



Board of Management
Monday 24 June 2024, 4pm, Abercorn 1, Paisley Campus
Agenda No: 4

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

Purpose / Executive Summary:

This paper provides the Board of Management with an update on the Student Associations achievements and activities since the last meeting as well as a summary of the overall budget spends during 2023/2024.

The paper also includes a revised Student Association Constitution for the Board’s approval. This revised constitution has already been agreed with NUS.

Additional information has been provided on the Student President’s Terms & Conditions, the Student Association Code of Conduct and the Student Association Guide to Effective Governance. A further paper has been included on Impact of Industrial Action to Students.

Recommendations:

The Board is asked to **note** the report and and **approve** the revised Student Association Constitution.

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

Education Scotland Report

West College Scotland Students' Association

1. Introduction

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

2. Key Achievements and Highlights

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

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

3. WCSSA's Online and On-Campus Engagement

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

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

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

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

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

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

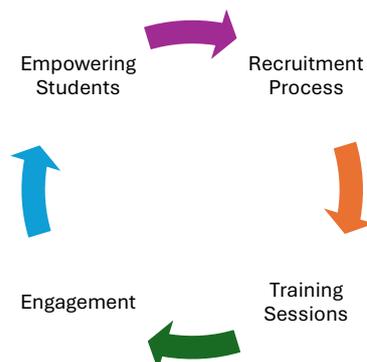
Despite these challenges, WCSSA remains dedicated to exploring innovative ways to engage with students and enhance their college experience. While some initiatives may have been delayed, the association continues to seek opportunities for meaningful interaction and communication with the student body.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

4. Class Representation Reforms

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

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

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



2. Reforms:

1. Recruitment Process:

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

2. Training Sessions:

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

3. Engagement:

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

4. Empowering Students:

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

5. National Representation

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

6. WCSSA Restructure

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

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

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

7. WCSSA Relationship with WCS

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

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

8. Learning Experience at WCS

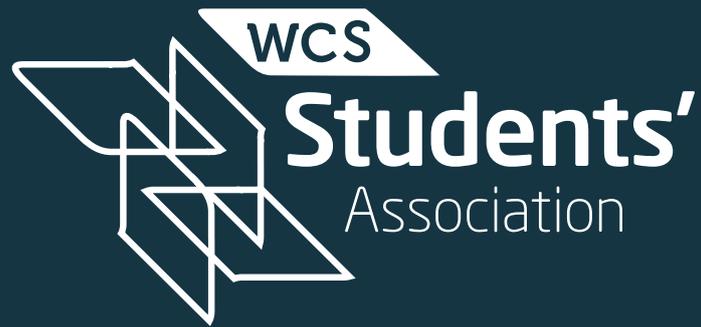
1. The college provides modern and capable laptops, computers, and other non-electronical equipment to support and enhance learning and teaching. These resources are readily available for students, facilitation ease of access and use in their studies.
2. The arrangements for identifying and supporting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

9. Conclusion

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

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

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



West College Scotland Students' Association

Constitution June 2024

ARTICLE 1: NAME

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

ARTICLE 2: PURPOSE

West SA is established for the following purposes:

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

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

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

ARTICLE 3: MEMBERSHIP

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

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

3.1 Ordinary membership

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

3.2. Executive Membership

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

- ◆ **Sabbatical officers**
- ◆ **At least six other liberation officers**

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

3.2.1 Sabbatical Officers

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

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

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

3.2.2 Liberation Officers

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

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

- ▶ **Black and Minority Ethnic (BAME) Liberation Officer, including students of African, Asian, Arab and Afro-Caribbean descent, those from minority ethnic groups including Jewish and Romani students, and those who identify as having mixed or multiple ethnicities**
- ▶ **Disabled Liberation Officer, including students with a physical disability, mental health condition, or a Specific Learning Difference**
- ▶ **LGBTQ+ Liberation Officer, including but not limited to students who identify as lesbian, gay, bisexual, trans, queer, intersex, and asexual.**
- ▶ **Mature Students Liberation Officer, To identify and organise campaigns to raise awareness of the relevant issues affecting mature students.**
- ▶ **Womens Liberation Officer, A Women's Officer may advocate for gender equality and support initiatives that address the specific needs and concerns of female students within the student body.**

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

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

3.3. Student Representative Council

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

- ◆ **The SRC will also be able to hold a vote of no confidence on any Executive Committee member.**
- ◆ **The SRC shall meet every month.**
- ◆ **An emergency SRC meeting may be called in the event of a vote of no confidence being triggered.**
- ◆ **SRC meetings will give information to students on current topics and campaigns and will be a forum for students to share their views and raise any concerns.**
- ◆ **A member of the Executive Committee must be present.**
- ◆ **Minutes and updates from the meetings will be made available for the whole student body.**

