%	2%	98%	2%	94%	6%	93%	7%	92%	8%
Mechanical Engineering	96%	4%	93%	7%	91%	9%	93%	7%	92%	8%	91%	9%
Engineering/Technology (General)	91%	9%	92%	8%	93%	7%	88%	12%	87%	13%	86%	14%
Building Services	99%	1%	99%	1%	99%	1%	96%	4%	95%	5%	94%	6%
Building/Construction Operations	95%	5%	99%	1%	97%	3%	92%	8%	91%	9%	90%	10%
Construction (General)	94%	6%	95%	5%	91%	9%	91%	9%	90%	10%	89%	11%
IT: Computer Science/Programming/Systems	80%	20%	87%	13%	75%	25%	75%	25%	75%	25%	75%	25%
Child Care Services	5%	95%	4%	96%	3%	97%	8%	92%	9%	91%	10%	90%
Hair/Personal Care Services	3%	97%	4%	96%	4%	96%	6%	94%	7%	93%	8%	92%

Our overall aim of a 5% increase of the minority gender share has been achieved in Mechanical Engineering and IT: Computer Science/Programming/Systems. Progress has not been uniform on other groups. In particular, there has been a slight decrease in male students enrolled in female dominated Superclasses. We will focus on the area in a review of our Gender Action Plan.

The completion rate for the minority gender in the Top Ten underbalanced Superclasses is higher than that of the majority gender in four areas, namely Mechanical Engineering, Engineering/Technology (General), Building Services and IT: Computer Science/Programming/Systems. There has been a decrease in the attainment gap for male students in female dominated Superclasses.

Male v Female Completion Rate in Top Ten Underbalanced Superclasses

West College Scotland Superclass (courses lasting 160 hours or more)	2015-16		2016-17		2017-18	
	Male	Female	Male	Female	Male	Female
Vehicle Maintenance/Repair	67.1%	75%	72%	78.4%	78.2%	72.4%
Electrical Engineering	83.2%	72.7%	92.3%	66.7%	92%	90.9%
Mechanical Engineering	69.7%	33.3%	57.6%	100%	62.5%	88.9%
Engineering/Technology (General)	77.7%	81.8%	61.5%	66.4%	68.6%	77.8%
Building Services	73.9%	100%	88.4%	100%	74.1%	100%
Building/Construction Operations	53.9%	75%	89.7%	100%	75%	40%
Construction (General)	63.5%	82.6%	76.5%	78.1%	85.8%	73.9%
IT: Computer Science/Programming/Systems	62.5%	48.2%	68.7%	51.3%	65.6%	70.1%
Child Care Services	57.9%	58.4%	69.2%	68.2%	78.3%	74.3%
Hair/Personal Care Services	62.2%	50%	61.3%	68.2%	64.9%	68.9%

Gender: Successful Completion Rates for Courses lasting 160 hours or more

There has been an increase in the attainment gap in FE courses, where male students have a higher attainment rate than female students. Conversely, female students enrolled in HE courses have an attainment rate which is 7.5% higher than male students.

	Completed successful					Further withdrawal				Early withdrawal			
	WCS 14-15	WCS 15-16	WCS 16-17	Sector 17-18	WCS 17-18	WCS 14-15	WCS 15-16	WCS 16-17	WCS 17-18	WCS 14-15	WCS 15-16	WCS 16-17	WCS 17-18
FE females	61.7%	51.2%	64.1	67.1%	63.7%	12.1%	9.7%	10.1%	12%	7.1%	5.2%	5.1%	5%
FE males	60.8%	60.8%	67.7	69.8%	71.7%	12.1%	10.5%	9.4%	9%	5.7%	5.2%	5.2%	4.6%
HE females	72.2%	68.2%	72.3	74.4%	73.9%	10.8%	14.6%	11.8%	12.3%	4.6%	5.9%	5%	6.5%
HE males	61.8%	63.7%	67.5	71.7%	66.5%	9.9%	16%	10.4%	11.9%	5.4%	4.4%	3.4%	5.8%

The College will work to improve attainment for students in curriculum areas with a minority of one gender. This will be specific to the subject area and will include:

- Connecting students with mentors of the same gender in the curriculum or role models in the industry
- Ensuring work-placements are well considered and supportive of gender equalities, including providing appropriate facilities.
- Offering assertiveness/resilience training to minority genders
- Involving the Equality and Diversity Manager one to one meetings with students to ensure we are fully meeting their needs and to consider any appropriate adaptations to either suit them or other students studying in the curriculum.
- Analysing gender retention and attainment at course level and using student performance and feedback to inform any curriculum changes.
- Contribute to, and learn from the work of other educational institutions

Gender: Staff and Board of Management

60% of West College staff are female and 40% male. 39% of Board members are female. This exceeds the current gender composition recommended by Scottish Government Ministerial Guidance. We have reviewed our Board recruitment process with a view to achieving the Scottish Governments 50-50 gender representation aim in 2020.

Pay Gap and Board Diversity

The pay gap at West College Scotland is 8.98%. This can be compared with Scotland’s national pay gap of 16.8%. The pay gap is higher for Support Staff than for Teaching Staff. An analytical, factor based job evaluation process is used to provide equal pay for work of equal value for Support roles.

Equally Safe

The College is committed to the Equally Safe initiative and will develop a policy to prevent and eradicate violence against women and girls.

The College will deliver Active Bystander training for staff and students which will increase awareness of the role which we can all play in challenging and changing social norms that contribute to abusive behaviour. We will develop and implement a policy to prevent Gender Based Violence (GBV) and work with specialist community partners to ensure an effective response. We will develop an Action Plan with our Student Association to raise awareness of what constitutes GBV and how we can best support survivors. We will create a resource area on our Intranet to assist out staff in signposting survivors to local resources. Our Teaching Staff will ensure that the curriculum promotes gender equality and challenges sexist stereotypes which can damage the welfare of women in Scotland. We will enhance the skills of our Student Wellbeing Services to ensure that we support survivors and engage the whole of our student population in working towards preventing GBV.

Ethnicity

4.28%% of West College Scotland students are black and minority ethnic. This is an increase from the previous session (2.7%) and compares well with the local regional demographics. .

We will provide ESOL to support integration and access to employment. Working in partnership with Local Authorities, the College has worked to support local refugees in language development and in their integration into both the local area and the College. There has been improved progression of ESOL students into mainstream courses. The ESOL staff continue to provide valuable language support where required to help the students make the transition and cope with the demands of the courses.

The College will also develop stronger links with representatives of our local Polish Communities (our largest ethnic group), building on current developments arising from our membership of the Renfrewshire/Inverclyde Grey Spaces community forum, chaired by Police Scotland, which has highlighted additional demand for ESOL courses, but also significant levels of racial incidents in the community, which validates our commitment to becoming a Hate Crime Reporting Centre, and a Keep Safe organisation.

Age

The College is committed to providing appropriate learning and upskilling opportunities for all age groups. In recent years, the increase in part time learning provided has increased the proportion of student activity for those over 24 years. The College aims to continue to support this group through a more blended offering, particularly aimed at upskilling those in low paid employment and positively contribute to improving our Region’s level of those experiencing ‘in work poverty’.

Courses more than 160 hours	Completed Successful						Completed and partial success					
	WCS 14-15	WCS 15-16	Sector 16-17	WCS 16-17	Sector 17-18	WCS 17-18	WCS 14-15	WCS 15-16	Sector 16-17	WCS 16-17	Sector 17-18	WCS 17-18

under 18	56.2%	58.6%	61.9%	63.7%	63.5%	63.5%		81.9%	79.5%	76.5%	79.6%	77.3%	79.6%
18-20 years	63.3%	65.2%	70.3%	67.8%	70.6%	68.5%		82.2%	80.8%	82.2%	83.5%	81.3%	82.7%
21-24 years	62.9%	58.4%	71.5%	67.1%	70.4%	68.7%		81.7%	81%	82%	84%	80.6%	83%
25-40 years	67.3%	55.2%	72.7%	66.5%	72.9%	68.7%		82.6%	86.1%	82.8%	86.8%	81.8%	85%
41 and Over	72.1%	45.2%	74.1%	67.6%	74.5%	69.1%		88.4%	92.6%	86.2%	92.5%	85.4%	90.4%

Trends in overall College age group outcomes are generally consistent with last session. Notably, those aged 41 and over have the highest success rate.

Compound Disadvantage

Our equality analysis has shown instances of intersectionalities whereby compound disadvantage may be evident. For example, there are gender differences within age groups, and lower declaration rates of disability by ethnic minority students. We will carry out further analysis to identify compound disadvantage and take action to address any identified issues.

Corporate Parenting

Ambition: (Strategic Objective) To ensure all students have access to comprehensive, appropriate and responsive support services. And to provide sector leading support for Care Experienced young people in particular

In addition to its commitment to support all vulnerable students, the College is fulfilling its corporate parenting obligations from the Children and Young People (Scotland) Act 2014. It has nominated a senior manager (Assistant Principal Student Life and Skills) with a lead role in ensuring compliance with the legislation and best practice in the provision of support and educational opportunities for this vulnerable group, whilst at the same time recognising the corporate parenting responsibilities of all staff to support the ethos of corporate parenting.

We regard this group as having a protected characteristic and will therefore monitor, evaluate and revise our practices and procedures in order to improve the outcomes for this group of students in line with our quality assurance and equalities policies. We will evaluate our progress towards improving outcomes for this group of vulnerable students with reference to the targets detailed in our operational plans and **Corporate Parenting Action Plan**.

Curriculum staff consider the needs of Care Experienced students and adapt course delivery or attendance requirements where possible. A named person within each campus provides access to ongoing additional support and monitoring as part of the Care Experienced Student Support Team.

The Centre for Excellence for Looked after Children in Scotland (CELCIS) was commissioned by SFC to run the first ever Scottish-wide survey of care-experienced students. The College collaborated with CELCIS in the creation of the survey alongside Edinburgh Napier University. The survey was launched in November 2018.

The number of students identified as Care Leavers in the 16-26 year age group and directly supported by the College has increased each year.

	14-15	15-16	16-17	17-18
Number of Care Experience students aged 16-26 directly supported	52	70	137	256

Our targets for increasing student activity for all Care Experience students are set out in **Regional Outcome Measure 1c** and for improving attainment for this group in **Measure 4d**. We will address improvements in attainment through actions in our Education Scotland Enhancement Plan. The College will deploy a member of staff through Action for Children to specifically support care experienced students in a pilot retention and attainment mentoring project ‘STAY’ for 2019-20. In addition, the College works with the Home and Belonging Collaborative led by Quarriers and will be engaging with a life coach for care experienced young people.

A priority for the College is to establish a multi-agency regional forum with representatives from the three main local authorities; national organisations; care experienced students; Students’ Association and college staff to inform best practice – which, in turn, is reflected in our Access and Inclusion Strategy. The College has made a ‘Stand Alone Pledge’ to commit to provide support for

The Corporate Parenting Team will work to enhance the partnership with Care Experienced young people, curriculum staff, funding and student support services, the Student Association and external agencies (e.g. local authorities, Who Cares? Scotland, Celcis, Skill Development Scotland, SAAS, third sector) to:

- Encourage early disclosure
- Facilitate ease of transition and identification of appropriate course options
- Provide targeted support
- Be responsive to need
- Raise aspirations
- Improve outcomes
- Provide training and development opportunities for staff

students estranged from their families.

Caring Responsibilities

Our Access and Inclusion strategy highlights our priorities with regard to all vulnerable students, but especially those who are Care Experienced and those who are Carers (young or adult). We will align our practices with local and national directives. We will restructure our existing teams to create a comprehensive Access and Inclusion team that comprises staff from all relevant sections in the College to ensure we are best able to meet the needs of our most vulnerable students at all stages of their learning journey.

We will extend the existing model of support that is offered to Care Experienced students to those with Caring Responsibilities. This will include early identification; provision of targeted support systems to reduce barriers to success; monitoring achievement and progression; transitions; the development of collaborative partnerships with local and national agencies; training and development of staff; operational action plan. We are working with Carers Trust Scotland developing ideas for the future but have concerns about realizing our aspirations within current resources.

