

West College Scotland
LEARNING, TEACHING AND QUALITY COMMITTEE
WEDNESDAY 23 February 2022 via the Teams link circulated by the Secretary

AGENDA

General Business

1. Apologies
2. Declarations of Interests
3. Minutes of the meeting held on Wednesday 8 December 2021
.1 Actions from the minutes Enclosed
Enclosed
4. Matters arising from the Minutes
(and not otherwise on the agenda)

Main Items for Discussion and/or Approval

- | | | |
|---|---------|------|
| 5. Students Association Report | Verbal | AMcG |
| 6. WCS Care Academy (Jackie McLellan Head of Care) Presentation | | IFS |
| 7. Curriculum Strategy progress update | Paper 7 | StG |
| 8. Curriculum Planning and outputs from the CPR | Paper 8 | StG |

Items for Information

- | | | |
|---|----------|------|
| 9. ELT Update | Paper 9 | StG |
| 10. Quality Standards Committee Minutes | Paper 10 | CMac |
11. Any Other Business
 12. Date Next Meeting:
Wednesday 25 May 2022 at 4pm

LEARNING, TEACHING AND QUALITY COMMITTEE

Minutes: Wednesday 8 December 2021.

Present: Mark Newlands (in the Chair), Gordon Hunt, Liz Connolly, Fiona McKerrell, Ruth Binks.

Attending: Stephanie Graham (Vice Principal Educational Leadership), Rob Aitken (Assistant Principal: Technology & Skills), Angela Pignatelli (Assistant Principal: Creativity & Skills), Shirley Gordon (Secretary to the Board), Waiyin Hatton (Chair of the Board).

Apologies: Abbie McGrath, Mark Gillan, Mark Hamilton

LM442 WELCOME

The Chair welcomed everyone to the meeting and noted apologies.

LM443 DECLARATIONS OF INTERESTS

- Liz Connolly: Trustee of the West College Scotland Foundation; Member of Developing the Young Workforce (DYW) West Regional Board.
- Waiyin Hatton: Wai Beyond, People and organisational development consultancy; Harvey McMillan, People and organisational development consultancy; Action Against Stalking; Colleges Scotland (Board member).

LM444 MINUTES

The minutes of the meeting held on Wednesday 6 October 2021 **were approved**.

LM445 ACTIONS FROM THE MINUTES

The Committee **noted** the actions from the minutes, and it was **agreed** those completed could now be removed.

LM446 MATTERS ARISING FROM THE MINUTES

There were no matters arising not otherwise covered on the agenda.

LM447 STUDENTS ASSOCIATION (SA) UPDATE

In Ms McGrath's (SA President) absence, this item was deferred. The Committee agreed that, within its remit, it was critical to hear the views of students via the Students Association to ensure their input and rigour in decision-making. The Principal agreed to discuss with the Quality and Professional Standards Team (who provided support to the SA) how best the SA President's contribution at Committee and Board meetings could be maximised. Mr Hunt also offered to mentor the SA President if that support would be helpful.

[ACTION – LC]

The Chair thanked members for their continued help in supporting the work of the Students Association.

LM448 NEW WCS DIGITAL STRATEGY 2022 (Restricted Item)



- [REDACTED]
- [REDACTED]
- [REDACTED]
- [REDACTED]
- [REDACTED]
- [REDACTED]
- [REDACTED]
- [REDACTED]
- [REDACTED]

[REDACTED]

[REDACTED]

LM449 "LET'S DO NET ZERO" - CURRICULUM ACTIVITIES AND THE ENERGY EFFICIENCY AGENDA

The Assistant Principal: Technology & Skills provided a high-level summary of curriculum activities that related to energy efficiency and carbon reduction, given the strong policy emphasis from the Scottish Government and the recent United Nations Climate Change Conference that concluded in Glasgow on 12 November 2021.

Mr Aitken led the Committee through the Scottish Government's commitment to reduce emissions of carbon dioxide and other greenhouse gases to 75% of baseline by 2030 ("baseline" being defined as levels of these pollutants recorded in 1990) and described how climate and the environment had become central to government policy going forward so that by 2045, neutrality should be achieved in the production and removal of these gases from the atmosphere ("net zero").

The Committee noted that the Scottish Greenhouse Gas Inventory (June 2021) estimated that a 51% fall in greenhouse gas emissions had been achieved to date against baseline and that had been achieved largely through changes in the energy supply sector where termination of the coal-fired generation of electricity and reductions in the use of other fossil fuels had taken place. Reductions in emissions had also come from business and from waste management but less progress had been made in other areas of the Scottish economy.

The Committee discussed the significant challenges anticipated in the years ahead and Mr Aitken highlighted some early College initiatives in the curriculum areas of:

- Transport
- Energy efficiency in residential properties and fuel poverty
- Domestic heating

with the following points / suggestions raised:

- The Committee welcomed the steps the College was taking to prepare full time learners, apprentices, and commercial clients for the changes implicit in a transition to net zero. Many aspects of the transition would impact on their day-to-day lives but in some cases, specific training would open opportunities for employment in a decarbonised economy. It was excellent to see how the College was being proactive and anticipatory with regard to considering what courses may be required for the future to meet the needs of the job market.
- Staff across the College would continue to support Scottish Government policy on greening of the economy and tackling fuel poverty in the communities that the College served. The College goal was to equip members of the workforce with the skills required for transition to net zero. The College also aimed to encourage young people into areas of work that were high-skilled, well remunerated and could reduce the environmental impacts of the industries in which they worked.
- The Report clearly demonstrated the College's support for the Scottish Government's commitment to decarbonisation of the economy, mitigation of climate impacts, and transition to net zero and members commended the vision and aspirations illustrated so far.
- Recognition that it would be paramount to raise awareness of the College's goal and aims across *all* curriculum areas to ensure they were fully embedded, and the support of the Students Association would be key to driving that forward. Ms Graham confirmed that it would also be added to the Action Plan of the Curriculum Strategy.
- The exciting prospect of the societal cultural shift required could not be overlooked. Students were change agents and central to that, therefore, a priority for all curriculum areas was to develop mind-sets as well as skill-sets to provide learners with a competitive advantage in the workplace.
- The College would review and explore opportunities for future funding sources to complement work undertaken so far.

The Learning Teaching and Quality Committee noted the information contained within the report.

LM450 UPDATE FROM EDUCATIONAL LEADERSHIP TEAM (ELT)

The Vice Principal Educational Leadership's report updated the Committee on developments in the following key areas since the last meeting:

- Student recruitment and credit generation.
- Curriculum Planning and Reviews.
- Additional Funding.
- Winter Start programmes.
- Preparation for August 2022-23 courses.
- University of West of Scotland.
- Awards.
- NTTF National Care course.

The Committee was aware of research work being undertaken currently by CDN looking at the demographic shift in student enrolment in colleges and Ms Graham agreed that the outcomes of that work, when published, would help inform student recruitment and credit generation.

The Committee welcomed confirmation that the College could again claim STEM related activity for younger school pupils. Ms Graham described how this was delivered previously and acknowledged that, although receiving the SFC communication was welcome, it may be challenging to arrange activity with schools at short notice to deliver within this academic year as these activities are normally planned well in advance to suit school timetables.

The report was noted.

LM451 QUALITY STANDARDS COMMITTEE MINUTES

The Committee noted the 18 November 2021 minutes from the meeting of the Quality Standards Committee.

LM452 STRATEGIC RISK REGISTER

The Vice Principal Educational Leadership's report explained that the Committee considered risk in relation to the activities within its remit. Risk was considered by the Board and all the Board Committees at each of the meetings. That meant that emerging risks were quickly identified, and mitigating actions agreed. In relation to the risks pertinent to its remit, the Committee must be confident that these have been identified and mitigating actions agreed. The latest update of the College Strategic Risk Register was considered.

The Committee noted the current strategic risk register and did not propose any amendments and / or additions, or any re-phrasing, required to be made at this point.

LM453 ANY OTHER BUSINESS

- LTQC Topical Suggestions for Board Briefings – given the excellent and informative discussions today, it was suggested that the following topics be presented to the Board as deep dive sessions:
 - ❖ New WCS Digital Strategy 2022
 - ❖ "LET'S DO NET ZERO" - Curriculum Activities and The Energy Efficiency Agenda
{ACTION – MN}
- Date of next meeting - 23 February 2022 at 4pm.

Learning, Teaching and Quality Committee: Actions from the Minutes

Date of Meeting	Min Ref	Matter for Action	Responsible Person	Action Taken	Timescale (where applicable)
8 Dec 2021	LM447	The Principal agreed to discuss with the Quality and Professional Standards Team (who provided support to the SA) how best the SA President's contribution at Committee and Board meetings could be maximised. Mr Hunt also offered to mentor the SA President if that support would be helpful.	L Connolly	Discussed Meeting arranged with Mr Hunt and the SA officers	COMPLETE
8 Dec 2021	LM453	The following topics be presented to the Board as deep dive sessions: <ul style="list-style-type: none"> • New WCS Digital Strategy 2022. • "LET'S DO NET ZERO" - Curriculum Activities and The Energy Efficiency Agenda. 	M Newlands	Presented to the 13 Dec 21 Board meeting – and sessions arranged for 2022.	COMPLETE.
6 Oct 2021	LM433 and LM434	Add some examples of personal student stories to showcase success - suggested that links be added to the Student Performance 2020-21, Feedback and External Review report highlighting positive outcomes. To celebrate success, a community outcome summary report be done to illustrate the impacts realised locally with staff, students, communities, and businesses to	S Graham		Consider at a future meeting.

		give that visibility. That would be an excellent opportunity to showcase the fantastic activities within the College to support College ambitions, support the business community and meet student needs.			
11 Nov 2020	LM382	Update from Educational Leadership Team (ELT) - in respect of the 2019/20 External Verification (EV) Unsuccessful Visits, the Assistant Principal Performance and Skills agreed in future reports to include more detail and data about Unsuccessful Visits.	C MacNab		Future meeting after External Verification activity has taken place – Included within the Quality themed meeting in the Autumn.
From 9 July 2020 FGPC	FPM339	Student Digital Poverty Procurement Approval Request - evaluate by the Digital Strategy Group and feedback on its effectiveness to be provided to the Committee at a later date.	S Graham	Previously the responsibility of FGPC – but the evaluation falls under the remit of the LTQC so transferred to its Action List.	Future Meeting TBC when evaluation has taken place.