3.4. Expulsion of Members

3.4.1. Sabbatical Officers

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

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

3.4.1.1 Membership Vote of No Confidence

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

- ◆ **Petition: First, you need to state your reasons for why you wish to call a no confidence vote for a Sabbatical Officer on a petition. This needs to be signed by at least 1% of all West SA Members. Once we've verified the signatures, a referendum vote will take place.**
- ◆ **Referendum: Voting will open and at least 5% of West SA membership must cast a vote.**
- ◆ **Majority Vote: A two thirds majority vote is required for the vote of no confidence to be implemented.**

3.4.1.2. SRC Vote of No Confidence

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

- ◆ **Sabbatical officers are not fulfilling their duties.**
- ◆ **Sabbatical officers are bringing West SA into disrepute.**

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

Or

A Sabbatical Officer's report has been 'disapproved' twice by the rest of the Executive Committee or SRC, and a motion to hold a vote has been proposed and seconded by Executive Committee members or SRC members.

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

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

3.4.1.3. Non adherence to statutory, regulatory and governance policies and procedures

Failure to adhere to relevant statutory, regulatory and governance policies and procedures will be considered gross misconduct and will be addressed under the appropriate college disciplinary procedures.

3.4.1.4. Missing three consecutive meetings without submitting apologies.

Missing meetings without submitting an apology demonstrates a lack of commitment and responsibility, undermining the trust and effectiveness of the team. Consistent attendance is crucial for maintaining communication and ensuring that all members contribute to decision-making processes; hence, failure to adhere to this expectation will result in gross misconduct.

3.4.1.5. Missing two consecutive votes without abstaining

Missing two consecutive votes without formally abstaining constitutes gross misconduct because it indicates a neglect of duty and undermines the decision-making process. Active participation in voting is essential for representing the interests of the student body and ensuring all voices are considered in governance. Note that this does not apply in cases of annual leave or sickness.

3.4.2. Executive Committee members excluding sabbaticals

Any member of the executive committee will be subject to a vote of no confidence by the SRC if

- ▶ **their report has been 'disapproved' twice by the rest of the Executive Committee or SRC.**
- ▶ **They miss two consecutive votes without abstaining.**

3.4.3. Ordinary members

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

3.4.4. Student Representative Council

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

ARTICLE 4: GOVERNANCE

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

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

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

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

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

4.1 Executive Committee Duties

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

- ◆ **Setting policies and priorities for the West SA in conjunction with the SRC.**
- ◆ **Providing a forum for West College Scotland students and the SRC to discuss issues and make suggestions for improvement.**
- ◆ **Monitor and discuss the events and decisions of the formal college decision making bodies and to raise concerns of members to College management and the Board of Management.**
- ◆ **Approve reports from committees and sabbaticals.**
- ◆ **Monitor and oversee the finances and budgets of the Association.**
- ◆ **Organising and promoting events and activities for West College Scotland students.**
- ◆ **Address any concerns raised by the SRC.**

4.2 Executive Committee Meetings

The Executive Committee shall meet at least once a month.

- ◆ **WCS staff may be in attendance to support the Executive Committee but will not have any voting privileges.**
- ◆ **The Chair will normally be a Student President. The dates of Executive Committee meetings shall be set by the Student President.**
- ◆ **An emergency Executive Committee meeting may be called to discuss a particular issue if requested to the Chair in writing by at least one-third of the members of the Executive Committee.**
- ◆ **For a meeting of the Executive Committee to be quorate and make decisions, at least one half of the eligible membership must be in attendance. If the meeting is not quorate then any voting will be reserved for the SRC.**
- ◆ **Members of the Association who are not members of the Executive Committee may attend meetings as observers and participate with the permission of the Chair.**
- ◆ **If a vote is called by the Chair, members of Executive Committee, who are present at the meeting, shall be the only people permitted to cast a vote. The Chair will only vote in the event of a tie.**
- ◆ **Student Presidents shall normally be responsible for publication of details of all Executive Committee agendas at least 3 working days before the meeting, and for ensuring minutes/points of action from previous meetings are provided timeously (within one working week from the date of the meeting).**
- ◆ **Executive Committee members including sabbatical officers will submit progress reports to the Executive Committee or the SRC for approval. These reports will contain:**
 - i. Progress on mandates.
 - ii. Number and content of meetings.
 - iii. All other work carried out.
 - iv. Planned action.
 - v. Recommendations for approval.
- ◆ **If a report is 'disapproved' the Executive Committee member will have a chance to rectify the report. If the report is disapproved twice then the process for an SRC vote of no confidence will be triggered.**

ARTICLE 5: ELECTIONS

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

ARTICLE 6: ACTIVITIES

6.1. Clubs and Societies

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

6.2 Affiliation

The Association may choose to affiliate with external organisations through referenda.