The College has seen a significant increase in the number of students identifying themselves as carers.

	14-15	15-16	16-17	17-18
Number of Students identifying as carers	672	1,024	1,449	1,831

Through on course guidance and support, curriculum staff take into account the needs of students with caring responsibilities and adapt course delivery or attendance requirements where possible.

The College supports staff with caring responsibilities through flexible working arrangements and family friendly policies. The College has been successful in being awarded status as a 'Caring Positive' employer demonstrating our commitment to supporting staff with caring responsibilities.

School College Partnership

Ambition: (College Strategic Objective) **To be critical to the success of ensuring vocational opportunities are a valued choice for all school pupils, contributing to increased positive destinations, including employment, College or University.**

The College actively supports the implementation plans in the Scottish Government's Youth Employment Strategy (DYW) by working in partnership with five key Local Authorities, 32 schools and a variety of employers to increase the range of high quality senior phase vocational pathways to the workplace. Proactive and effective partnership working with Local Authorities across the Region led to a common timetable for 2016-17, however due to School autonomy and funding changes, this may change to more individualized school timetables moving forward. The College will be carrying revisions of the School College courses and our current delivery models to ensure that all the Local Authorities served by the Region have equality of access and the range of provision to meet their needs.

The School College Programme includes tasters, National and vocational qualifications, new Foundation Apprenticeship courses and some HNCs. In addition, the College provides school pupils with access to appropriate online learning opportunities for study while in school.

The College is actively involved in partnership working with our Local Authorities to plan, promote and deliver the new Foundation Apprenticeship courses.

2017-18 (17/19 cohort)	2018-19 (18/20 cohort)	2019-20 (19/21 cohort)
6 frameworks offered	9 frameworks offered	Bid successful for 9 frameworks
4 frameworks recruited: <ul style="list-style-type: none"> • Civil Engineering • Social Services & Healthcare • Social Services Children & Young People • IT Software Development 	6 frameworks recruited: <ul style="list-style-type: none"> • Civil Engineering • Social Services & Healthcare • Social Services Children & Young People • IT Software Development • Engineering • Creative & Digital Media 	9 Frameworks planned: <ul style="list-style-type: none"> • Civil Engineering • Social Services & Healthcare • Social Services Children & Young People • IT Software Development • Engineering • Creative & Digital Media • IT Hardware Development • Accountancy & Business Skills
180 places available	300 places available	272 places available
95 recruited	92 recruited	
53% progressed to year 2 and are in work placements		For the 2019/20 bid, a range of different durations, delivery models, locations and delivery partners have been offered to increase opportunity for pupils.

In 2017-18, the volume of school-college activity for pupils in S3 or above, increased by 0.3% to 4.1% of total college activity. The College engaged with approximately 1,500 school pupils in S3 or above in a variety of tailored courses from short taster programmes, to vocational qualifications either

delivered in school or college and online provision. Additional work with schools included working with primary pupils to support STEM learning and to promote females into areas such as Construction and Engineering.

Whilst all College curriculum Sectors have been more directly involved with the local schools in promoting the School College options, the College recognises that there has been shift in this provision due to 'School Autonomy' and changes in Local Authority/school funding. There have been increased requests to provide activity for individual schools and this may grow in the future. In addition, some schools are providing their own vocational activity with the development of vocational areas and in-house staff. There have been new delivery models in Childcare and there have been an increase in the number of College staff delivering in school. The College will continue to raise awareness of the benefits of School College vocational options to pupils, school teachers, guidance staff and parents. The College will continue to proactively engage with schools and has plans for a variety of initiatives to engage specialist teachers directly with college staff and explore

- ◆ The College will increase the percentage of School College activity overall (**Outcome Measure 2c**) and work with local schools and Authorities to identify new partnership initiatives to support the Senior Phase and increased vocational learning opportunities.
- ◆ The College will be active in the Region supporting initiatives to promote STEM, vocational learning and gender equalities to school pupils.
- ◆ The School College vocational programme will prioritise the development of STEM and employability skills for young people.
- ◆ The Learner Development Sector will introduce a STEP/Link Forum at all campuses to allow promotion of college provision to schools and other relevant agencies, involving Principal Teachers for Learning Support/Guidance in co-creating curriculum to avoid duplication of course content, strengthen partnerships and identify future provision.
- ◆ The College will continue to be involved with FOCUS West in supporting SHEP schools to increase progression to HE.

new-shared delivery models.

Quality

“An outstanding system of learning where all students are progressing successfully and benefiting from a world-class learning experience, in the hands of expert lecturers delivered in modern facilities”

West College Scotland will offer teaching and learning of the highest quality, supported by new technologies and complemented by effective support services that help and encourage all students to achieve their potential and fulfil their ambitions.

Ambition: (College Strategic Objective) **To set and achieve performance standards that are not simply required to achieve and maintain quality standards but will set us apart from other organisations.**

New SFC/Education Scotland Quality Arrangements

West College Scotland will enhance quality through self-evaluation activities, across both teaching and support services, and by further analysing data and feedback in order to improve the quality of the student experience.

The College will continue to prioritise improvements in the standard of learning and teaching, through developing an agreed set of West College Scotland teaching standards, staff support for reflection and evaluation of teaching practice, induction, training and development. Sharing of practice and innovation in programme delivery will be facilitated through staff CPD events. A focus on ensuring staff and students develop a shared understanding of what determines programme success and a greater emphasis on the factors that contribute to successful outcomes for students, are key quality indicators and intended to have a positive impact on reported performance.

The College published its first [Evaluation Report and Enhancement Plan](#) in December 2017 and second in 2019 [Evaluation Report and Enhancement Plan 2018](#) under the new SFC/Education Scotland Arrangements for quality - an evidence based approach to self-assessment, externally validated and against three high level quality principles. The College will progress the actions in the Enhancement Plan by further strengthening its evaluation processes across all departments (teaching and support). Key actions for enhancement also include supporting the further development of career management skills; enhancing support for mental health and care experience students; and further improving student retention and attainment.

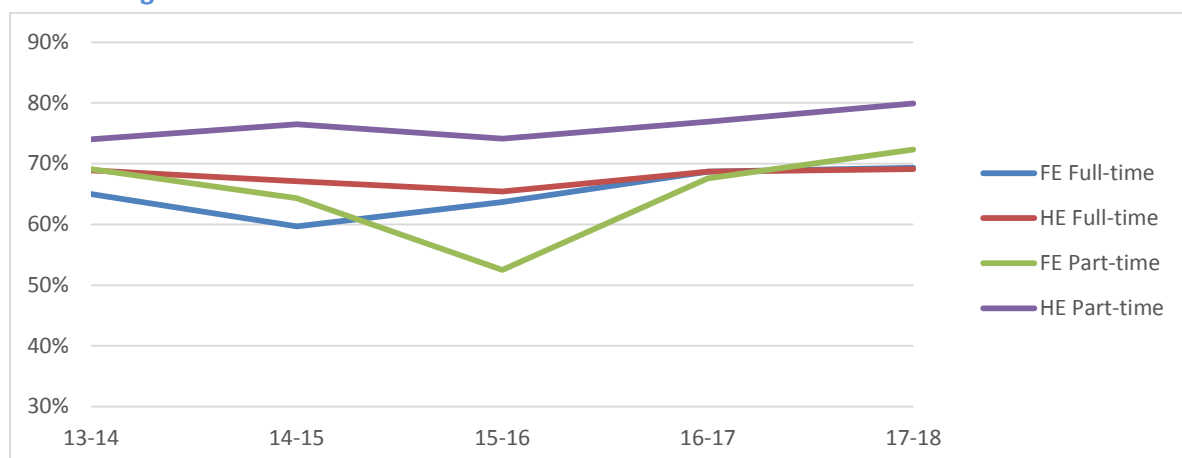
Student Outcomes and Retention

Ambition: To improve our College Student Outcomes to be above FE sector averages.



Improving attainment is a key priority for the College, particularly in curriculum areas with low performance indicators. The College has aspirations to have student success levels in the upper quartile of sector rates by 2020. This is a challenging aspiration when the College serves a region with high levels of deprivation and has a strong priority in supporting access, offering opportunities and developing individuals at a pace and level best suited to them.

Significant improvements were made to student success rates in 2016-17, Regional Outcome targets met and FE full time student success rates over 3% above Sector averages. Further improvements were made in 2017-18.

West College Scotland Success Rates




	WCS 14-15	WCS 15-16	Sector 16-17	WCS 16-17	Sector 17-18	WCS 17-18	WCS Target 17-18	WCS Target 18-19	WCS Target 19-20	Sector target 19-20
FE Full-time	59.7%	63.7%	65.3%	68.7%	66.1%	69.2%	67%	70%	73.5%	73.2%
HE Full-time	67.1%	65.4%	71.6%	68.7%	71.3%	69.4%	69%	72%	74.5%	74.4%
FE Part-time	64.3%	52.5%	77.1%	67.6%	78.2%	72.3%	72%	74%	76%	
HE Part-time	76.5%	74.1%	78.6%	76.9%	80.4%	80.2%	78%	80%	80%	

-  The College will target marked improvements in both FE and HE attainment (**Outcome Measure 4a**) and consider ways to help support improved attainment particularly for students from the 10% most deprived postcodes (**Outcome Measure 4b**).
-  The College will continue to focus on attainment, data analysis and sharing good practice across the College to identify strategies for improvement (**Education Scotland Enhancement Plan**)

The College promotes the use and understanding of the SCQF Framework within the College website and course details. In addition, West College Scotland student stories are included within the SCQF website and were utilized within a recent SCQF parliamentary reception to mark the 15th year of SCQF. <http://scqf.org.uk/amanda-allan-modern-apprentice/>

The College had a higher proportion of non-assessed provision for session 2017/18, resulting from increased activity in existing non-assessed programmes, along with new activity including engagement with primary school and other broad skills based transition programmes in preparation for college learning.

Staff guidelines for programme set up have been strengthened and we will review all non-assessed provision at curriculum level to assess suitability for credit rating and/or where provision may be

-  The College will continue to reduce the percentage of enrolments on non-recognised qualifications to less than 2% of total activity, by transferring to accredited provision and/or credit rating and leveling all other assessed qualifications on the SCQF.

transferred to an awarding body for external certification.

Full-time success rates

Significant improvements were made in the full-time FE student success rates for 2016-17, building on the previous improvements made in 2015-16. Further improvements were made in 2017-18. These improvements were due to a number of factors, including changes to course structures, qualification aims, improved monitoring and analysis, particularly of partial success. Course team evaluation undertaken through Portfolio Reviews also credited improvements in attainment due to changed teaching methods, with greater involvement of employers and more project based learning as having a positive impact.

The College 'student journey' project undertaken through 2015-16 and the 'keep warm' activities to better prepare new students for their courses is contributed to improving retention and attainment in 2016-17 and 2017-18.

An 'FE Curriculum re-imagined' initiative is leading the review of the course structure and content of our FE provision with the aim of improving student recruitment numbers, increasing delivery efficiencies, promoting more individual programme choice and increasing positive progression and outcomes on FE courses from 2017-18 onwards.

After an initial improvement in HE full-time success rates post-merger, this rate had slowly declined but the College achieved a 3.3% improvement in 2016-17 bring the student outcome figure back to the 2013-14 level and achieved a further increase in 2017-18.



Part-time success rates

The College has successfully worked to address a Regional Outcome and National target, and has reduced the percentage of students on non-assessed provision, ensuring more students leave with qualifications which have been credit rated and leveled on the SCQF.