Meeting	Learning Teaching and Quality
Date	23 February 2022
Location	MS Teams
Title of Paper	Curriculum Strategy Progress update
Presented By	Stephanie Graham
Recommendation to Members	For information
Appendix Attached	Yes (Curriculum Strategy for reference)

PURPOSE

To provide LTQ Committee with a high-level summary of progress to date on the objectives of the 2021-26 Curriculum Strategy.

1. Introduction

Our West College Scotland Curriculum Strategy 2021-26 (attached) was written last May, approved by the Board before the summer and published for staff at the start of this session.

Key objectives are for:

- An impactful curriculum, specifically designed to meet the breadth of individual student, employer and local needs.
- A curriculum co-designed and delivered in collaboration with employers and other relevant stakeholders, with explicit progression pathways and not limited by our College curriculum structures.
- A curriculum that can easily flex and is regularly adapted and re-imagined to respond to Government and Regional differentiated priorities, meet the employers' needs and to the College financial context.
- A curriculum to fully develop all students' digital skills making the very best of digital pedagogy, through both remote and campus-based learning, teaching and assessment.

2. Delivery against Strategy Objectives to date

The key Curriculum Strategy objectives were embedded within the autumn Curriculum Planning and Review process, requiring individual curriculum Sectors to assess their curriculum against the Strategy objectives and identify their actions to contribute to the Strategy overall. Integrating into the CPR

process helped to ensure awareness and understanding of the Strategy direction.

The Educational Leadership Team produced an Action Plan for year one which was added to Pentana to enable ongoing monitoring.

Whilst we have made some progress on actions, the context in the College has delayed some progress and delivery dates have been adjusted.

3. Key context impacting on Strategy delivery to date

The shortfall in August recruitment and subsequent priority to deliver additional activity in-year has both hindered and enhanced progress with the Strategy. Addressing the credit shortfall has taken significant management time but also prompted work on a revised Winter Start offering, as well as increased additional course start times through the year, with a new November Start programme. The Winter Start programme design was considered more strategically overall to meet Regional Skills needs and course offerings were amended to be more flexible and efficient.

The ongoing situation with COVID has continued to impact on curriculum delivery and management time this session. When the Strategy was written, we believed we were heading out of COVID into the recovery period but COVID restrictions have continued and given more uncertainty for planning of delivery this session and going forward. COVID has impacted on student recruitment, as well as on sector employment, work-placement delivery and external industry engagement.

The financial deficit this session and the financial challenges for next session are influencing curriculum decision making and driving more efficiencies in delivery. Financial efficiency is part of the Curriculum Strategy but is needing to take an even higher priority due to the financial context of the College.

At this point in Curriculum planning for 2022-23, more efficient delivery, better student recruitment, credit and income generation are the highest priorities. In recognition of this and ensuring that quality still remains a strong priority, the Educational Leadership Team are leading sessions with CQLs focusing on high quality learning and teaching and ensuring that the fundamentals of the student experience and developing staff skills in teaching remain still a focus in their leadership.

4. Progress against key objectives

a) An impactful curriculum, specifically designed to meet the breadth of individual student, employer and local needs

Key actions and progress this session:

PUBLIC

- The course approval process to reapprove provision over a period of time in order to reassess the aims, content, viability and resourcing requirements is currently being finalised.
- Good progress has been made in providing more flexible and blended delivery models in several subject areas to add additional start times for courses during the year and split full-time into short full-time courses. Overall though, more needs to be done in the 2022-23 curriculum to ensure a more strategic planned approach to varying course start times and 'chunking' adaptations rather than as a reaction to under recruitment. Student finance availability for part-time study will impact on some options for students to build learning from smaller chunks of learning.
- Progress is being made in rebranding our online courses as micro-credentials, further developing the products and marketing.
- Our winter start programme was reviewed and amended to be more in line with the employment opportunities identified in the Regional Skills Assessments. Some courses were combined to provide broader choices for students, widening progression options and enabling better course viability and efficiency.
- Three Meta Skills were selected as a key focus for both staff and students for 2021-22: Adapting, Collaborating and Critical Thinking

The promotion of the Skills agenda is being taken forward internally by the Essential Skills Sector and development sessions are planned with Curriculum Enhancement Lecturers to focus on skills and cross-curriculum initiatives. This will be the first time we have brought individuals in these posts together for a CPD session.

- Good progress has been made on rationalising and building our flexible portfolio of short courses to meet employer needs for FWDF and the commercial short course programme. In addition, short 'Skills Boost' courses are being offered for NTTF/YPG.

b) A curriculum co-designed and delivered in collaboration with employers and other relevant stakeholders, with explicit progression pathways and not limited by our College curriculum structures.

- Partnership working with NHS Academy and the Jubilee Hospital to develop and deliver training to meet the current and future skills development needs and to provide work-experience and curriculum enhancement for our current students.

PUBLIC

- New contract signed with NHS Education for Scotland as the only college in Scotland to offer the new regulated qualification: Diploma in Pharmacy Services which is made up of the PDA in Pharmacy Services at level 7 and SVQ in Pharmacy Services level 8. Around 50 candidates per year and in addition we are starting 50 candidates in March for a pre-registration pharmacy technician training scheme, delivering the PDA and sharing the delivery of the SVQ.
- Increase in apprenticeships across key regional growth areas and planned expansion for future years. This is particularly in Engineering with increased numbers expected from BAE and Babcock in Clydebank. From August 2021, apprentices from the following companies will begin in Greenock: Ferguson Marine, Diodes, James Walker Devol, Dales Marine, DSM, Scottish Leather Group, and Inverkip Marina. In addition, a significant increase in the number of MAs undertaking Process Engineering training at Greenock through engagement with DSM Nutritional. Close working with NMIS continues.
- Success in securing Community Renewal funding to develop and establish Care Academies and Marine Economy Academy in line with local and regional growth needs.
- Work with schools and Local Authorities to review and amend the School College programme for 2022-23, including new qualifications and a taster programme for S3.
- Covid has impacted on some face-to-face employer engagement and placement availability for students. However, by being more accustomed to online communication methods, some curriculum areas have managed to engage a wider employer input from other geographical areas in student learning.
- Good progress has been made in extending the Transition 2 College course delivered by Learner Development and increasing the internal partnership working with this Sector and vocational areas, increasing the referrals into Learner Development and their staff engagement in Level 4 delivery.

c) A curriculum that can easily flex and is regularly adapted and re-imagined to respond to Government and Regional differentiated priorities, meet the employers' needs and to the College financial context

- Presentations were held with Heads and CQLs on SDS and City Region economic and labour market information to inform curriculum considerations for change.

PUBLIC

- We are currently progressing some estates changes to accommodate expansion in the key growth areas of Construction and Engineering.
- A few staffing curriculum leadership changes have been made but further considerations required to ensure we have the capacity to respond to opportunities.
- A current review is being undertaken of curriculum administration support with a view to identifying where CQLs could benefit from more support, as well as through more automated processes.
- A new pilot process for managing applications was introduced for Winter Start courses was introduced and is being extended for August start. This is designed to be more efficient, maximise conversions from application to enrolment. We are developing the use of data through Power BI to improve the analysis of trend information for applications and enrolments.
- A tool was developed for Heads to use to assess the financial viability of courses and work is currently underway to improve the efficiency of 2022-23 delivery.
- ***A curriculum to fully develop all students' digital skills making the very best of digital pedagogy, through both remote and campus-based learning, teaching and assessment.***
 - A partnership with the global analytics company SAS was established and a plan is in place to launch new Data Analytics courses and units.
 - Digital CPD workstream was created to look at best practice and sharing approaches to digital skill development. WITs webinars run for staff CPD.
 - Jisc Digital Capability tool which enables students to complete digital skills exercises culminating in identifying areas of strength and development with associated links to further digital skills training and advice.
 - Online Microsoft Teams training for students, parents and guardians is in its second year, offering vital digital support in Teams functionality to aid interaction with studies.

5. Summary

Whilst some initial action target dates have needed to be revised in-year, overall progress will not be impacted. Due to the timing of curriculum planning however, a strong focus needs to be maintained at present to ensure the 2022-23 curriculum is developed in line with the Strategy direction.

1. FINANCIAL IMPLICATIONS

There are no particular financial implications in this update

2. STUDENT EXPERIENCE

The expanded November and Winter Start programme provided applicants with a wider range of options in key employment areas.

3. HUMAN RESOURCES IMPLICATIONS

There are no particular Human Resource implications in this update

4. LEGAL IMPLICATIONS

There are no legal implications in this update

5. REPUTATIONAL IMPLICATIONS

There are no particular reputational implications in this update

6. COMMUNITY/PARTNERSHIP IMPACT

There are no particular community/partnership implications in this update

7. EQUALITIES IMPLICATIONS

There are no particular equalities implications in this update

8. ENVIRONMENTAL IMPLICATIONS

There are no particular environmental implications in this update

RECOMMENDATIONS

The Committee is requested to:

Note the information contained within this report and discuss as appropriate.



WEST COLLEGE SCOTLAND

CURRICULUM STRATEGY 2021-26



1. EXECUTIVE SUMMARY

1. PURPOSE

1.1 **A high quality, well designed, engaging and efficiently delivered curriculum will enable the College to achieve its Corporate priorities, be financially sustainable and fully meet the needs of our students, local communities, stakeholders and employers, thereby contributing to the economic success and wellbeing of the West Region.**

We have high aspirations for our West College Scotland curriculum and aim to provide the very best transformational learning opportunities, which provide the skills to give a competitive advantage for our students when entering or while progressing within the workplace.

The College curriculum is at the very centre of what we do as a College and should drive everything else. This Curriculum Strategy establishes a vision, direction and focus for the design of our College curriculum in the next five years and provides a framework against which the existing curriculum portfolio can be evaluated and further developed. The focus of this Strategy is on shaping the curriculum portfolio across the College and in developing the many different types of learning opportunities we offer.