To proceed with such an affiliation, a two-thirds majority vote by the SRC must be presented to the Executive Committee within the same academic year.

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

6.3 Disaffiliation from External Organisation

The Association may choose to disaffiliate with external organisations through referenda.

To proceed with such a disaffiliation, a two-thirds majority vote by the SRC must be presented to the Executive Committee within the same academic year.

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

6.4 Referendums

A referendum, in which all members are allowed to vote, shall be held on any issue if the Student Rep Council decides by a two thirds majority to call a referendum.

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

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

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

6.4.1 Referendum Complaints

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

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

In the case of a complaint to the result of a referendum, a complaint shall be made in the first instance to the DRO. If parties involved are not satisfied with the

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

ARTICLE 7: GENERAL PRACTICES

7.1 .Amendments

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

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

7.2 Financial

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

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

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

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

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

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

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

7.3. Minutes

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

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

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

7.4. Interpretation

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

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

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

CONSTITUTION 2024

Liz Connolly
Principal and Chief Executive

Date

Executive member Student Association

Date

Witness

Date

Witness

Date

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WCS Board – 24 June 2024

Chair's Report

The *External Effectiveness Review and Board Development Action Plan* is a separate item 8 on the Board agenda. I want to take this opportunity to thank Board members for their contribution to the external review and identifying actions required.

The Minister for Higher and Further Education established a 'round table' on the Report *Lessons Learned – Resetting National bargaining in the College Sector*. The purpose is to seek ways to improve the interactions between employers and trade unions. Joanna Campbell, Principal of Dumfries and Galloway College; John Anderson, Colleges Scotland; and I received personal invitations to join this forum. I attended the second meeting at the end of May 2024 where it was agreed to explore the introduction of an Independent Facilitator to chair/oversee the industrial relations meetings, which include national bargaining.

I attended the College Chairs Group meeting at the beginning of June 2024 and which was attended by the Minister. We had frank and open discussions with the Minister on a range of topics, including the impact of budget cuts; national bargaining; progress with implementation of Withers and Hayward reports; and Scottish Government's approach to a new model for funding Apprenticeships.

Colleagues will have received dates of the forthcoming graduations in September 2024. These are excellent opportunities to experience first hand the success of our learners, which is a tangible outcome of Board members' contributions to the College.

As this is the last meeting of the Board before term ends for the summer break, I wish you all some chillax time and, hopefully, with some sunshine.

Dr Waiyin Hatton
Chair, WCS Board of Management

Title of Paper	Board External Effectiveness Review and Development Plan
Presented by:	Waiyin Hatton, Chair
Recommendation:	For Approval
Status:	Public once approved

Purpose / Executive Summary:

This paper provides the Board with the final External Effectiveness Review Report and associated Board Development Plan for 2024/2025.

A copy of the final review of the Board Development Plan for 2023/2024 is also included for information

Recommendations:

The Board of Management is asked to

- **Note the outcome from the recent External Effectiveness Review**
- **Approve the Development Plan for 2024/2025**
- **Note the final review of the Development Plan for 2023/2024**

Implications:

Financial	Not applicable for this report
Student Experience	Student Experience is considered on all activities of the College
People	Not applicable for this report
Legal	Ensuring proper governance across Board activities
Reputational	Not applicable for this report
Community/ Partnership impact	Not applicable for this report
Environment	Not applicable for this report
Equalities	Not applicable for this report

West College Scotland College

Externally Facilitated Effectiveness Review May 2024

FINAL REPORT 8 May 2024



Reviewer: Candy Munro
CDN Governance Associate
candy.munro@btinternet.com
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1 INTRODUCTION

The Code of Good Governance for Scotland’s Colleges (the Code) sets out the principles of good governance for colleges in Scotland. This review is against the 2022 Edition of the Code.

All colleges that receive funding from the Scottish Funding Council or a regional strategic body must comply with the Code as a condition of grant. Each board must state its adoption of the Code in its corporate governance statement contained within its annual financial statement.

The five principles set out in the Code provide a framework within which colleges are expected to develop their own policies and procedures.

The Code states that the college board must have in place a robust self-evaluation process. Para D.24 states

‘The Board must keep its effectiveness under annual review and have in place a robust self-evaluation process. There should also be an externally facilitated evaluation of its effectiveness at least every three to five years.’

‘The Guide for Board Members in the College Sector’ and the ‘Board Development Framework’ provide additional guidance for college board members and college Professionals.