FE Courses	Completed Successful					Completed with full and partial success				
	14-15	15-16	16-17	Sector 17-18	17-18	14-15	15-16	16-17	Sector 17-18	17-18
under 10 hours	97%	100%	99.5%	99%	99.9%	100%	100%	99.9%	99.9%	100%
10 up to 40 hours	77.2%	69.4%	77.2%	93.8%	82.9%	99.8%	99.2%	98.9%	98.7%	96.9%
40 up to 80 hours	64.9%	59%	65.2%	80.7%	75.7%	96.9%	99%	91.3%	92.4%	92.9%
80 up to 160 hours	54.3%	43%	64.1%	77.7%	72.1%	98.3%	96.7%	91.5%	91.6%	93.5%
160 up to 320 hours	59.4%	40.6%	59.5%	68.5%	60.7%	92.4%	95.3%	85.3%	84.4%	90.7
320 hours up to FT	69.1%	68.9%	74.9%	75.7%	76%	90.1%	87.8%	85.5%	85.1%	86.6%
HE courses	14-15	15-16	16-17	Sector 17-18	17-18	14-15	15-16	16-17	Sector 17-18	17-18
10 up to 40 hours	69.2%	90.9%	-	72.2%	-	100%	100%	-	99.4%	-
40 up to 80 hours	76.6%	62.8%	64.9%	82.8%	73%	100%	94.9%	94.6%	93.6%	100%
80 up to 160 hours	74.7%	78.4%	71.2%	81.9%	77.8%	96.2%	89.6%	92.7%	94.1%	95.3%
160 up to 320 hours	67%	70.2%	81.5%	77.9%	77.8%	92.3%	84.7%	90.2%	89.3%	85.5%
320 hours up to FT	91.4%	82.4%	81.5%	84%	91.4%	97.4%	94.4%	93.3%	93.1%	98.5%

The College has a particularly high portfolio of online and distance learning courses which increases flexibility, efficiency, employability and up-skilling opportunities for our students and communities. Distance Learning provision is more challenging to ensure high attainment rates but significant improvements have been made through rigorous quality processes. Overall improvements in all categories of FE part-time provision have been achieved through closer monitoring and support, use of student feedback to inform change and on-going evaluation of provision.

HE part time provision is small and overall student success has been relatively consistent. There was an improvement overall in 2016-17 and 2017-18, particularly for more substantial courses over 320

-  The College will improve part time student success rates, particularly in FE and aim to bring figures in line with or above sector averages by 2019-20 (**Outcome Measure 4a**)
-  The College will implement significant improvements in the support and monitoring of part-time distance learning courses.

hours.

Early withdrawal

College Early Withdrawal PI rates compare well with sector averages and have been improving over the years. Early withdrawal figures for HE full-time students improved in 2016-17 to the best ever rate for the College but were higher in 2017-18.

The early withdrawal rate for FE full-time students had a small improvement and is marginally better than the Sector. This rate has been improved through the focus of the 'Student Journey' project and improved student bursary processes providing earlier payments to students and earlier proactive action for students at risk of withdrawing.

Early Withdrawal	Actual 13-14	Actual 14-15	Actual 15-16	Sector 16-17	Actual 16-17	Sector 17-18	Actual 17-18	Target 17-18	Target 18-19	Target 19-20
FE Full-time	9%	9.6%	8.9%	9%	8.7%	9%	7.7%	8%	7.5%	7.5%
HE Full-time	6.3%	5.1%	5.7%	4.8%	4.8%	5%	5.8%	4.5%	4%	4%

The College will work to continue to improve Early Withdrawal rates. In particular, the College will improve the support provided within the student application and induction processes and support in relation to applications for student funding.

Curriculum planning

Ambition: (College Strategic Priority 5) **We will develop our curriculum and services to ensure they align with and support Scotland's key economic sectors.**

(Strategic Objective) **To develop and continually review the curriculum to ensure it meets the needs of students, our local communities and the wider economy.**

West College Scotland is committed to maintaining an effective presence within all its communities and working to strengthen its contribution to the economy of the local areas. West College Scotland has a fundamental role to play in contributing to economic growth at a local level and the College will promote this as a key priority.

The College will continue to deliver courses to a wide range of students, from school pupils through to adult learners, offering a comprehensive portfolio of vocational courses and professional development opportunities. A wide range of provision will be available on all main campuses to meet local and national needs. The College Curriculum is divided into eight curriculum Sectors designed around key employment sectors and with provision across the College, plus the Essential Skills Sector which supports all areas.

The high number of enrolments in the Care area includes significant distance learning provision, designed to contribute to the up skilling of the workforce. Employment in the health sector comprises the largest share of employment in the West Region, 19% of the total, above the Scotland

average of 13%. The planned new Health Centres in Clydebank and Greenock provide additional opportunities for partnership working and further development of this curriculum area.

The College is the largest provider of early learning and childcare training, delivering 13% of total college sector enrolments. The HNC credit target associated with the expansion agenda is a challenging one, both in terms of the recruitment of suitably qualified candidates to provide a quality service and in terms of finding appropriate placements in order to complete the stringent learning requirements. The Skills Investment Plan for Scotland's early learning and childcare sector acknowledges that, in order to implement the policy, the sector needs to attract new workers, particularly those looking to return to work or change career. It is, therefore essential that pipeline activity counts towards the overall credit targets. We work very closely with our local authority partners who each have different challenges around ensuring that they have a quality workforce in place in the timescales identified. We are confident that, through this partnership approach, we are well-placed to deliver the required expansion in training to meet the Government's priorities.

The College will continue to proactively contribute to the Scotland's ESOL Strategy, working with our local authorities. While we have not had and do not anticipate demand from stakeholders related to immediate support for the Gaelic language, we will continue to keep this under review and consider where we may make a contribution to the Local Authority Gaelic Action Plans.

Processes are in place to enable teams to formally review curriculum using internal performance measures and feedback data, as well as external environmental analysis, including the use of Regional Skills Assessments and Skills Investment Plans. The curriculum is increasingly shaped by employer involvement and increasing engagement of employers and industry bodies in the design and support of the delivery of courses is a key objective of all college curriculum areas.

Evaluation of our curriculum, planning process and student support is detailed in the College [Evaluation Report and Enhancement Plan](#). Our curriculum is evaluated against the West College Scotland Curriculum Principles (a Connected, Responsible, Valuable, Inclusive and Developmental curriculum). Each Curriculum Sector is working from an assessment of their current position and towards a 2020 vision and have targets to develop employability skills, work experience, school college provision, gender balance, STEM and digital skills, partnerships with employers and alternative income, as well as improving attainment, where it is low, and enhancing learning and teaching.

Learning pathways and Transitions

Ambition: (College Strategic Objective) **To enhance the student experience through innovative and responsive learning and teaching approaches, and effective transition and progression opportunities**


The College will continue to focus on broadening the range of learner pathways and supporting the student transition process. Recent work through the College 'Student Journey' project has improved the student application to enrolment process. A College 'keep it warm' initiative in the summer 2016 reduced the "no-shows" at course start from 7.2% in 2015 to 4.6%. There was also a 60% reduction in the number of students transferring courses or classes (students transfers counted for 0.9% of total enrolments in 2016 compared to 2.3% in 2015). The 'Keep it Warm' initiative also included pre college preparation courses in managing finances and mental health designed to improve early retention and student outcomes.

College provision is available across the SCQF levels and progression pathways are designed within curriculum areas. The Learner Development Sector provides provision at SCQF 1-4 and has significant success in supporting students progressing into mainstream courses. The College will further enhance the integration of the Learner Development staff team with other vocational areas delivering provision at SCQF4 in order to improve attainment and progression.

There is good progression from ESOL courses into vocational areas and ESOL students benefit from opportunities for on-going ESOL support whilst on mainstream courses. In 2017-18 the College introduced a pilot 'ESOL Plus' courses to combine both language tuition and vocational learning in Travel and Tourism. This model will be progressed for other key employment sectors in 2018-19.

From 2017-18, the College revised its approaches to Community learning and integrated provision into the curriculum sectors to improve the coherence of the community provision with curriculum and improve the progression rates and transitions from community provision into College.

The progression from school to college will be promoted through the school college programme and through attendance at school events and college open days and evenings.

 The College will continue to improve the communication and support for students prior to starting courses.

Articulation

Ambition: To ensure streamlined articulation to University through partnership working with HEIs.

The Scottish Funding Council's aspiration for access is that at least 60% of HN entrants to university should articulate with advanced standing per year by academic year 2019-20 and 75% by 2025-26. Almost 48% of the 568 West College Scotland HN entrants to University from 2017-18 courses articulated with advanced standing. The total number of students from HNC or HND courses entering university overall was the highest ever in the last four years and the percentages articulating increased from the previous year.

The College welcomes the SFC publication of articulation data in May 2019 which will allow the College to review articulation in more detail and support further partnership work to improve student progression and articulation overall. This will allow a far better engagement with HEIs and review by curriculum teams, based on firm data, than has been possible in the past.

Partnership work with HEIs has continued with the aim of improving articulation rates for students and the College will work collaboratively with HEIs to contribute to the SFC aspiration. The College works with The University of the West of Scotland through the SFC additional places funding to support 78 students to undertake HN qualifications to articulate to key curriculum areas. The College welcomes the continuation of this funding and the College will continue to work with UWS under a partnership agreement to ensure smooth transitions and pathways from HN to degree level for all articulating students. A formal partnership agreement was signed in 2016-17 including the identification of learner pathways and the opportunity to be an Associate Student of UWS for all West College Scotland students undertaking an HN qualification with a pathway to a UWS degree.

In addition, West College Scotland is working with the University of Strathclyde, particularly in articulation for Engineering and through their Engineering Academy initiative. The College has a formal partnership agreement with the Open University and proactively engages with Caledonian University on improving articulation. Discussions are on-going with other HEIs including Glasgow School of Art, Glasgow University and Stirling University to explore articulation and partnership working.

📌 The College will continue to work in partnership with HEIs, including the Open University, to aim to increase the numbers of students articulating with advanced standing to full time and part time Degree courses (as per the outcome Measurement Table data).

Estates

Ambition: (College Strategic Priority 2) **Education and training will be delivered to students in high quality College facilities, in their place of work or through the development and use of digital technologies.**

Ambition: (College Strategic Objective) **To provide education and training in a range of relevant, high quality facilities, in the right location, which maximises the value of our estate to support curriculum planning and community involvement.**

West College Scotland currently manages an estate which encompasses four main campus locations in Greenock, Clydebank and Paisley and covers almost 77,000 square metres. The estate is further supplemented by use of community outreach facilities to support training and curriculum delivery, meaning West College Scotland operates from almost 50 locations. Estates utilisation, maintenance and planning continues to be developed in a way that supports the College curriculum planning process and community engagement strategy.

The physical condition and appearance of our estate plays an important part in defining the character of our College. Our estate presents opportunities to engage with our communities, provide access to employment and develop and strengthen the local economy.

The West College Scotland [Estate Strategy 2016-2026](#) outlines a plan for developing and managing the estate in a manner which achieves West College Scotland's vision, ambitions and strategic priorities and supports high quality teaching, learning and support services. However, the level of backlog maintenance and lack of functional suitability and flexibility of space across the majority of our estate continues to be a challenge. The Estate Strategy identifies that:

- 📌 Challenges exist in relation to fitness for purpose of our estate, with only 4 of 14 operational College buildings being graded at Level 1 (excellent) for functional suitability, and half of our operational buildings requiring major repair or replacement.
- 📌 There is a need to invest £33m in order to bring our operational buildings up to a suitable condition and required standard by 2026. .
- 📌 Significant investment is required in Greenock as a high priority, with expenditure of £20m being necessary over the next 10 years in order to ensure our buildings are in the condition expected of a modern teaching and working environment. It is estimated that replacing our existing Greenock facilities on a like-for-like basis would require investment in excess of £90m.

- ▶ Within Paisley, there is also a need for significant investment, with much of the estate not being fit for purpose. Funding is therefore required as a priority, with expenditure of approximately £11m being necessary simply to maintain buildings in an acceptable condition over the period to 2026. However, even with this, the functional suitability of several of these buildings would not be at the level required. Thus there is a need to significantly upgrade for investment to replace the Inchinnan, Oakshaw, and Renfrew buildings and to provide fit-for purpose Music and Performing Arts facilities, and College proposals for significant it is estimated that to do this on a like-for-like replacement basis would cost in excess of £54m.
- ▶ Although only eight years old, the Clydebank campus has a need for investment of £2m over the next 10 years in order to maintain facilities at the required level.