We recognise the need to continually review and adapt to ensure that our curriculum responds to a constantly changing external environment. This Strategy will be reviewed on an annual basis with an associated annual Curriculum Development action plan adapted to respond to the factors which influence our curriculum design. The Strategy forms a key part of our annual Curriculum Planning and Review process and links to other Strategies, including the College [Digital Strategy](#).

The Curriculum Strategy will shape our curriculum portfolio and influence how our curriculum is developed and delivered. Enhancing learning and teaching, and innovatively delivering assessment, will contribute to the aims of both the Curriculum Strategy. Our curriculum will become more skills based, both in focus and design. We will theme learning, teaching and assessment around SDS Meta-skills, highlighting and prioritising the development of specific skills on an annual basis to align to the Strategy. This will be supported by appropriate CPD, strengthening the course team ethos within and across campuses and the sharing and promotion of good practice.

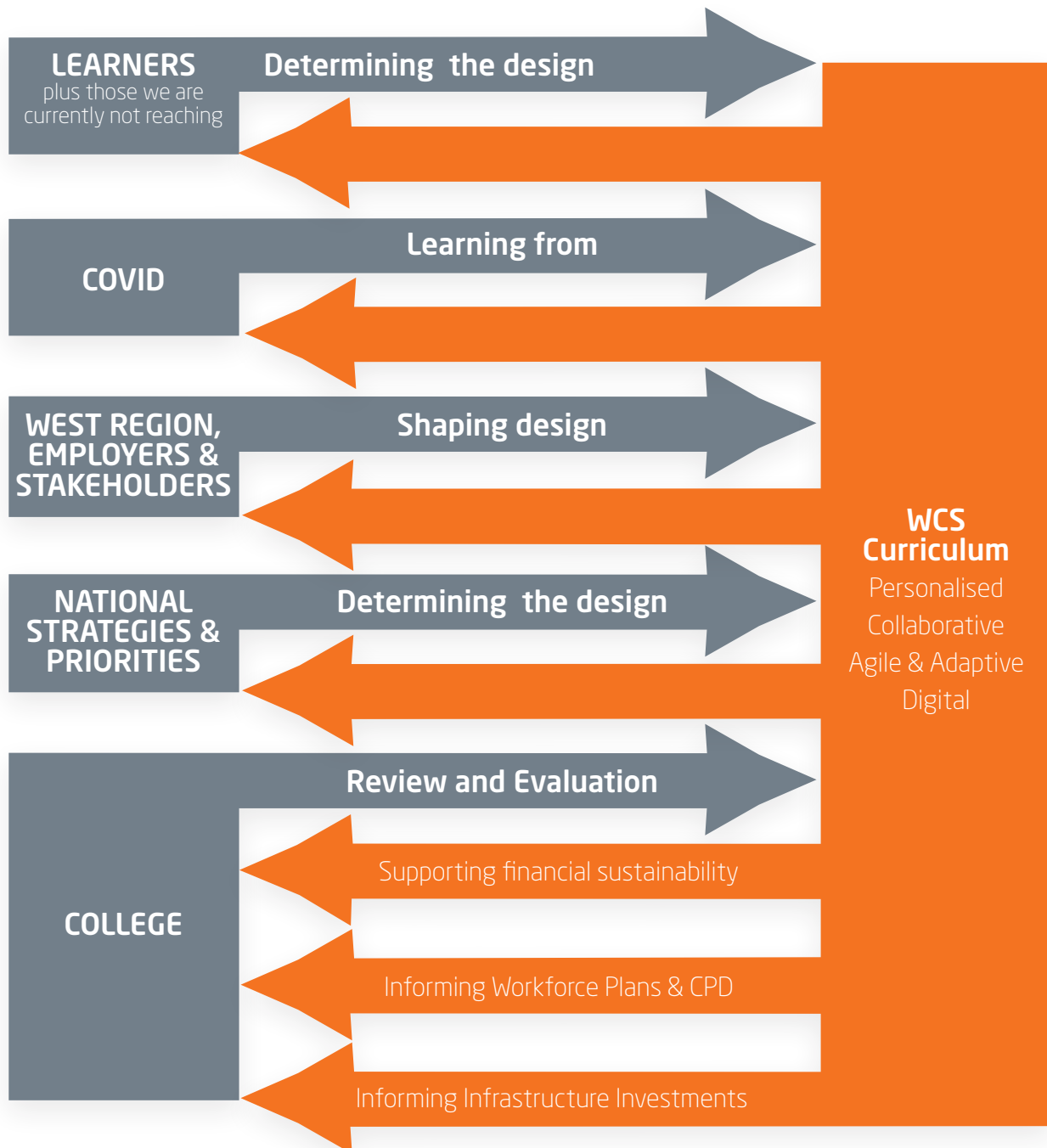
During the period of the Curriculum Strategy, College Lecturers will progress with GTCS registration and undertake formal professional learning and updates to maintain registration. This provides us all with opportunities for transformative self-evaluation that supports professional development of those staff who deliver learning.



The College curriculum is at the very centre of what we do as a College and should drive everything else.

2. KEY CURRICULUM DRIVERS AND OUR CURRICULUM RESPONSE

The key drivers for developing our Curriculum Strategy at this time are:



2. KEY CURRICULUM DRIVERS AND OUR CURRICULUM RESPONSE

2.1 NEEDS OF OUR LEARNERS AND COMMUNITIES

Serving an area of high deprivation, the College has a vital role in providing a highly relevant curriculum which provides valuable, targeted skills development to meet the personal needs of individuals, wherever they are on their learner journey. In recovering from COVID and continuing to address the serious issues with deprivation, health and social inclusion within our Region, the design of our curriculum and our curriculum priorities as outlined in this Strategy, should contribute to improving social wellbeing, closing the attainment gap, tackling gender equalities and contributing to policies such as [No One Left Behind](#) and support the action the Scottish Government is already taking to reduce inequalities through [A fairer Scotland for women: gender pay gap action plan](#) and [A fairer Scotland for disabled people: employment action plan](#).

The College Corporate Plan has a priority of 'Personalisation' and adapting our curriculum in line with this priority is a key aspect of this Curriculum Strategy. To meet the individual student needs, we require introductory programmes to build confidence, skills and aspirations, through to courses to upskill those changing or developing their careers and providing vocational pathways through to employment or progression to higher level study. To meet student needs, courses must have explicit aims and pathways identified, ideally offering flexibility in the modes of study, points of entry and timeframes for completion as well as a breadth of progression routes. We will ensure meaningful career management pathways are in place across all of our curriculum areas.

To ensure students are best prepared for the next level of study and future employment in an increasingly competitive market, our courses must include appropriate employability and Meta skills development, as well as personal development. This must include a focus on developing literacies and digital skills in all courses.

In order to ensure work ready graduates, courses need to be relevant to current employment needs and must include work-integrated learning, either simulated or through placements.

We need to continually review and redesign our curriculum to ensure it remains relevant and fit for the future through analysis of student progression and feedback from leavers, as well as close working with employers and involving students in the design of our courses.

2. KEY CURRICULUM DRIVERS AND OUR CURRICULUM RESPONSE

2.2 COVID

The communities within the West Region have been disproportionately impacted by COVID. It is predicted that the economic impacts of COVID will not be equal among all groups in society and that people on low incomes, women, disabled people, people from ethnic minority groups, lone parents, young people and older people are likely to be particularly affected. Our College must play a critical role in providing opportunities for these key groups.

Post COVID, the shape of our curriculum will need to adapt to ensure that the College contributes to economic and social recovery and meets the specific skills needs of our learners and local employers. The impact of COVID on our region, economy and employment opportunities will require an adapted and more flexible curriculum offering.

Whilst COVID has been a dreadful situation, it has also enabled changes in our curriculum delivery and resulted in significant progress in the objectives of our Digital Strategy. We must capitalise on our experience and the progress made during the pandemic to maximise our future use of digital technology to enhance the shape of our curriculum as well as its delivery. The design of our curriculum must ensure the development of digital skills which are now vital for learning and employment and technology must enable a more flexible offering in the future. Our College COVID response has demonstrated our real ability to adapt as a College and the positive opportunities that a more blended offering will provide for our students.



2. KEY CURRICULUM DRIVERS AND OUR CURRICULUM RESPONSE

2.3 ECONOMIC RECOVERY AND REGIONAL SKILLS NEEDS

The College curriculum must be informed by future skills needs and employment opportunities regionally and nationally. The curriculum must respond to information gained through analysis of available labour market intelligence, in particular that provided by SDS, and through close working with our local employers and within local economic development groups. We must ensure a future-facing curriculum and take advantage of emerging opportunities. To this extent, we must harness a culture where we pivot and respond to change in an agile and timely manner.

Predicted post-COVID unemployment must drive immediate changes to our curriculum portfolio to ensure we have appropriate short upskilling and reskilling provision available to provide opportunities to progress and develop the skills required for any available employment. This response should include the articulation to higher level education at University and graduate apprenticeships, as well as a focus on enterprise and entrepreneurial skills to support new small business development.

Our curriculum must respond to support key local industries and local economic strategies. SDS Regional Skills Assessments predict that the main employment growth in the West Region will be in caring, personal service occupations and health professionals. Additional growth to 2023 is predicted in business administration, public services, science and technology, culture, media, sports and transport. There is a forecasted requirement for 500 people to fill job openings in Childcare activities within education within the Region by 2023. Longer term growth is in the same employment areas, with the greatest requirement for skilled workers with higher education level qualifications (SCQF7+). Replacement job opportunities are likely to be in wholesale and retail, human health and social work. SDS highlights in their [Climate Emergency Skills Action Plan](#) that 'Green jobs' to support Scotland's aspirations on carbon reduction are an area of opportunity for the region.

COVID has highlighted the importance of digital skills and these skills will be critical for our students for both learning and employment. As highlighted in Scotland's Future Skills Action Plan, [Meta Skills](#) form a critical part of Scotland's future skills mix and require to be explicitly developed and accredited for our students.