Methodology

This external effectiveness review included several stages aimed at building up an overview of the board’s effectiveness. The components of the review process were:

- Initial meeting with the Governance Professional to agree the scope of the review and the overall project plan
- Observation of the 29 April 2024 Board meeting
- Desk review of core governance documentation, including agendas reports and minutes.
- Interviews with the
 - Chair
 - Vice Chair
 - Chair of Audit and Risk Committee
 - Vice Chair of Learning Teaching and quality Committee
 - Principal
 - Student Member
 - Teaching Staff Member
 - Governance Professional
 - Non-Executive Member
- Board survey to seek Members’ views of governing processes
- Board workshop to test review conclusions and recommendations

2 EXECUTIVE SUMMARY

This is a strategic Board which benefits from strong leadership from a skilled and experienced Chair and is well supported by a confident and competent Governance Professional who has had a positive impact on the governance of the college since joining last year.

Compliance with the Code of Good Governance is kept under review using a Code of Good Governance Checklist, and mid-year review was reported to the Board. This provides assurance to the Board that the governance arrangements for the college are compliant with the five principles of the Code of Good Governance.

The quality of the student experience is clearly central to Board discussions and decision making.

The Board and the committees are supported by a strong and experienced Principal and executive team, and there is a constructive relationship between the Board and the executive team which is mature and balanced. Within the context of the current challenges faced by the sector the Board has confidence in and is very supportive of the executive team.

There has been some significant turnover in board membership, and as a result this is a relatively young Board with a high proportion of newer members. Consideration needs to be given to building confidence in newer members and establishing the new Board team. There is a clear appetite for more face-to-face engagement, members need time to get to know each other and to build effective working relationships, this will support the important teamwork element of Board effectiveness.

Reporting on strategic KPIs has been an ongoing challenge. The Board does receive a lot of useful data, but members are keen to see a clearer dashboard style reporting on KPIs. This is being progressed as part of the strategic planning process.

3 EFFECTIVENESS REVIEW AGAINST THE CODE FOR GOOD GOVERNANCE IN SCOTLAND'S COLLEGES

3.1 Leadership and Strategy

This is a committed and enthusiastic Board which benefits from strong leadership from a highly skilled and competent Chair who has established a learner centred culture which is inclusive, respectful, and open. All members are encouraged to contribute to Board discussions. Board decisions are made in the spirit of collective responsibility and are effectively summed up by the Chair.

The Board is responsible for determining the strategic direction for the college. The West College Scotland Strategy 2019-2025 is currently being reviewed and refreshed, recognising the significant changes in the financial and political operating environment and the challenges facing the college therein.

A Board Development day took place in January 2024 to form the basis on which the refreshed strategy would be developed. The new strategy will build on the College Vision and Values which was developed with all college staff and endorsed by the Board last year.

The Board considered the outputs of Board Development Day at the April Board meeting, and the proposed strategic priorities are clearly aligned with the Code of Good Governance. Board discussion articulated clearly how the strategic plan should reflect the culture of the college and form the basis for strategic decision making.

Performance

Establishing a framework of strategic KPIs has been a challenge, and members are keen for clearer dashboard style reporting on KPIs.

The Board currently receives a lot of useful data in the form of charts in the 'Corporate Strategy KPIs' report, but this would be improved by the addition of some supporting narrative.

The Board would benefit from a regular 'Strategic Business Report' which reports on performance against strategic objectives with some narrative reporting on any variances and management interventions. Consideration should be given to a balanced scorecard approach

The development of a balanced scorecard and a framework of strategic KPIs is part of the strategic planning process.

3.2 Quality of the Student Experience

The quality of the student experience is clearly central to all Board decisions, and the Chair ensures that a student focus is maintained at all times.

The Board ensures measures are in place for the effective oversight of the quality and inclusivity of the learning experience through the Learning, Teaching and Quality Committee.

The main purpose of the committee is to:

- *Have strategic oversight of all learning, teaching, training, and skills development within the College, ensuring the highest quality of student experience and the development of a sustainable and innovative curriculum to meet the current and future skills needs of students, employers, and the Region.*

The Student Association report is first on the agenda following the minutes of the previous meeting. The Student Association report is well structured and provides a comprehensive account of activity and outcomes for the Board.

The student members make a positive contribution to Board business and their unique insight, skills and experience are valued by the Board.

3.3 Board Accountability

Board decision making is transparent and rigorous, and decisions are made in the spirit of collective responsibility. The Chair effectively sums up Board discussion and any decisions made. An Action Log enables Board members to track progress.

Board papers to support strategic decision are high quality and have a succinct executive summary. Agendas are well structured.