It should also be noted that these condition survey investment figures as stated do not include the cost of maintaining the internal fabric of rooms, furniture or changes to functional suitability of buildings.

Given the extensive level of investment required, a key element of the College Estate Strategy is how to meet future need in Greenock and Paisley. The College has submitted an outline business case and options appraisal of facilities in Greenock. The outline business case for Paisley has been drafted and reviewed by the SFC. The College has maintained an on-going dialogue with partner organisations about the design of the Paisley campus. These discussions require to be concluded prior to the document being submitted to the SFC. The College remains in close contact with the SFC as to the next steps regarding securing investment for both the Paisley and Greenock campuses.

For 2019/20 West College Scotland received from the SFC:

- £820,000 (2018/19: £1,181,794) of estates life cycle maintenance funding in order to meet operational running costs; and
- a further £1,710,000 (2018/19: £3,003,981) in order to address high priority estate condition issues.

While this funding will assist in ensuring all College buildings remain functional, there remains a need for the significant levels of strategic estates investment identified by the College Estate Strategy in order to provide infrastructure, learning and teaching and working environments which will meet 21st century need.

The focus, direction of travel, engagement and opportunities associated with each of the emerging future estates models will therefore continue to be considered and progressed in order to secure the necessary levels of investment, and discussions with community partners and the SFC will be key in taking these forward.

Digital Ambition and ICT Strategy

Ambition: (Strategic Objectives)

- **To ensure technology infrastructure is flexible, responsive and fit for purpose.**
- **To provide a flexible, user friendly and inclusive digital environment for learning, teaching and assessment.**

The focus continues to be the development and implementation of the West College Scotland ICT Strategy and ensure West College Scotland becomes a high performing digital College. Delivering our overarching ambition for digital transformation for the applied use of digital technologies, along with securing the necessary investment, is a key strategic priority for the College.

Our aims are:

- To deliver a robust, secure and sustainable digital infrastructure.
- To reimagine business processes and services to enhance all aspects of the College experience.
- To enable students and staff to thrive in the digital strategy.
- To harness digital skills to ignite innovation and creativity.
- To exploit digital technologies in teaching, learning and assessment.
- To utilise data and analytics to improve the student experience, improve progress and deliver positive outcomes.

Key drivers behind our strategic 'digital by default' priority include:

- The **changing nature of the workplace** and the need to develop capability in our students to use a range of technologies and devices to develop their professional competencies and advance their career potential.
- The trend towards **greater informal learning** in the workplace, which relies on the ability to work collaboratively and be more agile and proactive students.
- Expectations from students to have **access to technology** to support their learning.
- The need to provide more **flexible modes of study** for students balancing study, home and work commitments.
- **Realising economic benefits by creating** opportunities for growth locally, nationally and internationally to reach a wider student population.
- **Sustainability** as a key factor in ongoing financial investment.
- WCS Estates Strategy 2016-2026 and its vision for a **College for the Future**.
- Our ambition to remain at the forefront of new and emerging technologies and innovative practice.

A number of essential 'building blocks' will support the College in achieving our digital ambitions and one of those fundamental building blocks is the College ICT Strategy and the need to ensure the ICT infrastructure provides, and keeps pace with, the latest digital technologies, in order that all students, internal departments and communities can take advantage of the digital revolution.

Investment is critical. Delivering our Estate Strategy, including the step-change opportunity that realisation of the new campus proposals would provide in terms of our technology infrastructure is critical.

The College ICT Strategy, in support of our wider digital ambitions, provides the framework and direction that mean College operations, activities and objectives are supported by appropriate, skills development, user engagement, technology and infrastructure.

In support of College strategic priorities, including our digital ambitions and delivery of the Regional Outcome Agreement, the College ICT Strategy 2016–2020 seeks to achieve outcomes in relation to 6 objectives:

- ▶ **Infrastructure (Hardware and Software)** - the College will develop, maintain and support an integrated IT infrastructure providing users with available, robust and secure access and services, establishing effective and efficient IT administration support practice.
- ▶ **Projects and Enhancements** - the College will deliver the approved and prioritised IT infrastructure sustainability and enhancement programs.
- ▶ **Structure and Service Delivery** - the College will maintain and develop a flexible operating IT structure that delivers a high quality and responsive service.
- ▶ **Planning and Risk** - the College will establish and maintain asset information, develop the planning processes and maintain audit activities to deliver a sustainability model for the required IT estate.
- ▶ **Policy and Process** - the College will maintain IT documentation and guidance resources to ensure user understanding and behaviours secure the data assets and information held by the College and protect the College from loss or litigation.
- ▶ **Collaboration and Partnership** - the College will develop and maintain sector contacts and promote the College profile to ensure WCS is positioned to lead on, or make best use of, identified collaboration and partnership opportunities.

Delivery of the ICT Strategy and related projects along with the wider overarching Digital Ambitions will require ongoing levels of significant investment during 2019/20 and beyond. The College will therefore deliver a proposal to the SFC for the release of Strategic Development Funding to support the digital transition of the existing infrastructure which is sustainable and transferable. Delivery of our overall Digital Ambitions is business critical and therefore cannot be dependent on the investment and delivery of new campus developments (in both Paisley and Greenock) where the likely timescales will stretch beyond 4 or more years. The need for IT investment is assessed at a minimum of £2.3m over the next five years, in order to provide an infrastructure which is reliable and resilient, with investment required on campus data cabling, networking equipment, wireless infrastructures and student PC equipment renewals.

Cyber Resilience

The College has secured Cyber Essentials Plus accreditation. This is a key action detailed within the [Scottish Government Action Plan on Cyber Resilience](#). To support this award, the College accelerated the programme to provide Windows 10 and Office2016 as desktop standard software and the majority of the College desktop estate is now upgraded, with the remainder planned for completion within 2019-20.

The strategic goal of delivering Skype for Business as the communication and collaboration tool for the College is progressing. Infrastructure changes are complete and a full staff roll out is planned for completion by summer 2019.

Skills & Employability

“A more successful economy and society with well prepared and skilled students progressing into jobs with the ability, ideas, and ambition to make a difference”

Developing the Young Workforce

The aims of the Scottish Government's Youth Employment Strategy are embedded within the College objectives. Specifically to support vocational provision for school pupils in the Senior Phase, to introduce Foundation Apprenticeships, to reduce gender imbalances, to increase work-placement and work experience opportunities and prioritise STEM subject areas and STEM learning throughout the curriculum.

The College is working with schools, Local Authorities and employers to address these priorities.

Developing the Young Workforce Group for West Region

The College led on the development and establishment of the employer led Developing the Young Workforce group for the West Region which provides leadership and a single point of contact and support to facilitate engagement between employers and education. The West Region DYW Group has representation from across key industry sectors and involves private sector employers with membership drawn from local employers, the third sector, education and economic development bodies from across the regional footprint. <http://www.dywest.co.uk/>

Over the period to 2019, the College will remain an active member of the Group seeking to support engagement between employers and the education sector as a whole. The College will, as a member of the Group, seek to ensure that the work of the Group is sustainable after the core funding is no longer available.

STEM

Ambition: To increase the proportion of STEM related courses within our overall College activity and the proportion of STEM related learning within all our courses. To be nationally recognised for excellence in STEM provision and enhance STEM related learning across our region.

The College has made a pledge to our students, employer partners and the region to inform how STEM is relevant to future career opportunities for women learners; improve skills in maths and numeracy; ensure learning is enjoyable and provide STEM training relevant to the needs of the region's workforce.

The College achieved STEM Accreditation Standard in 2016 awarded by the Innovation Council of the national STEM Foundation. The validation report stated that the College has demonstrated a clear capability to stimulate and deliver innovative STEM provision to enable student development, increase employability and support business growth acceleration in the Region. The College was awarded 'best practice' for the three categories of Strategic and Business Planning, Collaboration and Consultation and the Impact of STEM on organisational performance.

The College has committed to leading the work to progress a regional STEM strategy and will continue to promote STEM subject areas in partnership with local authorities, schools and employers across the region and to ensure the development of critical STEM skills for all of our students. The College has taken the leadership role to set up the West Region STEM Hub Steering group to progress this work. The College continues to implement the commitments to our students, employers and region within the [Stem Manifesto](#) and through the West STEM Hub is developing priorities and a Strategy for the region.

Work experience

Ambition: West College Scotland will embed employability skills, so that all our learners can participate successfully in the labour market

The College will work to embed employability skills throughout our Work Based Learning, Skills programmes and broader curriculum. We will do so, by ensuring that each student has a clear understanding of the expectations of the workplace. Specifically, the College will develop a discreet packages of support which will enable each student to have 'Knowledge about the world of work'; and have effective strategies to 'Enter the workplace' and to 'Stay and prosper in the workplace'. Competencies and skills will be developed in Career management skills - to help find jobs and prepare for recruitment; and Personal skills - to sustain employment; communication, punctuality, tenacity, teamwork and personal advocacy.

As students develop their employability skills across – knowledge, career management and entering and sustaining work - they will be able to capture their progress and achievements through 'Your Essential Skills – YES'; an electronic log of competencies, experiences and achievements. The College will provide further opportunity for students to underpin their employability skills through the development of 'Open Badges' in volunteering and work experience.

The SFC guidance 'Work placement Standard for Colleges' 2016 sets out best practice for the sector and the expectation that all college students will benefit from high quality work placements or other work experience, in line with the Scottish Government's Developing the Young Workforce strategy.

The world of work and developing skills for employment is a primary focus of all college provision. In 2017-18 in the Student Satisfaction and Engagement survey, 91% of students agreed that their courses had developed their skills and knowledge for the workplace. This has increased over the last few years and reflects the strengthening employability focus across all curriculum areas.

Work experiences are gained through simulated college work environments, enterprise activities and placements. Students are increasingly made aware of industry through site visits, 'live' projects and visiting speakers. The development of employability skills is a key focus and the College is committed to extending the explicit development of career management skills. Employers play an increasingly important part of the preparation for employment and strategies are used to encourage them to also engage in providing work-placements. Assessment of college provision has been made against the SFC 'Work Place Standard'. Whilst not all courses have formal placements, almost all have simulated work experience and the College will continue to work with key partners and employers, to expand work place experience/work placement, in line with the national expectation that all vocational courses should include a significant element of this.

- ▶ The College will increase the number of full-time students with meaningful ‘work experience’ **(Outcome Measure 6)**. In addition, additional work-placement and volunteering options will be promoted to individual students.
- ▶ The College will adopt a joint approach involving schools and local authorities with shared responsibility to grow work experience within senior phase vocational pathways.
- ▶ The College will share outcomes from Sector specific career management initiatives and devise a college wide standard for on course career management skills development **(Education Scotland College Enhancement Plan)**
- ▶ The College will further develop its partnership agreement with SDS to maximise opportunities to enhance the provision of Career Management Skills, individual and group careers guidance and advice, employability and enterprise skills and knowledge, and improve data sharing protocols to enable more effective support to students.

Employability of students with learning differences

The College is committed to enhancing the employability of all students, including those with additional support needs. The College is conscious of the need to develop employment routes for younger people with a disability given that only 12% of people with a disability aged 16-19 are in employment, compared with 17% of young people who do not have a disability.

Since the Learner Development sector pilot for Certificate of Work Readiness in 2015-16, the course has developed year on year with increasing numbers of students progressing to employment, Modern Apprenticeships or vocational courses. A key factor in its success is the multi-disciplinary delivery team including Learner Development Employability Advisors who liaise with employers to tailor and support the work-placements to meet the needs of the company and the student. This work resulted in the College winning the CDN Employer Connections Award in 2018.

The College has been awarded Employability Innovation and Integration Fund monies which will support the introduction of our Work Ready Plus programme to expand our employability support for disabled or disadvantaged students. VIAS (Values Into Action Scotland) continues to be a significant partner along with Capability Scotland and our growing network of employers. The College will continue to collaborate with Local Councils to access Scotland’s Employer Recruitment Incentive (SERI) funding to support employers to recruit young people aged 16-29 with the barriers to employment.