Community



Economy



Skills

2. KEY CURRICULUM DRIVERS AND OUR CURRICULUM RESPONSE

The West Region is part of the Glasgow City Region and will contribute to the Economic recovery plan which includes a coordinated regional skills programme across the City Region and the development of a case to the Scottish Government for the creation of a Major Green Recovery Job Development Programme, including an energy efficiency refit programme to create meaningful local jobs and cut carbon emissions. Partners in the City Region have committed to support interventions which prioritise key sectors:

- **where jobs growth is most likely: such as health and care and the digital economy;**
- **capitalise upon, and where possible accelerate, inward investment or planned infrastructure: such as financial and business services and advanced manufacturing;**
- **and re-imagine key sectors where redundancies have been most significant: such as retail, tourism and the creative industries.**

Our curriculum must support local Economic strategies and priorities including the [Renfrewshire Economic Strategy-2020-2030](#) with the focus on the development of the Advanced Manufacturing Innovation District (AMIDS) and the [National Manufacturing Institute Scotland \(NMIS\)](#). Also, the Ocean Terminal and tourism developments in Inverclyde and the care developments next to the Clydebank Campus with the £250 million Queens Quay waterside regeneration project, including a Health Centre and Care home and a large scale water source heat pump scheme connected to the district heating network to support green energy, plus a £27 million development of 150 new affordable houses and associated infrastructure.



2.4 NATIONAL PRIORITIES AND STRATEGIES

Our Curriculum Strategy and priorities align with and support Scotland's Future Skills Action Plan which reaffirms the importance of skills in helping individuals reach their potential.

The four themes in the plan are:

- Increasing system agility and employer responsiveness;
- Enhancing access to upskilling and retraining opportunities;
- Ensuring sustainability across the skill system; and
- Accelerating the implementation of the learner journey review.

Key current national strategies to influence our curriculum development include:

- **[Enterprise and Skills Board Strategic Plan](#)** including the outputs to embed a culture of lifelong learning at all stages of an individual's career, including a stronger emphasis on work-based learning, to enable Scotland to better respond to the current and future skills needs of industry and learners and ensuring that we have a demand led skills system that is flexible and highly responsive to industry and learner needs.
- **[STEM Education and Training Strategy](#)** which aims to build Scotland's capacity to deliver excellent STEM learning, and to close equity gaps in participation and attainment in STEM. Aiming to inspire young people and adults to study STEM, and to provide a better connection between STEM education and training and the needs of the labour market in Scotland.
- **[A Digital Strategy for Scotland](#)** to ensure that everyone in Scotland has the skills required to fully participate in our digital nation.
- **[Scotland's AI Strategy](#)** with the aspiration that Scotland will become a leader in the development and use of trustworthy, ethical and inclusive AI (artificial intelligence), building a skilled and diverse workforce.
- The Government's soon to be published **Blue Economy Action Plan** to launch a programme of collaborative projects across the public sector, Scotland's science base, marine industries and the marine environmental sector.
- **[The Review of Coherent Provision and Sustainability - Progress Update - March 2021 \(sfc.ac.uk\)](#)** highlights the need to recognise, and credit, both formal and informal prior learning of individuals (RPL).

With a curriculum developed in line with the objectives in [A Blueprint for Fairness - Commission on Widening Access](#) and [Developing the Young Workforce \(DYW\)](#)



2.5 FINANCIAL EFFICIENCIES AND VALUE FOR MONEY

As with all public sector organisations, the College is facing significant financial pressures and our curriculum design and delivery must be responsive to the College financial position. Efficient curriculum delivery and a curriculum designed to meet the needs of students and our local and national economy will be paramount in ensuring we provide excellent value for public money and ensure a financially sustainable college. Generating additional income through our curriculum delivery also will allow the College to invest more in our overall student experience and support key strategic investment.



2.6 COLLEGE RESOURCE INVESTMENTS AND OPPORTUNITIES

Our curriculum and its future development must inform our Estates, IT and Workforce development plans. Providing clarity on likely changes in curriculum can be difficult in a constantly changing and uncertain employment landscape, with shifts in demand for courses and funding available. However, good recruitment and performance trend analysis, critical self-evaluation, competitor analysis and labour market data is vital to the development of short and longer term curriculum planning to inform resource priorities and workforce planning to ensure we have the resources and staff with the skills to deliver.



Potential new estates developments will also require a more developed future vision and plan for our curriculum, particularly in Inverclyde and Paisley.

Our Curriculum Strategy should inform and work alongside our Estates, Digital and People Strategies and our Work Force Plan. It will also shape our annual Learning, Teaching and Assessment enhancement action plans.

3. OUR OVERALL CURRICULUM PRIORITIES AND AIMS

3.1 THE CURRICULUM STRATEGY THEMES

The Curriculum Strategy themes have been developed in line with College's Corporate Plan 2019-2025 which sets the College's strategic direction and priorities. As with the Corporate Plan, the Curriculum Strategy has four key themes and key curriculum aims and main priorities have been developed for each:

- **Personalised:** An impactful curriculum, specifically designed to meet the breadth of individual student, employer and local needs.
- **Collaborative:** A curriculum co-designed and delivered in collaboration with employers and other relevant stakeholders, with explicit progression pathways and not limited by our College curriculum structures.
- **Agile and adaptive:** A curriculum that can easily flex and is regularly adapted and reimagined to respond to Government and Regional differentiated priorities, meet employers' needs and to the College financial context.
- **Digital:** A curriculum to fully develop all student's digital skills, making the very best of digital pedagogy, through both remote and campus-based learning, teaching and assessment.

Priority College actions have been identified in response to our curriculum drivers and Corporate curriculum priorities. Our Curriculum priorities and aims will be used within our annual Curriculum Planning and Review process (CPR) and individual curriculum areas will be required to map their curriculum against the aims and develop their own actions for improvement in line with the College Curriculum Strategy direction. Our Strategy actions will be updated on an annual basis to ensure alignment with College, local and national priorities.



Personalised



Collaborative



Agile & Adaptive



Digital

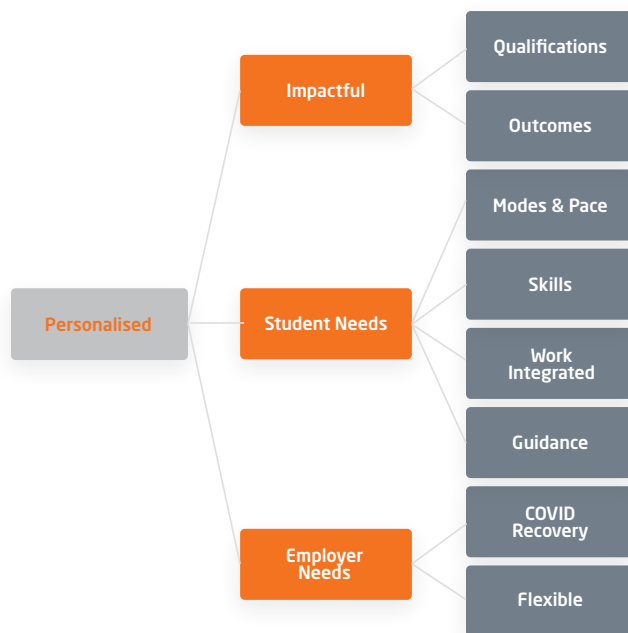
4. OUR KEY CURRICULUM PRIORITY ACTION 2021-26 TO ACHIEVE OUR AIMS

Personalised

Aim
 An impactful curriculum, specifically designed to meet the breadth of individual student, employer and local needs.

WE WILL DO THIS BY:

- Ensuring all courses have explicit course aims, core skills profile, and meaningful, clear pathways for entry and progression.
- ‘Chunking’ courses to provide more flexible and blended delivery models and developing micro-credentials that are recognised by industry and professional bodies.
- Reviewing alternative industry qualifications available and broadening the selection of qualifications used for College courses.
- Ensuring all courses include work-integrated learning as simulation or placements.
- Ensuring accredited Employability and Meta skills are embedded in all courses through undertaking an essential skills audit and implementing improvements where required.
- Building guidance into course design to support career management and ensure students can make informed choices for progression and have access to additional learning options to meet their personal and career needs.
- Building our flexible portfolio of short course provision designed specifically to meet employer needs.



MEASURES OF SUCCESS:

Measures of success: Revised Course Approval and Reapproval process implemented; WCS design principles used for each level of SCQF delivery; increase in the percentage of part time/flexible courses, new micro-credentials provision available; improved marketing of courses and pathways; increase in SCQF credit rated courses; increase in alternative qualifications available; work-integrated learning in all courses; explicit Essential and Meta Skills development and assessment in all courses; guidance and career management built into all course design; positive student feedback on the design of their curriculum and preparation for employment and next steps; reduction in student withdrawals and improved outcomes and destinations.

4. OUR KEY CURRICULUM PRIORITY ACTION 2021-26 TO ACHIEVE OUR AIMS

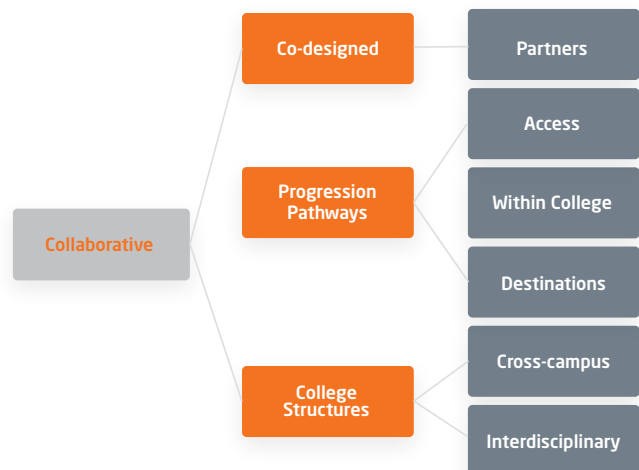
Collaborative

Aim

A curriculum co-designed and delivered in collaboration with employers and other relevant stakeholders, with explicit progression pathways and not limited by our College curriculum structures.