Board Papers for 2022/23 have been published on the college website and papers for 2023/24 are in the process of being published.

The college has a 'Code of Good Governance Checklist' which has been updated by the Governance Professional for 2023/24. This includes a RAG rating which enables Board members to quickly identify areas that require attention. A narrative is provided describing actions taken to address the sixteen amber rated areas. This provides assurance to the Board that the governance arrangements for the college are compliant with the five principles of the Code of Good Governance.

The Board also receives an Internal Governance Update which provides information on governance activity since the last Board meeting.

The college has five committees, each has a purpose and remit which is reviewed annually

- Audit and Risk Committee
- Corporate Development Committee
- Learning, Teaching and Quality
- Nominations Committee
- Remuneration Committee

Committee Chairs provide a brief report to each Board meeting which updates the Board on discussions at Committee meetings. The committees have the scope for 'deep dives' into key issues and effectively support the work of the Board by providing more detailed scrutiny and assurance to the Board. There is an appropriate level of trust between the Board and the committees.

The annual Audit and Risk Committee report to the Board provides assurance to the Board that risk is being effectively managed.

Work is ongoing to develop a more robust risk framework, and a session on risk appetite will be arranged for the Board in June 2024. This will form the basis for the Board setting the Risk Appetite for the college, balancing risk, and opportunity.

The Board is open to self-reflection and learning from experience as demonstrated by a recent event where members felt a key issue that was reported to the Board had not had the opportunity to be scrutinised at committee level. The governance implications were discussed by the Board and agreement reached that all such issues should be considered by the appropriate committee **before** coming to the Board.

3.4 Board Effectiveness

Both the Chair and the Principal are highly skilled and experienced, and they have established an effective working relationship based on mutual respect and an understanding of their respective roles and responsibilities.

The support of the Governance Professional is valued by the Board, recognising the important role they play in advising the Board and effectively supporting good governance. The changes introduced by the Governance Professional since joining the college last year have a positive impact on the governance arrangements of the college.

The Board provides an appropriate balance of constructive challenge, scrutiny, and support to the executive team, acting as a 'critical friend.'

Board members bring an excellent range of skills and experience to the Board, and the practice of co-opting individuals on to committees is used effectively to address skills gaps.

However, this is a 'young' Board with a high proportion of relatively new members, and two new members due to take up post soon. Building the new Board 'team' requires careful planning and consideration should be given to

- building the confidence of newer members, encouraging them to have a voice and use their skills and experience to provide constructive challenge and support
- enabling newer members to develop their understanding of the sector and the current challenges
- creating space for members to get to know each other and build effective working relationships. Widening the use of the 'governance space' would allow for more creative time for board members to explore significant strategic questions and opportunities

Succession planning is important as a further two long standing and experienced Board members leave the Board later this year.

The Board Development Plan is based on the 2023 internal effectiveness review. A mid-year review was shared with the Board at the February 2024 meeting.

A Board skills audit has been undertaken in order to

- identify any skills gaps on the Board, this was used to inform the selection criteria for Board recruitment
- identify any training needs which will form the basis for a schedule of training and development events, including the Board Member Induction Programme.

All Board members are encouraged to engage in training and development opportunities.

3.5 Relationships and Collaboration

The Board clearly understands the importance of working in partnership to secure the coherent provision of high-quality education in the region.

Two of the themes which emerged from the recent strategic planning session were

- **Working with others:** collaborating with other colleges and universities, being a trusted partner for businesses, working together to develop new solutions or products, keeping close to industry and being agile in our response.
- **Supporting economic growth:** considering the economic needs of our region, aligning to regional economic plans, understanding future demand, and responding to it,

4 RECOMMENDATIONS

1	<p>KPIs</p> <ul style="list-style-type: none"> • Establishing a framework of strategic KPIs has been a challenge, and members are keen for clearer dashboard style reporting on KPIs. • The Board currently receives a lot of useful data in the form of charts in the ‘Corporate Strategy KPIs’ report, but this would be improved by the addition of some supporting narrative. • The Board would benefit from a regular ‘Strategic Business Report’ which reports on performance against strategic objectives with some narrative reporting on any variances and management interventions. Consideration should be given to a balanced scorecard approach • The development of a balanced scorecard and a framework of strategic KPIs is part of the strategic planning process.
2	<p>Building the team, building confidence</p> <p>This is a ‘young’ Board with a high proportion of relatively new members, and two new members due to take up post soon. Building the new Board ‘team’ requires careful planning and consideration should be given to</p> <ul style="list-style-type: none"> • building the confidence of newer members, encouraging them to have a voice and use their skills and experience to provide constructive challenge and support • enabling newer members to develop their understanding of the sector and the current challenges • creating space for members to get to know each other and build effective working relationships
3	<p>Succession planning</p> <p>Succession planning for the Board is important as a further two long standing and experienced Board members leave the Board later this year.</p> <p>Succession planning and building the Board team should form part of the Board Development Plan.</p>