Employer engagement

Ambition: (College Strategic Objective) **To identify further opportunities to involve industry in shaping, developing and delivering our provision and contributing to the enhancement of the overall student experience**

The College is committed to employer engagement and workforce development and to support this hosts a number of sector specific Employer Engagement events across the region to both sustain and create new college links with businesses and employer organisations. The College has strong strategic partnerships with our Chambers of Commerce in Inverclyde, Renfrewshire, East

Renfrewshire and Dunbartonshire being well represented at networking, supporting, sponsoring and attending Business 2 Business events and hosting a significant number of Chamber events within the College itself.

The College recognises the commitment that businesses already make to supporting and developing our provision, and works to ensure that these relationships are mutually beneficial. Many enduring partnerships are characterised by a recognition on the part of the employer that their support of the College is helping to support their own industry or profession and is developing their workforce of the future. As well as working with individual businesses, the College supported by the DYW West team, has established industry wide advisory groups for key subject areas. This allows businesses to come together, to debate and discuss their future skills requirements and to work with College teams to ensure that graduates meet their requirements.

Apprenticeships

Ambition: West College Scotland to be recognised as the ‘Skills Provider of Choice’ for the region

In building a strong reputation with employers in the delivery of a broad portfolio of work-based learning, West College Scotland is uniquely placed to be the ‘skills provider of choice’ for the region. The College is fully committed to playing a lead role in enabling the Scottish Government to achieve its target of supporting 30,000 Modern Apprenticeships by 2020.

We will work to consolidate our role as the region’s biggest provider of Apprenticeships and Skills. We will work to ensure that the region secures investment from government which is commensurate with the skills need and employer demand. Specifically, we will seek to grow our Apprenticeships and Skills offer enabling over 500 learners – both jobseekers, students and employees; each year, over the lifetime of the Agreement.

Further, the introduction of Apprenticeship Levy will potentially increase interest and investment in skills in Apprenticeships and work based learning. Levy paying employers comprise 2% of all employers in Scotland and the introduction of the Levy may encourage employers to recruit more Apprentices and government to offer more than the 30,000 opportunities. The College will position itself to be at the heart of any expansion.

Government investment in the college sector has pivoted from short-programmes for jobseekers, to skills development for employees. Subsequently, the government has ended ring-fenced investment in Employability Fund provision and identified colleges as the exclusive provider of learning for Levy paying customers. As a result, the College is engaging circa 70 regional employers to promote and secure investment from the Workforce Development Fund, to support and enable growth through employee skills development for Levy paying employers. The ambition is to fully meet the commitment of the £717,000 of skills training to be delivered to Levy paying employers by June 2018.

The College will align strategic investment and activity, responding to skills demands from employers across the region

West College Scotland delivers significant work based learning to support the growth of key growth sectors, including Life Sciences, Construction, Engineering and Hospitality. In addition to this, the College continues to successfully grow the contracts with key sector bodies including CITB, SNIPEF and SECTT to ensure their MAs have the skills, capacity and qualifications required by the industry.

Programme design, development and delivery will be informed by insight provided from Regional Skills Assessments and engagement with employers supporting West College Scotland to prioritise net growth through equipping people with the skills to secure work in regional growth sectors. In addition, we will act as an exemplar College in how we engage with employers, working with agility and flexibility to respond to their short and long term needs. Specific actions will include a commitment to meaningfully engage and support over 600 regional employers each year, enabling the College to make a greater contribution towards the Government's MA target, with a focus on young people, higher level and STEM-related delivery. Further, over the lifetime of our Agreement the College will strive to track above Achievement Rates for the FE Sector across Foundation, Modern and Graduate Level Apprenticeships.

Foundation and Graduate Apprenticeships

Ambition: West College Scotland to be recognised as a national leader in the development of Scotland's young workforce.

West College Scotland is committed to continue to play a lead role in the development and roll-out of Foundation Apprenticeships. The College has been at the vanguard of delivering pathfinder Frameworks – recruiting 10% of all pupils across Scotland starting Foundation Apprenticeships in the first year. In partnership with schools, we will continue to develop new Frameworks and seek to continue to provide a minimum of 10% of all FAs available across the country.

In addition, the College is seeking to be an early adopter of Graduate Level Apprenticeships. Given our scale and employer reach, we feel we are uniquely placed to develop and secure new GLA Frameworks and deliver them at scale and it is the ambition of West College Scotland that we are recognised as one of the top 3 providers for Graduate Level Apprenticeships in Scotland.

The third phase of Foundation Apprenticeships has been tendered and the College has secured circa £1.5m to support the management and delivery of 300 FA places from August 2018 (circa 10% of the Scottish Government target). WCS will deliver a 'Regional Partnership' – directly engaging with local authorities, schools and providers from the third sector. New elements of the model include delivery of One Year FAs in select Frameworks, exploring the potential to deliver in schools in areas furthest away from College campuses and working with local training providers to support Work Based Learning elements in Year Two.

SDS Programme Performance

Ambition: West College Scotland will deliver sector leading performance outcomes

The College delivers significant SDS and local government programmes throughout the four local authorities and we will build upon our experience, infrastructure and relationships to continually improve upon our strong performance. The College has received very positive endorsement of the quality of this provision by Education Scotland, in reviews of both Engineering and Hairdressing. Over the lifetime of the Agreement, we will deliver excellent performance; tracking above the national average for Skills Development Scotland (SDS) apprenticeship and skills programmes course participation; outcomes performance and, where available, lever additional places for the region.

Employability Programmes

Ambition: West College Scotland will continue to be an active and valued partner and play a central role in leveraging and integrating investments for skills and employability in the West Scotland region.

The College will continue to offer a strong voice on behalf of the West Scotland region. Given our track record in the successful delivery of large scale ESF and SDS employability programmes for the long- term unemployed and young jobseekers, West College Scotland is well placed for a central role in evolving programmes devolved to Scottish Government. The College is actively engaging partners in the provider community and will work to ensure that the delivery of new employability programmes such as the Innovation and Integration programme for young people with ASN in the region; places core and essential skills (including employability and entrepreneurial skills), at the centre of delivery, through the integration of value- added college services and facilities.

At a regional and local level, West College Scotland will continue to engage regularly and effectively with local and regional stakeholders. Looking forward, we will work with our Local Authorities and Community Planning partners, to ensure that we develop community, asset- based approaches to engage and deliver within the heart of our communities.

High-performing institutions

“A coherent system of high-performing, sustainable institutions with modern, transparent and accountable governance arrangements”

Ambition: (College Strategic Objective) **To secure a well-managed, financially and environmentally sustainable College.**

Sustainability, including Carbon Management Planning

The environment in which West College Scotland operates presents challenges and opportunities in seeking to meet the Climate Change duties placed upon us by the Climate Change (Scotland) Act 2009. The West College Scotland Carbon Management Plan 2016-2021 confirms a commitment to sustainability and details an action plan to reduce our carbon footprint that will enable legislative requirements to be met and ROA outcomes to be achieved.

<http://www.westcollegescotland.ac.uk/media/91962/carbon-management-plan-2016-2021.pdf>

The CMP set a target of a 10% reduction in CO2 emissions, 530 tonnes, by 2021, however this is predicated on increased levels of investment in the College estate and so is a challenging target.

The Climate Change Act places a duty on the College to contribute to carbon emissions reduction targets; contribute to climate change adaptation; and to act sustainably. The Act requires the College to publish an annual report by 30 November each year. During November 2017 the College submitted its second annual report to the Scottish Government. The table below sets out the achievements of the College to date along with its targets for the coming years:

	14-15 Actual	15-16 Actual	16-17 Actual	17-18 Actual	18-19 Target	19-20 Target	20-21 Target
Gross carbon footprint	5,300	5,384	4,845	4,430	4,386	4,297	4,253

In seeking to reduce CO2 levels the College continues to progress its involvement in the development of a District Heating System for the Clydebank campus. Queens’ Quay in Clydebank will

become the first zero carbon 2050 compliant community in the UK should the anticipated water based District Heating System be installed. If the project is successful it is estimated that 400 to 500 tonnes of CO2 per annum will be saved for the College alone.

The College Sustainability Officer has continued to embed the CMP into operational activity and raise the profile of the College's sustainability agenda with external stakeholders. Our approach to carbon reduction requires the support and participation of staff, students and community partners more widely, and on-going reflection as to how this can be encompassed within all areas of activity.

Financial Sustainability

In accordance with the Scottish Funding Council Financial Memorandum the College will plan and manage activities in a way that enables us to remain sustainable and financially viable.

The West College Scotland Estate Strategy and IT Strategy take account of the strategic landscape and set out where the College wants to be in the medium and long term. These strategies and the People Strategy – which is being aligned to on-going national bargaining within the college sector - are integrated with the College Financial Strategy and underpinned by a Procurement Strategy which is intended to ensure value money and a robust approach to risk management. Although the funding landscape remains variable West College Scotland continues to undertake financial scenario planning on a five year basis, ensuring that possible changes are modelled and subject to sensitivity and risk analysis. The College approach to financial management encompasses:

- An assessment of resource and cash levels required to fund College operations and strategies and deliver these outcomes sustainably;
- A determination of how this will be secured and managed;
- A sensitivity analysis, which models the impact of movements in key areas of income and expenditure;
- An analysis of key financial risks and the actions required to manage and mitigate them; and
- Implementation of resource allocation models, with robust budget management and information systems in place to support all areas of the College in achieving planned outcomes in a financially sustainable way.

A number of factors will influence the financial sustainability of the College in the coming period, and these include the:

- level of recurrent funding available to support teaching, learning and assessment activities and enable appropriate on-going levels of investment in the estate and IT infrastructure;
- impact of any further SFC funding methodology changes;
- impact of the Scottish Government review of student support funding;
- changes to pay, terms and conditions arising from college sector national bargaining for both teaching and support staff;
- ability to secure significant levels of capital funding to support estate and IT infrastructure development and provide a teaching, learning and work environment that meets 21st century need;
- outcome of Scottish Government spending reviews; and
- ability to secure European funding at existing levels going forward, or secure an alternative funding stream to replace this.

Given these factors and the range of challenges arising from them, West College Scotland is working closely with the Scottish Funding Council in order to ensure the sustainable Financial Strategy which is in place can be resourced and delivered going forward in order to support the delivery of the Regional Outcome Agreement.

Procurement Strategy

The Procurement Reform (Scotland) Act and revised EU Procurement Directives have resulted in significant change, with the Scottish Government seeking to use procurement as a greater driver for economic growth. Together, the Act and the Directives provide the statutory foundations for a Scottish Model of Procurement which seeks to simplify, standardise and streamline procedures for both businesses and public bodies. It places sustainable and socially responsible purchasing at the heart of the process, promoting collaborative working across a wide range of procurement activities and consistent practice across all public sector procurement spend. Procurement is therefore a key area, and the West College Scotland Procurement Strategy can be found at [Procurement Strategy 2016-2020](#)

Governance

Ambition: (College Strategic Objective) **To demonstrate high standards of governance and evaluation, developing the College Board and management team within an environment that is positive, supportive and challenging.**

Board of Management

West College Scotland Board of Management has been in place since 1 August 2013 when the College was formed. The Regional Chair is Keith McKellar, who was appointed by the Scottish Ministers in March 2014. The Board Membership of 18 (including 2 Student Representatives and two staff representatives) was reviewed during 2016/17 and new members joined in 2017. This brings different perspectives and experiences, as well as expanding the skills available to the Board. The membership of the Board and Committees continues to be monitored by the Nominations Committee

A full Induction programme is in place within the College to ensure that new members are clear on their role and responsibilities and what is expected of them. This is followed up with a more tailored induction, with part relating to the committee that the new members will join. Arrangements are in place for Board members to attend all relevant national induction and development sessions, including training for members of Remuneration Committees and various development events for the Senior Independent Member and the chairs of certain committees. All Board members are directed towards the College Development Network governance hub as a useful source of information.