WE WILL DO THIS BY:

- Facilitating staff involvement in national curriculum groups to ensure our region is represented and key developments are at the forefront of West College Scotland.
- Ensuring every curriculum area involves employers, labour market intelligence and student progression feedback in the design of the curriculum.
- Standardising and combining SCQF4 provision across the College to ensure more appropriate generic skills development and a breadth of progression options.
- Reviewing and revising School and Community pathways in collaboration with Local Authorities to ensure there is a strategic offering to meet local skills needs and co-creating curriculum.
- Working with HEIs to enhance articulation pathways and develop industry related partnership provision
- Facilitating cross-Sector and interdisciplinary curriculum developments within the College to respond to emerging employment opportunities, encourage innovation and improve efficiencies.



MEASURES OF SUCCESS:

Revised SCQF4 portfolio; clear pathways for students from learning to employment; creation of a new School College Partnership programme with improvements in recruitment, retention, outcomes and articulation to college programmes; increase in student positive destinations; improved articulation; HEI partnership developments; new interdisciplinary curriculum;

4. OUR KEY CURRICULUM PRIORITY ACTION 2021-26 TO ACHIEVE OUR AIMS

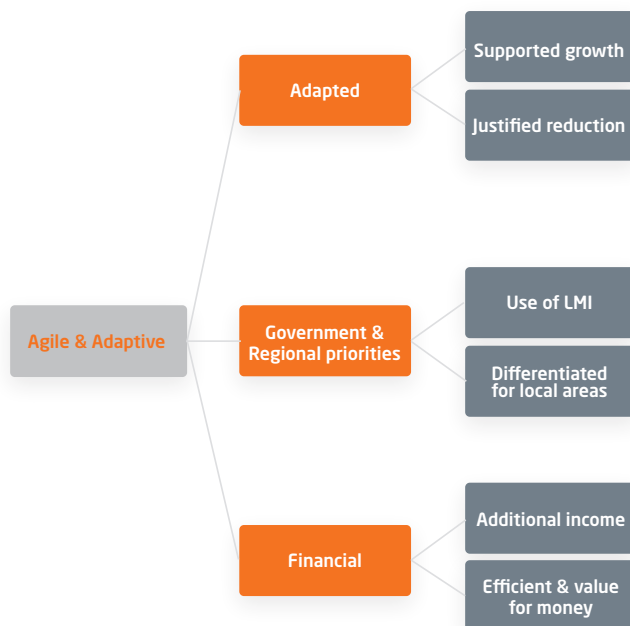
Agile & Adaptive

Aim

A curriculum that can easily flex and is regularly adapted and reimagined to respond to Government and Regional differentiated priorities, meet employers' needs and to the College financial context.

WE WILL DO THIS BY:

- Being forward looking, identifying and supporting and investing in strategic growth areas of the curriculum in line with current and emerging regional and national skills needs.
- Growing our work-based learning and Apprenticeship delivery.
- Using trend data and ILM effectively to inform timely changes to the curriculum and remove or revise curriculum failing meet student and industry needs, ensuring value for money and maximum impact for our delivery costs.
- Adapting our curriculum to respond to demand and varying our delivery within the region to meet the specific needs of our individual local authority areas.
- Delivering cross-campus and combined elements of the curriculum to improve student choice and options for students to study more in their local campus, whilst reducing duplication of staff effort and improve efficiencies.



MEASURES OF SUCCESS:

Creation of focus groups with key external stakeholders to inform curriculum revision; evidence of course withdrawal and replacement, clarity of curriculum offering in campuses against SDS information and Local Authority plans; increase in work-based learning and Apprenticeship delivery; increase in the cross-campus courses and units;

4. OUR KEY CURRICULUM PRIORITY ACTION 2021-26 TO ACHIEVE OUR AIMS

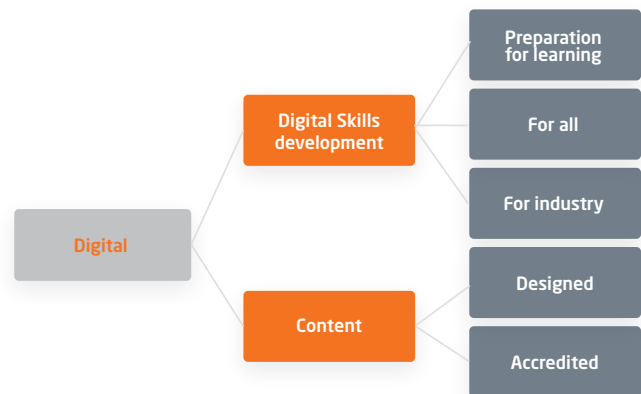
Digital

Aim

A curriculum to fully develop all student's digital skills, making the very best of digital pedagogy, through both remote and campus-based learning, teaching and assessment.

WE WILL DO THIS BY:

- Providing appropriate level learning opportunities to ensure all students have the digital skills required for online learning and entry to their courses.
- Ensuring the development of generic and industry related digital skills are included and ideally accredited in every course.
- Including specific curriculum to meet the digital employment and digital industry needs.
- Further developing our online learning courses and online learning elements included within course design, with a sound pedagogical rationale underpinning the design of what may be on campus or online.
- Designing curriculum assessment to utilise digital technology as a default position, with a rationale required for alternatives based on an inclusivity and accessibility for individuals.



MEASURES OF SUCCESS:

student feedback on digital skill development, increased proportions of provision delivered digitally and supported by digital innovation; new online digital skill development courses available as preparation for college and within courses; increased enrolment in Computing and Digital courses; updated course portfolio including in Data Science, Data Analytics, Fintech and coding; digital assessment used as default.



Located on both the north and south banks of the River Clyde, West College Scotland inherits a rich legacy of innovation, enterprise and industry.

We at West College Scotland are inspired by this legacy. We are determined to continue those traditions of innovation and enterprise, and to play our part in helping our communities prosper.

Here we take a brief look at the industrial heritage of the three main towns we serve – Clydebank, Greenock and Paisley.

We look forward to a different future but we are proud of our history and the culture it forged.

2021

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Meeting	Learning Teaching and Quality
Date	23 February 2022
Location	MS Teams
Title of Paper	Curriculum Planning & Review 2021 outcomes
Presented By	Stephanie Graham
Recommendation to Members	For information
Appendix Attached	No

PURPOSE

To provide LTQ Committee with a high-level summary of the 2021 Curriculum Planning & Review (CPR) focus and outcomes.

1. Introduction

As shared with the LTQ Committee in October, our annual Curriculum Planning and Review (CPR) focus was amended to bring it in line with the key objectives in the Curriculum Strategy. Documentation was completed by Sectors prior to individual November meetings led by the Educational Leadership Team with the Heads and CQLs for each Sector.

Discussions in the meetings varied depending on the Sector and priorities. Rather than follow the same agenda for each meeting this year, ELT decided on key topics in advance for each Sector in order to focus on the more critical areas for change or challenges in each curriculum.

2. Drivers and evidence for change

Within their paperwork and in the meetings, Heads identified their key drivers for curriculum change.

The common themes were:

- **The changed employment context** – particularly where this has been impacted by COVID and as highlighted in available data from Regional Skills Assessments – e.g. the current availability of low skilled employment in Care and Hospitality has impacted negatively on student recruitment. Early exit to the workforce has also impacted on retention in some areas (e.g. Motor Vehicle). These aspects of the employment context are driving the need for shorter sharper training or in-work

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training options instead of full-time courses. The workforce in Health & Social Care is facing a recruitment crisis; the delivery model needs to be adjusted to meet this challenge. With the growth of Tech industries, opportunities for new and revised provision have emerged in areas such as Data Analytics, Data Science, Cyber and AI.

- **Student recruitment trends** - CPR discussions also focussed on courses with low recruitment; these included full-time Engineering courses in Greenock, the Strathclyde Engineering Academy, Foundation Apprenticeships, and courses more broadly across Hairdressing, Beauty, Hospitality, Tourism and Drama. In several instances, the industries have been disproportionately impacted by COVID and the pandemic may have led applicants to reconsider the attractiveness of a career in these areas. In contrast, a few areas, principally construction, have experienced particularly high demand cannot be accommodated at present. In other areas, workforce data indicates good demand, (e. g. Care) but this is failing to translate through to recruitment of target numbers.
- **Apprenticeships** -increased demand has emerged for apprenticeship provision (particularly in Engineering) and this has prompted a planned shift in some areas from full-time courses into apprenticeship alternatives (Hairdressing, Beauty and Hospitality)
- **Level 4 vocational course delivery** - attainment and skills development can be inconsistent between campuses (particularly for vocational tasters in the Learner Development courses where options available vary considerably). The range and complexity of student support requirements emerged as a theme.
- **Retention and Attainment** - areas with low PIs
- **Skills Development** - embedding Meta Skills into courses and the specific skills requirements of employers, including digital skills.
- **Net Zero and technological advances** particularly in Motor Vehicle, Building Services and Engineering and the impact for courses, commercial activity and for staff CPD
- **External partnership opportunities** - NHS Golden Jubilee Youth Academy, NMIS, school and community options.
- **Qualifications changes** - City & Guilds withdrawal from Scotland and the impact on Motor Vehicle provision. New Next-Gen HN qualifications.
- **Student Support needs** - the increased requirement for more student guidance and support within courses to ensure students are retained and achieve, particularly at lower levels.

- **Learning from COVID** – opportunities to deliver courses in different ways, with implications for efficiencies, heightened use of digital technologies for delivery both on and off campus, student choice, staff CPD, estates and technical support.

3. Capacity and Barriers for Change

The main barriers identified related to accommodation, equipment, staff skillset (particularly for digital delivery), aging workforce and staff recruitment (particularly difficulties recruiting part-time temporary staff). In addition, staff capacity particularly at promoted level or staff time for curriculum development and further engagement with industry.

A list of priority estates developments and IT requirements was compiled from the CPR exercise to inform estates and IT planning.

4. New Courses and amended curriculum

Several new commercial courses were identified for delivery in 2022-23, including programmes within Motor Vehicle focusing on Electric Vehicle & Hybrid Vehicle Training along with MOT and Air Con provision. A suite of Engineering short courses to include CNC training, Multi-skilling and PLC Automation training and commercial welding programmes. Cross Sector courses that link Construction and digital future homes with the Care Sector.