5 ANNEX 1

5.1 Document Review

1. Governance documents
2. West College Scotland Strategy 2019-2025
3. Committee Remits
4. Audited Accounts 2022.23
5. Board agenda and papers February 2024 and April 2024
6. WCS Internal Effectiveness Review 2023
7. WCS Board Development Plan 2023
8. Internal Audit Reports
9. Strategic Risk Register 2023
10. External Effectiveness Review 2020

Footnote

The reviewer would like to thank the Board Chair, Principal, members, and the Governance Professional for their assistance and insight with this external effectiveness review.

Title of Paper	Modern Slavery Statement
Presented by:	Joe Rafferty, Director of OD & HR
Recommendation:	To Approve
Status:	PUBLIC

Purpose / Executive Summary:

This paper is offered in line with our duty under the Modern Slavery Act 2015 to produce a Modern Slavery Statement. This paper represents a review of our statement which we undertake annually.

Recommendations:

Having been discussed at the recent Corporate Development Committee this is submitted for approval.

Implications: (to be updated as required)

Financial	None
Student Experience	Students can be confident that the work for an organisation which takes ethical and legal considerations seriously.
People	The College's employment checks help to ensure we do not employ staff who may have been part of a modern slavery scheme, or are being exploited in a similar way.
Legal	The statement is in compliance with the Modern Slavery Act 2015.
Reputational	This is an element to the College's commitment to Fair Work and protects the College's reputation with regard to the Modern slavery issue.
Community/ Partnership impact	In publishing this statement the College is contributing to ensuring that modern slavery in the community is eliminated as far as possible.
Environment	No applicable.
Equalities	This statement represents an important aspect of the College's commitment to equalities.

MODERN SLAVERY STATEMENT

The Modern Slavery Act 2015 requires the College to produce a statement setting out the steps they have taken to ensure that there is no modern slavery in their own organisation and in their supply chains.

This statement is made pursuant to section 54(1) of the Modern Slavery Act 2015 and constitutes our slavery and human trafficking statement for the financial year ending 31 July 2023. This statement was approved by the College Board of Management on (to be inserted). We will review this statement annually.

OUR COMMITMENT

West College Scotland (WCS) adopts a zero-tolerance approach to slavery and human trafficking and is committed to protecting human rights. We will act ethically and responsibly in all of our relationships by working with suppliers that share and adhere to this commitment. We will also put in place reasonable measures to ensure that slavery and human trafficking does not occur within our own organisation or our supply chains.

OUR POLICIES ON SLAVERY & HUMAN TRAFFICKING

We operate a number of policies which support our commitment to human rights and which set out ways that we will minimise the risk of slavery and human trafficking. These policies include our Sustainability and Social Responsibility Statement and Equal Opportunities Procedure.

OUR SUPPLY CHAINS

We are committed to ensuring that there is no modern slavery or human trafficking in our supply chains or in any part of our business. Our procedures reflect our commitment to acting ethically and with integrity in all our business relationships and to implementing and enforcing effective controls to ensure slavery and human trafficking is not taking place anywhere in our supply chains.

We purchase a wide range of goods and services from suppliers including:

- ▶ ICT equipment and services
- ▶ Professional services
- ▶ Estates and facilities management goods and services
- ▶ Food and catering supplies
- ▶ Books and printing
- ▶ Teaching supplies
- ▶ Furniture and stationery
- ▶ Waste and recycling services

Procuring goods and services from suppliers linked to supply chains across the world presents risks of slavery and human trafficking. We have put in place the following measures to mitigate this risk:

Advanced Procurement for Universities and Colleges (APUC)

The College utilises the services of APUC (of which WCS is a member) to procure goods and services. APUC requires all suppliers to commit to the Sustain Supply Chain Code of Conduct confirming that it does not use forced, involuntary or underage labour; provides suitable working conditions and treats employees fairly. APUC is a Founder Member of Electronics Watch, an independent monitoring organisation working to achieve respect for labour rights in the global electronics industry through socially responsible public purchasing in Europe.

WCS Procurement Team currently utilises and is committed to the Sustain Supply Chain Code of Code to underpin all tendering activity and supplier adoption.