The annual review of Board members provides an opportunity for the Chair to meet with each Board member on an individual basis to discuss their role and to identify any changes or further development opportunities that would be helpful. This information is used to inform the development needs of the Board overall and provide input to the Board Development Action Plan.

The Board has established 8 Committees to help fulfil its role. These are Audit, Finance & General Purposes, Corporate Development, Learning Teaching & Quality, Organisational Development &

Human Resources, Estates, Nominations and Remuneration. The Chair of each of these committees provides regular updates on the work of the committee to the Board at its meetings.

Code of Good Governance

The revised Code of Good Governance was issued in the summer of 2016. A review of the governance arrangements was undertaken to ensure that the Board complied with the Code. Some changes and improvements were made in light of this. Additionally a series of templates were issued by the Good Governance Steering Group which were used to review the policies and procedures in place in the College to identify any changes or improvements that needed to be made to ensure that they remain fit for purpose.

An external review of the effectiveness of governance took place in 2017. This was a positive review and the Board took action in light of the outcomes. The Board continues to review its effectiveness annually. The Board Development Action Plan is regularly reviewed by the Board to confirm that actions are taken and to set the governance priorities for the future. Both the effectiveness review reports and the Board Development Action Plan are published on the College website at the following link <http://www.westcollegescotland.ac.uk/about-us/board-of-management/>

Financial Memorandum Compliance

The Scottish Funding Council (SFC) is the national, strategic body with responsibility for funding further and higher education, research and other activities in Scotland's colleges and universities. The December 2014 Financial Memorandum (FM) sets out the formal relationship and terms of grant between the College and SFC. The FM also requires that colleges comply with the requirements of the Scottish Public Finance Manual (SPFM), which sets out the actions and derogations agreed with Scottish Ministers.

The responsibility for ensuring that the College complies with the FM rests with the Board of Management of the College. Where the College's interpretation of the FM differs from that of SFC, the SFC will seek, wherever possible, to reach agreement in a spirit of partnership with the College. However the SFC's interpretation of the FM shall be final.

The College Audit Committee undertakes an annual review of compliance with corporate governance requirements and good practice guidance, and in particular considers compliance with the FM, the SPFM and the Code of Good Governance for Scotland's Colleges.

Students' Association

Ambition: (College Strategic Objective) **To enhance meaningful engagement of students, involving them in decisions to inform and shape provision, enhance learning and teaching, including empowering students to take responsibility for their learning.**

The College is committed to supporting and contributing to the strengthening of the Students' Association. The Students' Association has funding support currently in place agreed by the Board of Management and the College has committed to maintaining at its present level for the next three years, to give stability and autonomy to the Students' Association. The Students' Association is in turn accountable for the effective financial management of this resource, by reporting to the Board on their activities, by participating in committees, most notably Learning, Teaching and Quality

Committee, but ultimately the Students' Association is accountable primarily to all the students of West College Scotland which it represents.

The funding supports a position for one full time sabbatical cross-college Student President and three part-time campus Vice Presidents. All work as a team and maintain effective governance and democracy through the establishment of an Executive Committee, made up of aforementioned Presidents and Vice Presidents and Executive officers with specific responsibilities such as but not limited to, LGBT/Carer/International/Women's/Mature Student/Student Parent and Apprentice.

The Student Engagement Strategy is reviewed annually. The Students' Association has an action plan aligned to the national Framework for Developing Strong and Effective Student Associations and are using the new Self Evaluation tool kit as a method for continuous monitoring and review of activity. During session 2016-17 a Student Partnership Agreement was formulated and has provided the basis for integrated, pro-active working arrangements between the Students' Association, Stakeholder Experience Team and Marketing team.

The Students' Association have regular meetings with the Head of Quality and Professional Standards, to discuss progress on operational plans and to monitor progress on meeting joint student engagement enhancement actions. In addition, the SA President meets with the Director of Quality, Learning and Teaching, the Director of Student Services and the Head of Student Services, to ensure a joined up approach in supporting student led initiatives. The Students' Association are also encouraged to engage with staff across the College on an informal and formal basis, including Senior Management.

The Students' Association is involved in strategic planning and the development of the Regional Outcome Agreement through representation of Students' views on the Board of Management. The Student Association participate in various committees, have contributed to the College estates strategy and are involved in the development and/or review of student related College policies and procedures, to ensure equity for all students. Student Representatives are regarded as vital to shaping the life and work of the College by both the Students' Association and the College itself, and are offered on campus training and support in their role.

The Students' Association will progress their priorities to create a sustainable Association for future years. A critical part of this is raising their profile and strengthening the communication channels with the student body, through the course representative system, social media and student led activities.

The College will continue to improve the recruitment of course representatives and work in partnership with the Students' Association to address their training needs and strengthen their engagement and contribution to overall college quality enhancement. A key piece of work, during session 2017-18, is the review of the SA Constitution, initially developed in 2013. It is anticipated that the new Constitution more fully reflects the unique circumstances faced by SA bodies operating within the College sector, and in particular, those operating over large, regional, multi campus institutions.

College Leaver Destination survey

Ambition: (College Strategic Priority 3) **We will provide the highest quality of teaching and tailored support to maximize our students’ opportunities to achieve success and progress to employment, self-employment or further study.**

The Scottish Funding Council publishes an analysis of destinations achieved by college students six months after successful completion of their qualification. Significant work was undertaken to follow up on full-time student destinations for 2016-17 but the College had a reduction in confirmed destinations from 85.2% to 83.7% This was below the Sector average of 88.9% for confirmed destinations and below our target of 90%. Of those students where we were able to confirm a destination however, there was an increase in the percentage either in work or further education.

The main findings are as follows:

- ✔ Of the confirmed destinations, 96.3% of students were in a positive destination, either employment (15%) or further study (81%) which was just above college sector averages for positive destinations. The College had a 3% higher confirmed positive destination rate for students from SIMD10 progressing to further education and the same rate for entering employment.
- ✔ The proportion of West College Scotland FE leavers who continued studying was 6% above the national average, reducing the proportion who went directly into employment. The proportions continuing studying from HE were just slightly higher than nationally and a little lower for going into employment. Most HE courses provide progression internally in the College, or articulation to University, and this may account for a higher proportion continuing with their education.

- ✔ The College will work to confirm as many student destinations as possible and aim for over a 90% confirmation rate for full time student returns.
- ✔ In addition to providing full time destination data for SFC, the College will initiate additional destination tracking for certain categories of part time students, to inform curriculum planning.
- ✔ The College Curriculum Sectors will use the SFC College Leaver Destination tool within their curriculum review processes to consider any required action to improve student progression to employment or education.

Student Satisfaction & engagement

Ambition: (College Strategic Objective) **To enhance meaningful engagement of students, involving**

Survey response rates	15-16	16-17	Sector 16-17	Target 17-18	17-18	Target 18-19	Target 19-20
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them in decisions to inform and shape provision, enhance learning and teaching, including empowering students to take responsibility for their learning.



The College has a dedicated Student Feedback Team working across all campuses. This team works closely with, and supports the work of the Student Association in relation to student feedback mechanisms and course representation training. The College formal student surveys are used for high level analysis, reported to the Learning, Teaching and Quality Committee and detailed responses are provided for curriculum teams and support departments to allow local analysis of results and identification of actions for improvement. The end of session survey response rates dropped last session and it is now a key College priority to increase rates for 2018-19.

Full-time	31%	33%	41%	50%	26%	53%	55%
Part-time	22%	40%	16%	30%	32%	35%	40%
Distance Learning	17%	19%	9%	25%	17%	30%	35%

The College works with the SPARQS Student Engagement Framework for Scotland and is active in promoting student engagement through the curriculum, Students Association and work of the College. Class representatives have a key remit in student engagement and are trained to undertake their role. Specifically adapted feedback and class representative processes are used for ESOL and Learner Development students to ensure their full participation.

In the 2017-18 Student Survey, 93.4% of students were satisfied with their College experience overall but this was a slight reduction on the previous session.

Student Survey questions	15-16	16-17	17-18	Sector 16-17
Overall, I am satisfied with my college experience	94%	95%	93%	
Agree staff encourage students to take responsibility for their learning	94%	97%	97%	95%
Agree their time at college has helped develop knowledge and skills for the workplace	90%	92%	91%	90%
Agree the way they are taught helps them learn	87%	90%	90%	86%
Agree they are able to influence learning on their course	85%	91%	88%	87%
Agree they receive useful feedback which informs their future learning	85%	90%	89%	86%
Believe all students in the college are treated equally and fairly by staff	85%	87%	85%	84%
Agree they regularly discuss their progress with staff	81%	86%	86%	82%
Believe student suggestions are taken seriously	78%	83%	81%	77%
Agree that the College Student Association influence change for the better <i>*This question included 'don't know'. 41% chose this option</i>	55%*	53%*	52%*	58%

-  The College will continue to work in partnership with the Student Association to increase the participation in survey completion across the full range of course provision and target an increased response rate in future years
-  The College target is to improve to overall student satisfaction from 91% to 95% by 2020
(Outcome Measure 9)

Staff

At the heart of the College's strategic priorities are our Ambitions, which include: "To have an engaged, flexible and modern workforce that is proud to work for West College Scotland". The College has developed a People Strategy which supports this ambition and the corporate priorities.

Ambition: (College Strategic Priority) To support the development of our staff to achieve successful outcomes for themselves, our students and the College.

This Strategic Priority includes the Strategic Objectives:

- To promote the continual professional development of staff, enhancing their capacity, capabilities, skills and expertise.
- To support staff to work successfully with digital technologies.

In order to ensure that the College's CPD provision is properly aligned to curriculum and support requirements, the college completes an annual corporate training needs analysis, consulting through the senior management team and managers of support services ensuring the overall programme supports the specific needs of management, teaching and support staff.

Analysis of the training needs revealed the following broad areas of training requirement:- Management and Leadership; Teaching Related; ICT; Wellbeing, Safety and Health; Personal Development. The College has implemented CPD programmes covering each of the topic areas listed with the main focus to increase staff capacity and to meet the Regional Outcome priorities. Our CDP Programmes will form the nucleus of our overall Corporate Training Programme in future years – a programme which will continuously be renewed to reflect the regional and national priorities, as well as the priorities for West College Scotland in particular.

A recent professional development success was to establish a minimum qualification for all teaching staff (“Teaching in Colleges Today”). Lecturers who have accumulated sufficient teaching hours are further afforded the opportunity to undertake the TQFE.

A Continuing Professional Development Review (CPDR) process is being implemented across the College. This process identifies individual learning and development needs by adopting a planned and prioritised approach.

Learning and teaching staff development is supported across the College through Faculty and Sector CPD events, Teaching and Learning Communities (TLCs) supported by the Teaching Enhancement Lecturers (TEs), teaching qualifications and CPD sessions. Plans are in place for some joint CPD with Local Authorities for staff supporting the school college programmes.

As part of the College’s Collective Ambition Programme, a staff survey and focus groups were conducted in 2016 focusing on the College’s culture, values and behaviours, providing a baseline of data for the College. The output of this process helped to shape the College’s Improvement agenda which is based on an ethos of excellent customer service, both internal and external and a desire to constantly challenge ourselves to improve our performance. One project within the Improvement Plan is the development of a core set of College behaviours. These behaviours describe how we will work and how we will interact with each other and with students and customers. They provide a model for excellence and a common language to support this. This initiative named “Building our Collective Future Being part of West College Scotland” which was fully supported by all trade unions was launched to all staff in 2018. .

In 2018 the West College Scotland Leadership Development Programme was launched providing the CMI Certificate in Management and Leadership (SCQF Level 8) qualification on successful completion. The course is delivered through the College Development Network. To date, two cohorts of approximately 15 managers have completed the teaching element of the course.

The College is an accredited as a Living Wage Employer. The College won the CDN Award for Health Promoting College in 2017 building on achieving the Healthy Working Lives Gold Award, providing a framework to address health and wellbeing needs of the staff and students. Initiatives such as the ‘step count challenge’ have contributed to the promotion of fitness and exercise.