In Learner Development, there will be an expansion of the Transition 2 College programme to address a growing need for Level 4 provision focused on skills development paired with vocational tasters to develop the student capabilities and aptitude prior to selecting their vocational choice. Creative Industries for Level 4 provision in Clydebank will be adapted to be a partnership course with the delivery shared between Creative Industries and Learner Development staff. This follows successful partnership delivery in Computing and is move that ELT intend to push further into other vocational areas to ensure students at this level are best supported.

Changes to improve employability prospects for students include Activity Tourism, Hospitality Operations & Events, SWAP ESOL and Financial Services. The Administration programmes have been deconstructed to create three key strands of Admin where demand lies: HR and Digital Technologies; Legal Services & Digital Awareness; Medical Administration, all of which are inclusive of work-based SVQ units to meet employer needs and enable work placement/experience whilst retaining progression pathways into secured places at University. We plan to use some of the Administration students within the College during their placements.

A partnership agreement with Global Analytics Company SAS (the only College in Scotland to have this) will allow us to offer data science, data analytics and data literacy courses using the SAS network of current

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knowledge and experts with students being granted access to a restricted portal of job opportunities not open to the general public. Qualifications will be double badged between our organisations.

NC Classes in Computing are to be restructured and rebranded to focus on Coding, Cyber and Data Science. The Computing offering will include Azure cloud technology developments and Artificial Intelligence courses. With data analytics, cloud technology and predictive analytics being at the forefront of the jobs market, this will enable our students to master the skills for this growing employment market.

The Diploma in Social Service in Education is being removed and replaced with HNC Additional Support Needs to provide a more vocationally relevant qualification.

In merging courses into more efficient combined offerings, NC Interior Design and NC Graphic Design in Clydebank will be replaced by a single level 5 NC Creative Industries and there will be combined delivery of HND Sound Production between Paisley and Greenock.

The HND Music Business will move to a blended offer which can also be studied entirely online.

Hairdressing, Beauty and Make Up Artistry will be shifting to more apprenticeship programmes and introducing a Pre-Apprentice Academy as an alternative to full-time courses. In response to demand further MA in Barbering opportunities will be available.

Some new fast-track programmes have been introduced this session and will be continued next session, including Fast track level 4 and 5 courses in Health & Social Care (Clydebank) and January Fast-track level 6 Care (Paisley), fast-track Health & Fitness and 18 week courses in Social Sciences.

HNC Automotive Engineering will be removed since the qualification is no longer supported by SQA.

Additional provision will be run in Construction to help address some of the demand, but the scale of additional places we can take is still dependent on what estates changes can be made before the start of 2022-23.

The school portfolio has been widened to include a range of Business NPAs and PDAs, Skills for Work Hospitality, ESOL and Intro to TEFL, Activity and Adventure Tourism with Events.

5. Summary of discussions and actions

The good employer links, supportive student-centred focus and the way courses have been adapted for the COVID situation came across as real strengths of our curriculum delivery. In terms of course design, many of our

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staff are well connected and influencing national developments and engaged with employers in shaping provision. Courses have been adapted internally to better suit our student needs and there is a clear skills development focus, although still work to do to make Meta skills more explicit for students.

Our course offering is continually adapted in terms of the way courses are taught and assessed. There has been increased staff collaboration due to COVID in both delivery and assessment. The COVID adaptations to assessment processes have helped focus staff on the key course aims and essential parts of courses.

It is uncertain in several areas as to whether the recent reduction in student recruitment is likely to be a continuing situation. Student demand is not always in line with RSA identified job openings and low student numbers are impacting on the viability of some more specialised courses. The experience of delivering elements of courses online is enabling a cross-campus course offering in a few areas and this is being taken forward, particularly in Travel & Tourism and Creative Industries. There is further potential for more elements of courses to be delivered cross-campus, whilst practical parts are taught on separate campuses, enabling us to retain some specialist courses with lower numbers.

The development of a 'partnership' approach for Level 4 courses with vocational areas working with Learner Development staff will be progressed further, as will trying to combine lower-level provision to provide more generic vocational experiences to increase student options for more informed progression (i.e. January start Introduction to Hairdressing, Beauty and Make Up Artistry being run this session rather than three separate courses).

Progress has been made in varying course start times and offering shorter courses to build qualifications but there is still more work to do in this area. As well as recognising the need to offer courses in a more flexible way, there is also a recognition that some full-time courses may no longer suit the market and that offering alternative apprentice provision may be a better option.

The Power BI project to improve data analysis will aid decision making for the curriculum. This, along with a more centralised management of applications this session should help ensure more viable student numbers in classes for 2022-23. Increasing class sizes or adapting delivery methods to increase efficiency will continue to be a major curriculum driver, as will improving retention and attainment.

1. FINANCIAL IMPLICATIONS

There are no particular financial implications as a direct result of this update but there are financial implications if we fail to continue to adapt our curriculum delivery.

2. STUDENT EXPERIENCE

There are no particular student implications as a direct result of this update.

3. HUMAN RESOURCES IMPLICATIONS

There are no particular Human Resource implications as a direct result of this update. However, we recognise that adapting our curriculum and ensuring course financial viability will have a direct impact on staff. Upskilling and recruiting staff remains an absolute priority, as well as minimising duplication in work and strengthening team approaches.

4. LEGAL IMPLICATIONS

There are no legal implications in this update

5. REPUTATIONAL IMPLICATIONS

There are no particular reputational implications in this update other than the critical need to have a curriculum offer which meets regional needs.

6. COMMUNITY/PARTNERSHIP IMPACT

There are no particular community/partnership implications in this update

7. EQUALITIES IMPLICATIONS

There are no particular equalities implications in this update

8. ENVIRONMENTAL IMPLICATIONS

There are no particular environmental implications in this update.

RECOMMENDATIONS

The Committee is requested to:

Note the information contained within this report and discuss any relevant matters.

Meeting	Learning Teaching and Quality
Date	23 rd February 2022
Location	MS Teams
Title of Paper	ELT update
Presented By	Stephanie Graham
Recommendation to Members	For information
Appendix Attached	Yes (Community Renewal Fund infographics)

PURPOSE

To provide LTQ with a high-level summary of items of note for areas covered by the Educational Leadership Team since the last meeting.

1. Student recruitment

Winter Start courses have recruited well overall with almost 800 enrolments. Despite changes to the Winter Start programme, these numbers are broadly in line with previous years. We do have a few more courses with delayed start time still to enrol however and our distance learning courses are up on previous years. We are hopeful that the ability to be more on campus and the student support in place will help retain the Winter Start students. Our credit generation for these students will not be known until later in March once the 25% retention date is passed.

Our applications for full-time August courses opened on 25 January. We are operating a more centralised process to manage applications with the aim of improving response times, communication and consistency of experience for applicants and management information. We are targeting current students to apply for any progressing courses as soon as possible as well as advertising externally. At this point we have had 4,400 applications which is slightly down on last session when we had 4,800 at the same point. It is still too early to assess trends, although other colleges are also reporting lower applications so far.

Student retention from August start courses has not been good this session with a 4% increase in students leaving FE courses before Christmas and 7% increase in HE compared to last session. Other Colleges are reporting a similar situation. Analysis of reasons for withdrawal shows a higher number

leaving for financial reasons and for employment as well as an increase in those leaving for health reasons, including mental health.

2. Credit Generation

We continue to have a gap in our estimated credit outturn figure for 2022-23 although this has closed slightly with some additional credit flexibility from SFC and good Winter Start recruitment. We predicted a 4,000 shortfall in the Autumn and now a shortfall of 3,000.

We are being encouraged to identify and promote activity which fits the criteria for NTT/YPG funding, although it is uncertain if we can claim it as such. NTT/YPG additional credits can only be claimed if we achieve our Core and ESF credits. We are currently promoting short Skills Boost courses in Digital Literacy, Management, Leadership, Financial Services, Administration, Hospitality, Data Science and Social Care. Further provision is planned, including a Net Zero 'Skills Boost' for students leaving Construction and entering employment. If we do not achieve Core and ESF credits, this provision will be moved from NTT/YPG to core.

The Sector VPs have submitted a request to SFC to consider further credit flexibility this session. By far the majority of colleges anticipate difficulties achieving their credit targets this year. The VPs have suggested a number of amendments to credit guidance, with the main one being to adjust the 25% 1st November census date to bring it in line with HEIs where funding can be claimed after a student has been retained for more than 5 weeks. We cannot claim credits for any student leaving before 1st November which was week 9 for FE courses and week 8 for HE this session. If this adjustment is made, we calculate a gain of over 3,000 credits.

3. Enterprise and Skills

The UK Community Renewal Fund (CRF) worth £220m was launched in mid-2021 to help local areas across the UK to prepare for the introduction of the Shared Prosperity Fund, which will be the main replacement for European Structural Funds. The key aims of the CRF are:

- To align with long-term strategic plans for local growth
- Target people most in need
- Support community renewal
- Demonstrate a contribution to national net-zero and carbon reduction ambitions
- Support innovation and new ideas

To ensure the CRF reached the places most in need, the UK Government identified 100 priority places based on an index of economic resilience across

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Great Britain. These 100 places included West Dunbartonshire and Inverclyde local authority areas but omitted Renfrewshire.

The Development Funding team working with a number of other College Sectors and local partners developed and submitted three applications to the CRF: West Care Academies in both West Dunbartonshire and Inverclyde, and Neptune – Marine Economy in Inverclyde (see attached infographics).

Outcomes of the submitted proposals were initially expected in August 2021, however an announcement on the awards was delayed until November when we were notified that all West College Scotland applications had been successful with a total grant value of £780k.

This announcement delay meant that initial project timelines outlined for delivery has had to be shifted and shortened with projects now having to be delivered in 6 months with completion in June 2022. Although this will be a challenge, we are endeavouring to work with all of our partners to achieve this and ultimately maximise benefits for our local communities and Region at an economically challenging time.