Regulated Procurements

Every regulated procurement process conducted by the college requires tenderers to disclose whether the bidder or any member of their organisation with decision-making powers has been convicted in the last five years of any offence under Part 1 of the Human Trafficking and Exploitation (Scotland) Act 2015, or under any provision referred to in the Schedule to that Act. Tenderers that confirm such a conviction will be excluded from the process unless they can successfully demonstrate that they have self-cleansed. The Sustainable Public Procurement Prioritisation tool has been used to review high-risk categories including estates, food and catering, information and communication technology, laboratories and travel.

Modern Slavery Statement

For procurement that does not take place through the APUC or other purchasing organisation frameworks (exceeding £50,000 for goods and services and £2,000,000 for works), this statement is included with all tender documents and potential suppliers are required to complete and sign our modern slavery certificate. This certificate requires tendering suppliers to set out the measures that they take to ensure that slavery and human trafficking does not take place in their own organisation or supply chains

OUR PEOPLE

We have put in place the following measures to mitigate the risk of slavery or human trafficking taking place directly within our organisation:

Recruitment Practices

We carry out rigorous right-to-work checks for all new members of staff. When it is necessary to engage agency workers, we use recruitment agencies who have met our rigorous procurement procedures.

All staff members and agency workers are required to be in Disclosure Scotland's PVG Scheme. A PVG certificate contains all unspent and certain spent conviction information. It also contains any other non-conviction information that the police or other government bodies think is relevant.

Pay

We comply with all pay related legislation and the College is a Real Living Wage Employer.

Working Conditions

Our Health and Safety Team oversee the College's compliance with health and safety legislation across our campuses. We are committed to fair working practices and publish a range of policies and procedures setting out our approach to health and safety, wellbeing at work and family friendly rights.

Whistleblowing

All employees are encouraged to raise concerns about possible wrongdoing or malpractice within the College and will be protected from any reprisals should they choose to make such a disclosure. This commitment is set out in the College's Public Interest Disclosure Policy.

ADDITIONAL INFORMATION

Training

The College requires all procurement and HR managers to complete training on modern slavery as a module. This training will include College purchasing practices, how to assess / identify the risk of slavery and human trafficking, what external assistance is available and what steps to take if a manager suspects human trafficking and slavery to be taking place.

Awareness Raising Programme

As well as training relevant staff, the College has raised awareness of modern slavery issues by advertising the issues it raises on the staff and student intranet sites.

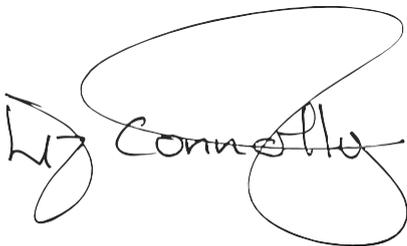
Breaches

Any alleged violations of human rights by our employees will be fully investigated and disciplinary action, up to and including dismissal, will be taken where appropriate. We will take action to address any human rights breaches identified in our supply chain, which may include terminating a supplier's contract where serious violations are discovered.

Our Effectiveness in Combatting Slavery and Human Trafficking

We will regularly review the effectiveness of the measures set out in this statement in combatting slavery and human trafficking.

This statement was approved on (date to be inserted) by the College's Board of Management who review and update it annually.

A handwritten signature in black ink, appearing to read 'Liz Connolly'. The signature is fluid and cursive, with a large loop at the end of the last name.

Liz Connolly

Principal and Chief Executive

Wayin Hatton

Chair of the Board of Management



Board of Management
Monday 24 June 2024, Abercorn 1, Paisley Campus
Agenda No:

Title of Paper	Audit & Risk Committee Chair's Report
Presented by:	Ronald Leitch, Chair of Audit & Risk Committee
Recommendation:	To Note
Status:	PUBLIC

Purpose / Executive Summary:

The Audit & Risk Committee met via Teams on 22 May 2024. No apologies noted from Members. The Chair of the Audit & Risk Committee provides Board Members with an update of discussions at the meeting of the Committee held on 22 May 2024.

Recommendations:

The Board is asked to note the update provided.