The College has prepared a Workforce Plan which was approved by the Board of Management in December 2018. The Workforce Plan has analysed the current workforce and extended the analysis to identify future skills and competencies needed to deliver organisational success. West College Scotland has developed plans to “future proof” the College in discussions with SFC and the Workforce plan is a critical component of that wider plan.

Innovation

“Greater innovation in the economy – a national culture of enterprise and innovation leading to a more productive and sustainable economy”

One of the College’s Strategic Priorities is to be ‘Inspirational and Innovative’ and our ambitions include ‘to be forward thinking, fast moving, quick to explore new ideas and exploit fresh opportunities’ and ‘to innovate, grow, diversify and invest’.

West College Scotland has aspirations to be a leader within the Sector embedding innovation across the curriculum, in its offer to businesses and recognising the need for our staff and students to be agile and adaptive to diversify and realise emerging opportunities.

Supporting Innovation in Workplace Learning

The College continuously explores opportunities to develop and adopt new learning techniques and tools within the workplace. Utilising funding received from the University for Industry ‘Vocational Technical Seed Fund’ will enable us to develop a technology app to underpin employee learning in the Care sector. Following transnational work with partners from Spain, Italy and the Netherlands; we identified new enhanced roles and competences for home care workers, through the development of a new curriculum and qualification. Our Carevolution app is designed to equip homecare workers with the knowledge and skills required of them in a changing social care landscape. The app will be multi-platform, will work offline, and will be free to homecare workers. This creates the potential for a roll-out to circa 3,500 workers in the pilot distribution phase and then a large scale distribution throughout the dispersed homecare workforce, which is 69,000 strong in Scotland alone.

Supporting Innovation in Promoting Equalities

The College is committed to innovative practice with our partners in schools and communities, to promote STEM to young women. We have secured funding from Skills Development Scotland to deliver the SDS Equalities Fund SySTEM Change project, designed to proactively develop routes to employment in the STEM sector for women, for the college to promote careers in electrical engineering to female senior phase school pupils, school leavers, career changers and women returners. We also aim to recruit a cohort of students for a female only pre-apprenticeship programme in January 2019. Through this activity, we expect to engage with 200 local women and 10 employers.

Supporting Innovation in Widening Access

West College Scotland is the only college in Scotland to be funded through the Scottish Government Innovation and Integration Fund. We have partnered with the Third Sector to deliver an innovative

employment project, Work Ready Plus, providing a person centred package of employment support to adults with mild to moderate learning differences, autistic spectrum disorder, acquired brain injury, mental health problems or additional support needs. The project is supporting 50 adults across the West Region to support them into active work experience, Apprenticeship and jobs.

Supporting Innovation in Enterprise

West College Scotland will work across the college to equip learners with entrepreneurial skills and competencies – creativity, self-reliance, initiative taking and action planning. Over the lifetime of the Agreement, we will create and support three entrepreneurial initiatives; cultivating cross-sector working amongst students to create value propositions for business and civil society. In doing so, we will provide students with business mentoring, entrepreneurial and prototyping tools and work environments where they can develop their skills through experiential learning in ways such as our award winning Minds of Young Artists (MOYA) initiative.

Through successfully accessing Trust funding, the college will establish and deliver an enterprise hub providing students and recent graduates from West College Scotland with a dedicated space, one-to-one support, and training and financial support for enterprise and innovation, allowing them to start-up their own business and build their potential as the entrepreneurs and business leaders of tomorrow. The project aims to create a safe space to hatch the entrepreneurial spirit of young people, harness their talent and unlock their potential in supporting them in starting their own business. This will complement the ambitions of the College's partnership with Young Enterprise Scotland who deliver our Bridge 2 Business programme through a dedicated Entrepreneurial Executive and supports our students through dedicated enterprise and business growth workshops as well as grant funding.

Supporting Innovation in Digital Skills

The College has secured funding from Education Scotland to enable the College's Microsoft Innovative Educator Expert to create a coding CLPL programme. We plan to develop online resources that teachers can use to run Game Jam events for pupils in upper primary school, and deliver a series of related face-to-face and online training sessions. The College has also secured external funding to deliver Digital Coding Clubs in both Renfrewshire and Inverclyde, offering Minecraft Education Edition Coding Clubs to primary and secondary school pupils.

Supporting Innovation in Qualifications Development and Learner Mobility

The College is committed to being in the vanguard of skills and qualifications development; increasing opportunities for our learners and employees. To this end, we have secured of over £250k to lead a major cross-skills alignment for learners in the Energy sector. Our partnership includes partners from France, Italy, Portugal, Czech Republic, and Cyprus. Over a 3 year period we will facilitate the design of Units of Learning Outcomes (ULOs) focussed on energy skills, enabling partners to promote flexible training pathways and mobility in the Energy sector through increased comparability and mutual recognition of skills acquired in each project partner.

Through equipping trainers and teachers in the delivering and assessment of Energy Skills ULOs, we will be able to deliver a more qualified and up to date teaching offer towards shared energy targets, upskill students and employee learners in the field of Energy Efficiency, and promote the mobility of beneficiaries and facilitate their employment.

Supporting Integrated Innovation

As a Level 1 partner in the national collaborative FUTUREquipped project, we have supported the exploration of the potential for Scotland's colleges to support business innovation through collaboration with the Innovation Centre programme by working closely with Construction Scotland Innovation Centre and the Digital Healthcare Institute, supported by DataLab and Censis. The College staff and student involvement in the project has allowed us to scope and inform the future skills and therefore curriculum needs required to meet the anticipated integration of digital health and care technology into homes. This work has also supported our college priority of increasing interdisciplinary learning.

Supporting Innovating for Businesses

Within West College Scotland, we used the College Innovation Accelerator Fund to undertake research with over 230 regional businesses to understand some of the barriers and challenges they face now and in the future. Respondents ranged from new start-ups to well-established businesses, from SMEs to FTSE 100-listed companies. 86% were SMEs – which is testament to the College's unique reach into this business base. We believe this is the first of its kind to be conducted by a college or university in Scotland. The output of this research was publication of the 'Our Workforce, Our Future' [report](#). From this we have an ambition to develop innovation workshops to support employers of all sizes to realise innovative potential, enabling them to boost productivity and performance. We will also look to continue to deliver our West College Scotland WITS Symposium which will bring the College and our partners together to explore how organisations can fulfil their digital and innovation potential.

Equality Impact Assessment

Equality Impact Assessment – West College Scotland Regional Outcome Agreement April 2019

Responsible Person:	Vice Principal Educational Leadership
Date:	April 2019
1. What information is readily available to measure the effect this policy/procedure/decision has on people who share protected characteristics? What data is not available or not reliable?	
West College Scotland collects information about the protected characteristics of students at applications and admissions. This data is reviewed by college staff with a view to analysing reasons for gaps or disproportionality. There is a range of reliability of data depending on protected characteristic. For example, there is reliable and comprehensive data regarding sex, race, age and race. Other protected characteristics have a higher rate of “No Response” or “Prefer Not to Say”, for example, sexual orientation and religion or belief.	
2. Please provide information about potential positive, neutral and negative impacts on people who share protected characteristics below.	
Protected Characteristic	Description of Impact
Age	There are no significant differences in the attainment on students when correlated with age. There has been a marked increase in the attainment students aged 40+.
Disability	The proportion of students who have declared a disability at WCS is higher than the sector. Students with mental health conditions have a lower achievement rate than student who have declared other types of disability. Arrangements to support for students with mental health issues is set out in this Agreement, including the implementation of a mental health strategy which aim to develop an interconnected approach to promoting mental health and ensuring that students receive effective, targeted support.
Sex	There is a clear focus on improving the gender balance of students at WCS. The Agreement details plans to address the gender imbalance in the top ten most imbalanced Superclasses. The Agreement considers differences in attainment rates for male and female students, and how best to address attainment gaps. Reference is made to the College’s Gender Action Plan, which sets out how the gender imbalance will be addressed.
Gender Re-assignment	The number of transgender students at WCS is comparatively very low, and it would not be meaningful to analyse enrolment and attainment rates for transgender students given the size of the cohort. Nevertheless, the Agreement’s overall focus on quality and enhancing services should result in a positive impact for all students.
Sexual Orientation	The number of LGBT students at WCS is comparatively very low. However, it is noted that lesbian and gay students have a lower achievement rate than bisexual students and/or students who have declared their sexual orientation as “Other”. This draft’s focus on quality and enhancing services should assist with addressing gaps, and is complemented by the College’s Equality

	Outcomes which has a dedicated action point to review the potential reasons for the difference in attainment with regards to sexual orientation.
Race	The data set out in the Agreement shows that the percentage of ethnic minority students at WCS is proportionately higher than the local demographics.
Religion or belief	The majority of WCS students fall into three categories; a Christian based religion; atheists; or “Prefer not to Say”. A small number of students at WCS have declared a religion or belief outwith these categories, and it would not be meaningful to analyse enrolment and attainment rates for these students given the size of the cohort. Nevertheless, the Agreement’s overall focus on quality and enhancing services should result in a positive impact for all students.
Pregnancy and/or Maternity	It is anticipated that the plans to address the gender imbalance will also benefit students who are pregnant or who have returned from maternity leave.
3. How will the Strategic Outcomes assist WCS in meeting the three elements of the General Equality Duty?	
Outcome: Access – A more equal society because learning is accessible and diverse, attracting and providing more equal opportunities for people of all ages, and from all communities and backgrounds.	
Eliminate Discrimination	Protected groups can face barriers which may affect how they are able to access learning. These barriers may be physical, societal or as a result of personal circumstances connected to having a protected characteristic. There can also be interconnectivity issues, for example female carers with lower socio-economic status. The Outcome articulates a dedicated approach to addressing barriers to access for particular protected groups, namely students from SIMD10 postcodes, students with a disability, under represented genders, minority ethnic groups and older/younger people. This Outcome also includes identifies care experienced younger people, and those who are carers as a strategic priority. It is anticipated that this Outcome should assist WCS in mitigating the risk protected groups will receive less favourable treatment, and it is noted that the Outcome builds in reasonable adjustments where needed.
Advance Equality of Opportunity	This Outcome should assist WCS in the advancement of equality by removing or minimising disadvantages for protected groups. This is evident from the listed ambitions and accompanying actions, which include working to increase the proportion of SIMD10 students, addressing gender imbalances, and providing effective, responsive services which are sensitive to the needs of students and staff. This Outcome also aims to advance equality by meeting the needs of different groups, encouraging increased participation of particular groups, and taking account of disabled people’s impairments.
Foster Good Relations	This Outcome aims to increase access of underrepresented groups and/or groups who may face barriers to learning. Achieving this Outcome should assist WCS in increased diversity of the student population, and it is anticipated that such an increase should foster good relations by increasing interactions, and subsequently promoting improved understanding of different groups. It is also hoped that this Outcome could assist with tackling prejudice by ensuring that operational plans are in place which flow from the ROA and which include initiatives to tackle prejudice by increasing student awareness.