4. Schools

School-College Partnerships Curriculum offer review

There is a strong focus in the SFC Review on good support and guidance to enable students to understand the different pathways, the removal of duplication and improved recognition of prior learning, improving data sharing and performance monitoring across sectors and reviewing funding arrangements to enable increased access and improve learner pathways. These are all areas in which School-College Partnerships can play a key role and are areas that are being discussed and updated because of this review.

The review has been undertaken via a series of meetings and professional dialogues with Heads of Sector and CQLs and Local Authority Partners. This process always takes place but this year changes to full-time curriculum, national priorities and a more in-depth discussion around PIs have formed part of the discussion.

As part of this review the College took cognisance of:

- schools widening senior phase curriculum to offer programmes currently offered by the college, these include SfW, NPAs, and other SCQF L4-8 programmes offered by the College.
- additional funding streams for school programmes including YPG, Kickstart, CRF and other Scottish Government Strategies
- changes to FA funding and widening of competitors offering these qualifications a more competitive price

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- some college activity now being carried out by DYW Team/new co-ordinators and other 3rd party trainers/providers
- increased taster input requested for S3/S4 and how can the college accommodate this

Recommendations on completion of review:

- The College will continue to undertake school senior phase review on an annual basis in Nov /Dec of each year in parallel with Sector CPRs to ensure senior phase curriculum is fit for purpose
- Under performing FA programmes and vocational programmes to be replaced with alternative provision unless justification mitigates their removal or there is a particular demand from stakeholders
- Minimum number for school classes sizes to be agreed
- Improved and more engaging information regarding programmes to be provided for local authorities, parents and school pupils
- Online Eventbrite info sessions to be held in Jan/Feb of each year to raise awareness of college senior phase curriculum. There is evidence to show that these sessions have been more efficient and well attended than face to face open evenings - schools team to organise and Sector to be represented
- S3 Taster programme WDC and Renfrewshire – model to be agreed for August 22. Generally, more taster activity is being requested from schools for S4 and BGE – a short life working group has been created to determine how this can work across all Sectors
- Inverclyde LA undertaking a review of Senior Phase provision across the whole authority including school/college partnership provision –Head of Learning Communities and Schools Relationship Manager are representing the College will liaise and feedback
- Improved reporting of pupil performance in terms of frequency (raised by Inverclyde)
- School provision for new each new session to begin end of May/beginning of June using an Induction programme that will run for 2-3 weeks.

1. FINANCIAL IMPLICATIONS

Our credit gap for 2021-22 will have financial implications if not addressed in year.

Our success in securing additional funding is welcome although the funding will be fully committed to the projects and not contribute to reducing any financial deficit.

2. STUDENT EXPERIENCE

There are no particular student implications in this update

3. HUMAN RESOURCES IMPLICATIONS

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There are no particular Human Resource implications in this update

4. LEGAL IMPLICATIONS

There are no legal implications in this update

5. REPUTATIONAL IMPLICATIONS

There are no particular reputational implications in this update

6. COMMUNITY/PARTNERSHIP IMPACT

There are no particular community/partnership implications in this update

7. EQUALITIES IMPLICATIONS

There are no particular equalities implications in this update

8. ENVIRONMENTAL IMPLICATIONS

There are no particular environmental implications in this update

RECOMMENDATIONS

The Committee is requested to:

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

The Quality Standards Committee (QSC) meets 4 times per annum and has a broad membership from across teaching and support areas in the College.

For information, a copy of the Action Minutes from the most recent QSC meetings are presented as follows:

- Quality Standards Committee 18th November 2022 (final approved)
- Quality Standards Committee 3rd February 2022 (draft for approval at the next meeting 5th May 2022)

The LTQ Committee is asked to note this information.

Cathy MacNab

Assistant Principal Performance and Skills

Present:

Cathy MacNab (Chair)	Assistant Principal Performance and Skills
Abbie McGrath	Student Association President
Chris Haldane	Student Association Liaison Officer
Fiona McKenzie	Head of Sector Learning Communities
Jim McAllister	Head of Sector Hospitality, Tourism, Languages & Business
Johanne Porter	Quality Standards Co-ordinator
John Redman	Head of Quality & Professional Standards
Kirsty Kenney	Quality Standards Co-ordinator
Lesley Clark	Quality Standards Co-ordinator
Lorna Smith	Teaching Enhancement Lecturer Social Science
Paul McLaughlin	Head of Sector Creative Industries
Robin Chandler	Stakeholder Experience Co-ordinator

Apologies:

Alison Dunne	QEL Engineering
Caroline Cullen	CEL Beauty
Fiona Goggins	Quality Assurance & Examinations Manager
Isobel Lightbody	CQL Childhood Practice
Jackie McLellan	Head of Sector Care
Janise Maxwell	CEL Hairdressing & Make-up Artistry
Susan Carton	Lecturer Business
Suzanne Thompson	QEL Science

Item	Action	Responsibility
1	Welcome and apologies C MacNab welcomed everyone to the meeting and apologies were noted as above.	
2	Minute and actions arising from last meeting – 16 September 2021 Actions noted as complete and minute approved without amendment.	
3	Approvals for session 2021-2022 J Redman talked through the list of approvals being sought, which had been uploaded to the QSC team site, and explained the reason behind each interim approval decision. It was noted that several of the approvals were in relation to the change from awarding body City & Guilds to IMI; a number were additional units / extensions to existing qualifications; two were group awards; and one was a new award. Approval of all interim decisions was provided by committee members.	
4	Awarding Body Update K Kenney gave a brief update on recent external verification visits. It was noted that 4 visits had taken place (3 with good/strong outcomes and 1 with	

Item	Action	Responsibility
	<p>action points); a further 8 visits are currently pending. The majority of visits are still being carried out remotely however IMI have carried out some onsite verification activity. We anticipate further EV notifications as the session progresses.</p> <p>The national examination timetable is taking shape and will be shared with all staff involved, and added to the Quality Portal, along with key dates, when available.</p> <p>C MacNab highlighted the Colleges recent full approval from The Welding Institute and commented on how important it is to continue to broaden our awarding body portfolio.</p>	
5	<p>Student Association Update A McGrath informed the committee that the Vice President for Paisley Campus had been elected and would be commencing shortly.</p>	
	<p>Focus groups haven't taken place yet due to class representatives requiring training. Training is available online however the majority have requested it in-person. C Haldane explained there are two types of training, one is for first time reps, and one is a refresher. 20 people have requested the full training as the majority currently were class rep's last year / previous students. C Haldane will deliver the in-person training and report back at the next meeting. A further call for new student reps will take place early in the New Year and will be supported with further training opportunities.</p>	C Haldane
	<p>A key theme for the Student Association this session is supporting positive mental health. A McGrath has been speaking with I Foster-Smith (Assistant Principal: Student Life and Skills) about 'chill-out' areas. Learner Development students have also requested sensory gardens. C MacNab commented that this was a good opportunity for cross curriculum work. F McKenzie stated that there were horticultural groups in the communities local to each campus who would be happy to help.</p>	
6	<p>Complaints Handling 20121-22 Quarter 1 In line with the new complaints handling procedure, complaints will now be reported in quarters. Quarter 1 (1st August – 31st October) saw 22 complaints received, 21 of which have now been closed. J Redman commented that this was in line with previous years.</p>	
	<p>J Redman referred to a data protection complaint, which highlighted the need to utilise the BCC (blind carbon copy) option on email messages.</p>	
7	<p>Curriculum Strategy C MacNab drew the committee's attention to the Curriculum Strategy, and in particular the aim <i>"A curriculum co-designed and delivered in collaboration with employers and other relevant stakeholders, with explicit progression pathways and not limited by our College curriculum structures."</i></p>	

Item	Action	Responsibility
	<p>C MacNab commented that the current process for approvals and re-approvals was implemented after merger and the College is looking to strengthen this. There will be consultation on this and careful consideration on how this is managed without being too onerous for staff. She asked members to read over the strategy and feedback any comments to herself or J Redman.</p> <p>To be added to the agenda as a standing item going forward.</p>	C MacNab
8	<p>Outcomes and Key Actions from Portfolio Review</p> <p>All Portfolio Reviews are now complete. The paperwork submitted by each curriculum area was condensed to focus on two main aims – areas of good practice; and identify key issues and challenges.</p> <p>Key themes that came through were:</p> <ul style="list-style-type: none"> • Innovation and creativity by teaching staff in student engagement teaching techniques • Staff time constraints / skills challenges • Staff skill set CPD is required • Improved retention but not materialising into improved attainment rates across all areas <p>C MacNab informed the committee that a review of the Portfolio Review process will commence in the new year and asked for members’ input. A project action group will be formed and the QSC will approve the process.</p> <p>Paper to be brought to the next meeting.</p>	C MacNab
9	<p>Application and Enrolment Report</p> <p>To gain a better understanding of the disparity in the number of students applying and the number who enrolled, a mass survey was carried out with applicants. Some of the key themes identified were:</p> <ul style="list-style-type: none"> • Systems / processes causing false numbers e.g. students being able to apply multiple times • Students applying for multiple levels regardless of entry requirements • Applicants didn’t receive emails / enrolment links • Schools applying on behalf of students who weren’t planning on attending College • Applicants changing their minds once they found out about online learning <p>Focus groups will be set up to look at how we communicate with students. C MacNab thanked R Chandler and commented that it had been a worthwhile task which may be carried out again next session.</p>	
10	<p>Student Experience Survey Report</p> <p>R Chandler highlighted some of the themes coming through in the current survey, which is due to close in a week. These were:</p>	

Item	Action	Responsibility
	<ul style="list-style-type: none"> • Returning students are more apprehensive about studying online • High percentage of new students are happy with their college experience • Issues accessing funding – various reasons • 40% felt communication with their lecturer could be better 	
	<p>C MacNab stated that it is important to have focus group meetings to underpin what is coming through in the surveys.</p>	
11	<p>Project Action Group: Assessment A project action group was recently formed to look at the use of proctoring software during assessments. The group was formed of a broad cross section of staff however there were two distinct schools of thought – one for the software and one not.</p>	
	<p>J Redman has uploaded a report to the team site detailing the groups discussion, findings, and recommendations.</p>	
	<ol style="list-style-type: none"> 1. Guidance provided by Awarding Bodies is primary consideration; ALL options utilised must comply with ABB requirements. 2. Decision on the use of proctoring software is taken at curriculum level, and Quality Department advised. 3. Initial costs of this adoption should be borne by curriculum team selecting this option; thereafter potential to be absorbed into Quality budget. 	
	<p>J McAllister agreed the decision should be made at curriculum level and commented that teams would need to explore the market to determine what best suited their needs, along with the variation in cost.</p>	
	<p>C MacNab stated that approval would be needed, along with central oversight to ensure that various software wasn't implemented. To be picked up again this time next year.</p>	C MacNab
12	<p>Revision to Qualifications Procedure The Qualification Verification procedure is due for review. J Redman informed the committee that a change of name to Internal Verification procedure was proposed.</p>	
	<p>C MacNab commented that the procedure was overarching for all activity and processes would be used to underpin individual needs.</p>	
	<p>A query was raised over some of the terminology / processes in sections 2.2 and 2.5. C MacNab acknowledged the points made and stated the procedure would not be approved. J Redman to take these points into consideration and revise the procedure.</p>	J Redman
13	<p>AOB Feedback Questionnaire</p>	

Item	Action	Responsibility
	C MacNab asked the committee, if they hadn't already done so, to complete and return the feedback questionnaire that was recently issued. It is important that members share their views on whether the committee is meeting its aims.	All members

Future Meetings

C MacNab is keen to hear from members and proposed that at future meetings a member from each curriculum area give a brief update on any big-ticket items, good practice, or issues from within their areas. This was approved by the committee.