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

1. Highlights

- 1.1 A private meeting held with Wylie & Bisset, Internal Auditors, gave the Committee assurance of the internal audit process in place. Wylie & Bisset noted there were no areas of concern to raise, and the draft plan for 24/25 was also on the agenda.
- 1.2 The SMT review of the Risk Management Framework and Strategic Risk Register was noted as well as the Risk Appetite Session being arranged for Board Members and SMT (NB post meeting the session arranged for 3 June is to be rearranged to later in the summer).
- 1.3 Oversight of the level of insurance cover in place at the College and the associated premium.
- 1.4 Annual Effectiveness Review of the Committee would take place during May and June. This would involve Committee Members completing questionnaires on the effectiveness of the Committee as well as the Internal Auditors. One-to-one meetings will also be arranged with the Chair.
- 1.5 Azets, External Auditors provided an update on their draft Audit Strategy Plan for 2023/2024. It was noted this would be a similar process to last year. A meeting to be arranged with the Principal to take forward the planning for the audit. Further updates would be brought to the September committee meeting.
- 1.6 Internal Audit Reports were received on the areas of Continuing Professional Development; Estates Strategy; Alternative Income and Student Admissions. All audits provided a strong or substantial assurance with many areas of best practice noted and no high graded recommendations raised. Medium and low-level recommendations from the reports would be monitored through the Rolling Audit Action Plan until complete. One audit is still to take place, Communications & Marketing Strategy and this is scheduled for week commencing 3 June 2024. All Audit Reports have been uploaded to the Board Library Teams Channel for information.
- 1.7 The Internal Audit Plan for 2024/2025 was agreed. It was noted this was the final year of a 5-year audit programme. An additional audit of the CIVICA system has been added at the request of the Committee. This audit would cover the following areas:
 - Did CIVICA do as required/requested?
 - Did the College do as required?
 - Were risks correctly identified and mitigated?
 - What are the lessons to be learned going forward?
- 1.8 Actions on the Rolling Audit Action Plan were noted, with 5 actions requesting extensions, mainly awaiting the new Corporate Strategy.
- 1.9 The Committee discussed and approved the following policies - Declaration & Management of Interest Policy and Procedure; Gifts, Benefits and Hospitality Policy; and Anti-Bribery & Corruption. Copies of all approved policies will be uploaded to the Board Library.



Board of Management
Monday 24 June 2024, Abercorn 1, Paisley Campus
Agenda No:

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

Purpose / Executive Summary:

The Chair of the Learning, Teaching & Quality Committee will provide Board Members with an update of discussions at the meeting of the Committee held on 29 May 2024.

Recommendations:

The Board is asked to note the update provided.

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

1. Background

The Learning, Teaching & Quality Committee met via Teams on 29 May 2024. Apologies were noted from G Rice.

2. Highlights from the meeting

- 2.1 A presentation was given by Savannah Antoine, the College's Active Campus Coordinator. The presentation gave Members an insight into the role of Active Campus Coordinator. It also provided an update on the activities and initiatives now put in place, highlighting several ongoing college and national activities to be taken forward in future years. A copy of the presentation will be made available on the Board Library Teams Channel.
- 2.2 An update from the Students Association on key achievements including - securing funding; a full review on the structure and constitution (on agenda for Board to approve); class representatives training and a new framework developed; involvement in strategic planning and stakeholder events; and the introduction of the Student Representative Council. The Committee noted the significant achievements throughout the year and commended Ed Cselik on his role within the Students Association.
- 2.3 The feedback from the Scottish Funding Council mandatory survey for students was noted. College management teams were looking at ways to improve response rates and trends would be monitored over the coming years.
- 2.4 The Committee received a full report on Student Safeguarding and Wellbeing and noted the strategies in place to support students and staff with mental health issues – including counselling service available on site for students; Trauma Informed Practice training provided to staff. It was also noted that the SG publication on Student Mental Health Strategy was still awaited.
- 2.5 A report on Student Academic Support & Skills Development provided Members with a high-level summary of the work carried out to support students in maximising their potential for attainment and enhance their learning experience – these included Enabling Services, Libraries, Education Pathways and Enhancement as well as META skills
- 2.6 Members noted the ongoing review of the Risk Framework and Strategic Risk Register. A Risk Appetite session for Board Members would be arranged for later in the Summer.
- 2.7 A report explaining the proposals for the new quality assurance and enhancement framework for Scotland's colleges and universities - SFC Tertiary Quality Enhancement Framework and Enhancement Arrangements. The Chair noted the need for the Board to be fully apprised and understand this new arrangement for the sector.
- 2.8 Updates were noted on the national industrial action and ongoing pay disputes.
- 2.9 A brief update on the CIVICA progress review and actions, with the College management noting confidence in being ready to start enrolment process later in the month. A further update will be provided at the June Board meeting.

- 2.10 The Committee were updated on the recent positive Education Scotland Annual Engagement Visit, noting that the formal report would be received later in the Summer.
- 2.11 A paper provided a summary of the work undertaken by the Committee during 2023-2024, giving assurance on the fulfilment of its terms of reference.
- 2.12 The SPARQs Student Learning Experience Model was issued for information and the Chair urged Members to review the important report.
- 2.13 Quality Standards Committee minutes were also noted.
- 2.14 Committee Chairs to discuss how to further share papers and information provided to the wider Board. SMT to review a way forward for staff presentations to take place immediately prior to Board meetings.

3 Recommendations:

The Board is asked to note the update provided.