<p>Outcome - Access: What could WCS do better to meet the General Equality Duty in the development of this Outcome?</p> <p>The Outcome refers to “every student”, and robust processes are in place to ensure that students from all protected groups have equal access to learning opportunities. However, there is more of a focus on some groups than others, for example, the ROA does not specifically refer to the needs of LBG or transgender students. It may be worthwhile to articulate arrangements to encourage access for groups which are not currently specifically referred to, particularly given the increase in the number of trans students and the barriers which they may face to accessing learning.</p>	
<p>Outcome: Quality – An outstanding system of learning where all students are progressing successfully and benefiting from a world-class learning experience, in the hands of expert lecturers delivering in modern facilities</p>	
<p>Eliminate Discrimination</p>	<p>The strategic focus on quality aims to achieve high standards in curriculum delivery, and such high standards will include a systematic and evidenced based approach to inclusion, which should meet the GED by mitigating the risk of less favourable treatment for protected groups. Developing a curriculum that meets the needs of the students also demonstrates due regard to the GED by building in reasonable adjustments. The ambition to significantly invest in the estates in Greenock and Paisley should assist with the elimination of discrimination as currently not all areas of the estate are accessible.</p>
<p>Advance Equality of Opportunity</p>	<p>Achieving and maintaining quality standards which are underpinned by an evaluation approach which includes an evaluation of how equality is embedded in the curriculum should assist WCS in the advancement of equality, and the focus on enhancing support for mental health and care experienced students should encourage increased participation of particular groups, and meet the needs of different groups. The ambition to align the curriculum with the needs of students and local communities should also assist WCS in the advancement of equality. This Outcome emphasises the strategic ambition of the College to develop a user friendly and inclusive digital environment, which should encourage increased participation of particular groups, for example, older people, people with limited mobility or carers who may face barriers to attending courses on site.</p>
<p>Foster Good Relations</p>	<p>It is anticipated that this Outcome could foster good relations by necessitating increased engagement with students and community stakeholders, which is an opportunity for WCS to promote understanding of the different needs of protected groups.</p>
<p>Outcome - Quality: What could WCS do better to meet the General Equality Duty in the development of this Outcome?</p> <p>This Outcome includes articulation ambitions. It might be useful to further explore these ambitions from the perspective of students with protected characteristics to ensure a systematic approach to increasing their articulation. Additionally, the ICT strategy focuses on College infrastructure and hardware. In order to better meet the GED, the College could propose actions to consider ICT from the student perspective, and take into account the barriers they may face in accessing the digital environment.</p>	
<p>Outcome: Skills and Employability – A more successful economy and society with well prepared and skilled students progressing into jobs with the ability, ideas and ambition to make a difference</p>	

Eliminate Discrimination	Embedding employability and career management skills should reduce the risk of less favourable treatment for particular groups who may need additional support and assistance in understanding the expectations of the workplace. The strategic focus on increasing work placements and the support provided therein should also assist the College in its duty to eliminate discrimination, as it is known that protected groups are more likely to face discrimination and harassment in the workplace, and providing support in the initial stages of career development should assist protected groups in career enhancement.
Advance Equality of Opportunity	In general terms, while this Outcome aims to enhance the employability skills of all students, it has specific ambitions with regards to younger people, under represented genders, and students with learning differences. These groups can face disadvantages, and this Outcome should assist with the removal of such disadvantages. It also demonstrates due regard to the GED by aiming to meet the needs of different groups, encouraging increased participation and taking account of disabled people's impairments.
Foster Good Relations	This Outcome refers to feedback from employers which indicates that engagement with the College has helped change their perceptions of people with additional needs in the workplace. This would indicate that the Outcome has assisted the College in fostering good relations by tackling prejudice and promoting understanding of the needs of different groups.

Outcome – Skills and Employability: What could WCS do better to meet the General Equality Duty in the development of this Outcome?
The College could consider how the implementation of the Outcome can capture the experience on protected groups in work placements and use this information to tailor support.

Outcome: High Performing Institutions – A coherent system of high-performing, sustainable institutions with modern, transparent and accountable governance arrangements

Eliminate Discrimination	The demonstration of high standards of governance and evaluation should assist the College in demonstrating that it is committed to the elimination of discrimination as these standards and evaluation include equality performance indicators and scrutiny regarding compliance. The strategic ambition dedicated to supporting the development of staff should also reduce the risk of discrimination occurring, as is it designed to meet the specific needs of the individual.
Advance Equality of Opportunity	Enhancing meaningful engagement of students should complement the advancement of equality by encouraging increased participation of particular groups. The involvement of the Student's Association in strategic planning, including the dedicated equality representatives, should also lead to better alignment of College strategy with the needs of different groups. The Board strategic ambition may also advance equality as it includes evaluation of the diversity of the Board, and steps it will take to

	increase diversity.
Foster Good Relations	The College's ambition to support and contribute to the strengthening of the Students' Association should assist the fostering of good relations as it should result in empowering students, particularly as the Students' Association actively champions diversity. The staff development ambition could also meet the GED in that investment in a range of equality and diversity CPD activities could promote understanding and enable staff to better tackle prejudice.
High Performing Institutions: What could WCS do better to meet the General Equality Duty in the development of this Outcome? The strategic ambition to enhance meaningful engagement could be enhanced by ensuring that the engagement meets the needs of different groups by aligning the Student Satisfaction and Engagement Survey with equality data.	
4. What action will be taken to better meet the General Equality Duty?	
Through the Equality Outcome framework: <ul style="list-style-type: none"> - articulate arrangements to encourage access for groups which are not currently specifically referred to in the ROA, particularly given the increase in the number of trans students and the barriers which they may face to accessing learning. - explore articulation ambitions from the perspective of all protected characteristics. - propose actions to consider how different groups use ICT, and take into account the barriers they may face in accessing the digital environment. - consider the experience of protected groups in work placements and use this information to tailor support. - enquire into aligning the Student Satisfaction and Engagement Survey with equality data. 	
5. Has there been consultation/is consultation planned with stakeholders/ learners/ staff who will be affected by this policy/project/decision? Please detail below how this has affected your decision making.	
The Agreement has been developed in consultation with the College Board which includes representations from staff and students.	
6. How will the policy/project/decision be monitored and evaluated?	

We will monitor enrolment, attainment and retention rates with reference to each protected group. This data will be evaluated regularly by the SMT, the Board, the Equality, Diversity and Inclusion Committee, and through the Portfolio Review process. The actions proposed above at Section 4 will be incorporated within the College's Equality Outcomes and the OD&HR Operational Plan.

SFC Outcome Agreement Targets for 2019-20 to 2021-22

- * denotes priority measure
 ** denotes successful completion figures where the underlying proportion is likely less than 50, meaning projections are subject to greater change

OA National Measure	Actual 2017-18	Projection 2019-20	Projection 2020-21	Projection 2021-22
1(a)* The volume of Credits delivered				
The volume of Credits delivered (core)	167,479	157,855	157,855	157,855
Core Credits target (region)	159,025	157,855	157,855	157,855
% towards core Credits target (region)	100%	100.0%	100.0%	100.0%
The volume of Credits delivered (ESF)	7,086	6,264	6,282	6,282
The volume of Credits delivered (core + ESF)	167,479	164,119	164,137	164,137
1(b)* Volume and proportion of Credits delivered to learners in the most deprived 10% postcode areas				
Proportion of Credits delivered to learners in the most deprived 10% postcode areas	24.9%	27.0%	27.5%	28.0%
1(c) The volume and proportion of Credits relating to learners from different protected characteristic groups and Care Experienced				
Proportion of Credits delivered to Male learners	44.3%	43.0%	43.0%	43.0%
Proportion of Credits delivered to Female learners	55.3%	56.7%	56.7%	56.7%
Proportion of Credits delivered to Other learners	0.4%	0.2%	0.2%	0.2%
Proportion of Credits delivered to BME learners	4.5%	5.0%	5.5%	6.0%
Proportion of Credits delivered to students with a known disability	20.0%	20.0%	20.0%	20.5%
Proportion of Credits delivered to learners aged under 16	2.6%	2.3%	2.3%	2.3%
Proportion of Credits delivered to learners aged 16-19	38.6%	38.6%	38.6%	38.5%
Proportion of Credits delivered to learners aged 20-24	22.3%	22.0%	22.0%	22.0%
Proportion of Credits delivered to learners age 25 and over	36.4%	37.0%	37.1%	37.2%
Proportion of Credits delivered to students with Care Experience	1.5%	1.5%	1.6%	1.6%
2* The number of senior phase pupils studying vocational qualifications delivered by colleges				
Proportion of Credits delivered to senior phase age pupils studying vocational qualifications delivered by colleges	0.8%	0.8%	0.9%	0.9%
The proportion of Credits delivered to learners at S3 and above as part of 'school-college' provision	5.3%	4.5%	5.0%	5.0%

Proportion of Credits delivered at HE level to learners from SHEP schools	5.0%	5.2%	5.7%	6.1%
3. Volume and proportion of Credits delivered to learners enrolled on STEM courses				
Proportion of Credits delivered to learners enrolled on STEM courses	23.5%	24.0%	25.0%	26.0%
4(a)* Proportion of enrolled students successfully achieving a recognised qualification				
The percentage of FT FE enrolled students achieving a recognised qualification	69.2%	70.0%	73.5%	73.5%
The percentage of PT FE enrolled students achieving a recognised qualification	72.3%	72.0%	74.0%	76.0%
The percentage of FT HE enrolled students achieving a recognised qualification	69.4%	72.0%	74.5%	74.5%
The percentage of PT HE enrolled students achieving a recognised qualification	80.2%	78.0%	80.0%	80.0%
4(b)* Proportion of enrolled MD10 students successfully achieving a recognised qualification				
The percentage of MD10 FT FE enrolled students achieving a recognised qualification	65.8%	66.0%	67.5%	68.0%
The percentage of MD10 PT FE enrolled students achieving a recognised qualification	68.3%	68.0%	70.0%	72.0%
The percentage of MD10 FT HE enrolled students achieving a recognised qualification	63.9%	68.0%	70.5%	72.0%
The percentage of MD10 PT HE enrolled students achieving a recognised qualification	81.4%	74.0%	74.0%	75.0%
4(c)* Proportion of senior phase age pupils successfully achieving a vocational qualification delivered by colleges				
The percentage of senior phase FT FE pupils achieving a vocational qualification**	68.2%	-	-	-
The percentage of senior phase PT FE pupils achieving a vocational qualification	60.8%	60.0%	65.0%	70.0%
The percentage of senior phase FT HE pupils achieving a vocational qualification**	50.0%	-	-	-
The percentage of senior phase PT HE pupils achieving a vocational qualification**	66.7%	74.0%	74.0%	74.0%
4(d)* Proportion of full-time enrolled Care Experienced students successfully achieving a recognised qualification				
The percentage of CE FT FE enrolled students achieving a recognised qualification	54.2%	60.0%	63.0%	65.0%
The percentage of CE FT HE enrolled students achieving a recognised qualification	50.0%	60.0%	65.0%	67.0%
4(e)* Proportion of full-time FE enrolled students aged 16-19 successfully achieving a recognised qualification				
The percentage of FT FE enrolled students aged 16-19 achieving a recognised qualification	66.8%	66.0%	68.0%	70.0%
5. The number of starts for contracted apprenticeships (including industry bodies such as CITB and SECTT)	917	928	960	960
6. Number and proportion of full-time learners with substantial 'work placement experience' as part of their programme of study				
Proportion of full-time learners with substantial 'work placement experience' as part of their programme of study	41.1%	50.0%	55.0%	60.0%
7.* The number and proportion of successful students who have achieved HNC or HND qualifications articulating to				

degree level courses with advanced standing				
The proportion of successful students who have achieved HNC or HND qualifications articulating to degree level courses with advanced standing	48.2%	45.0%	49.0%	52.0%
8.* The number and proportion of full-time college qualifiers in work, training and/or further study 3-6 months after qualifying				
The proportion of full-time FE college qualifiers in work, training and/or further study 3-6 months after qualifying		97.5%	98.0%	98.0%
The proportion of full-time HE college qualifiers in work, training and/or further study 3-6 months after qualifying		97.0%	98.0%	98.0%
9. The percentage of students overall, satisfied with their college experience (SSES survey)	93.0%	94.0%	95.0%	95.0%
Response rate				
Full-time				
Part-time				
Distance Learning				
10 Gross carbon footprint (tCO2e)	4,430	4,386	4,297	4,253



Outcome Agreement between West College Scotland and the Scottish Funding Council for AY 2019-20

On behalf of West College Scotland:

Signed:

Print name: Liz Connolly

Position: Principal

Date: 31/07/2019

Signed:

Print name: Keith McKellar

Position: Chair

Date: 31/07/2019

On behalf of the Scottish Funding Council:

Signed:

Print name: Karen Watt

Position: Chief Executive

Date: 29 July 2019