- 14 Date of Next Meeting**
Thursday 3rd February 2022

DRAFT

Present:

Cathy MacNab (Chair)	Assistant Principal
Abbie McGrath	Student Association President
Chris Haldane	Student Experience Co-ordinator
Fiona McKenzie	Head Learning Communities
Gary McIntyre	Organisational Development Manager
Isobel Lightbody	CQL Childhood Practice
Jackie McLellan	Head Care
Janise Maxwell	CEL Hairdressing & Make-up Artistry
Jim McAllister	Head Hospitality, Tourism, Languages & Business
Johanne Porter	Quality Standards Co-ordinator
John Redman	Head Quality & Professional Standards
Kirsty Kenney	Quality Standards Co-ordinator
Lesley Clark	Quality Standards Co-ordinator
Lorna Smith	TEL Social Science

Apologies:

Caroline Cullen	CEL Beauty
Fiona Goggins	Quality Assurance & Examinations Manager
Paul McLaughlin	Head Creative & Digital Industries
Robin Chandler	Stakeholder Experience Co-ordinator
Susan Carton	Lecturer Business
Suzanne Thompson	QEL Science

Item	Action	Responsibility
1	<p>Welcome and apologies</p> <p>C MacNab welcomed everyone to the meeting and apologies were noted as above. G McIntyre in attendance to provide an update on teaching staff professional standards and CPD. Gary will also be joining the committee as a member going forward.</p>	
2	<p>Minute and actions arising from last meeting – 18 November 2021</p> <p>Actions noted as complete and minute approved without amendment.</p> <p>Update on curriculum strategy to be added to the next agenda (5th May).</p>	C MacNab
3	<p>Approvals for session 2021-2022</p> <p>J Redman talked through the list of approvals being sought, which had been uploaded to the QSC team site, and explained the reason behind each approval.</p> <p>Approval by committee members was provided.</p> <p>C MacNab requested detail of the SCQF level be included on the approval list going forward.</p>	J Redman

Item	Action	Responsibility
4	<p>Awarding Body Update</p> <p>K Kenney gave a brief update on the preparations for Internal Quality Assurance Panels (IQAs). It was noted that several curriculum areas were returning to unit-by-unit styles of assessment, as we move back to post Covid 'business as normal'. Consequently, the number of IQA panels required may be less, as more awarding bodies return to direct external verification activities.</p> <p>It is currently SQAs intention to go ahead with national examinations this year and revision support will be issued for learners in due course. If this changes, SQA will notify the College of the alternative arrangements.</p> <p>F McKenzie enquired what the final date for SQA exams was, as this has an impact on inductions for school/college partnership courses. It was noted the final date is Wednesday 1st June 2022.</p>	
5	<p>Student Association Update</p> <p>A McGrath gave a brief update on themes / projects the Student Association is currently focused on. These included promoting LGBTQ month via social media; planned National Numeracy Day campaign; 5k a day communal event cross campus and with other Colleges.</p> <p>Board member Gordon Hunt has kindly offered to mentor A McGrath and the Student Association. C MacNab commented that this was a great opportunity for development and thanked Gordon for the offer which is gratefully accepted.</p>	
6	<p>Future remit and structure of the Quality Standards Committee</p> <p>Members were asked to consider whether, or not, the current format of the QSC met its aims and provided appropriate coverage and reporting lines into the Learning, Teaching and Quality Committee. C MacNab presented a suggestion for the establishment of two sub-groups (1. Learning Teaching and Assessment and 2. Equity), each of which would monitor the quality of Learning, Teaching and Assessment and separately, assuring Equity in the Student Experience. Members were of the view that there is already sufficient evidence of quality available through existing planning and evaluation processes, namely, CPR, Portfolio Review and Operational Planning. C MacNab will use this feedback for further discussion with colleagues in the Educational Leadership Team.</p>	CMacNab
7	<p>Accessibility, EQIA and Course Design</p> <p>Accessibility</p> <p>C MacNab informed the committee that the Accessibility Project Action Group, set up in 2019/2020 to action changes required as part of the EU Directive on Accessibility, will be merging with the Digital Workstream. The Digital Workstream was set-up during the pandemic to address issues raised by the move to online learning, working from home, etc. The joint group will meet for the first time in late February. It is hoped this approach will help streamline activity.</p>	

Item	Action	Responsibility
	<p>Equality Impact Assessment (EQIA)</p> <p>All teaching, learning and assessment materials must be reviewed to ensure that the needs of all students are anticipated and considered. An EQIA is already in place as part of the evidence provided for new course approvals. This now needs to include materials in more established courses. The Quality Department will issue an action plan of how this EQIA process will be embedded over the next three academic sessions.</p>	J Redman
	<p>Skills Development of Students</p> <p>Early consideration is taking place via a Skills Project Group, as to how the College can ensure adequate and relevant meta-skills are embedded in course design and delivery, and specifically how personalised skills development is recognised and articulated by students. The College Essential Skills Team are leading on this work and have engaged with the Scottish Government Improvement Hub who will support the project in a 'critical friend' capacity.</p>	C MacNab
8	<p>Teaching Staff Professional Standards and CPD</p> <p>G McIntyre gave a brief update on GTCS registration. 262 staff have been invited to register with GTC during Phase One. GTC plan to commence Phase Two in April 2022, establishing a national pathway to registration for staff who do not hold a recognised teaching qualification.</p> <p>It was noted that some of the 262 staff may already be registered with GTCs in a non-FE capacity and currently the College does not have a way of identifying this. GTCs are aware of the need to provide information on staff who have pre-established rights to registration due to holding different types of teaching qualifications and the Committee acknowledged how complex this issue is.</p> <p>C MacNab advised that the Teaching in Colleges Today (TICT) qualification will now be offered at levels 7 and 8. Further information on enrolment and support for staff will be issued in due course.</p> <p>It was noted that there are currently 25 members of staff going through TQFE with Aberdeen University.</p> <p>As of February 2022, the College has 83 new members of staff on the new national teaching contract. This contract includes one extra hour (pro rate) for undertaking additional duties such as class cover and internal verification. An internal verification training module is in development to support an identified need in staff new to the College and will be rolled out before the end of this session.</p> <p>C MacNab informed the committee that more teaching observers are required to support increased numbers of staff undertaking accredited qualifications (TQFE, PDA and TICT). Dr John Laird, our College HMIE, has offered to provide training in observation practice and in supporting post lesson professional dialogue. An offer will be made for promoted teaching staff to undertake this training as part of their ongoing professional development.</p>	J Redman

Item	Action	Responsibility
	C Haldane raised the need for support to help staff with a more hybrid model of working. G McIntyre advised that a 'baseline standard' was being devised as part of My Conversations and will be issued once ready. C MacNab to take note and pass this suggestion to the Digital Workstream.	C MacNab
9	<p>Complaints Handling – staff training update</p> <p>The new online development of learning package for complaints handling is progressing well. There are two main drivers behind the training update. The first being as a result of the public sector revised complaints handling policy which requires all staff awareness training on complaints. The second driver is recognition of a need to ensure at a practical level, that all follow the procedure in dealing with a complaint. It is hoped this will help increase the speed at which complaints are dealt with and resolved, and also reduce the resource intensive burden of complaints that are escalated to investigation stage.</p>	
	J Redman to feedback on progress at the next meeting.	J Redman
10	<p>Internal Verification Procedure</p> <p>J Redman advised that the committee's comments at the last meeting were taken on board and the draft procedure was amended. The procedure has now been finalised / approved and is available on the intranet.</p>	
11	<p>AOB</p> <p>Class Representative Unit E Identification Flag</p> <p>A joint initiative between the Quality Department and the WCS Student Association is proposed to improve the capture and sharing of student representative details across the College campuses and departments. In order to capture live information on class reps centrally, a new 'tick' box on Unit E registers is being proposed. Course leaders will identify the nominated class rep and an automatic notification will be sent to the Student Association. It is hoped this will help to boost ongoing support for class reps and make sure contact is maintained to effectively capture student views.</p>	
	Discussion ensued and it was agreed that J Redman would look at how information on progress is considered and communicated to CQLs and reps.	J Redman
	<p>Portfolio Review</p> <p>C MacNab advised that portfolio review paperwork will have minimal change this session, with a continued focus on assuring and enhancing the quality of learning and teaching and assessment. It is hoped that all course evaluation activities will be closed off by all CQLs by the end of June 2022, pending final student outcome Performance Indicators being confirmed.</p>	
	Members of the last Portfolio Review PAG will be approached shortly with some proposals.	C MacNab
14	<p>Date of Next Meeting</p> <ul style="list-style-type: none"> Thursday 5th May at 3pm via MS Teams 	