West College Scotland
LEARNING, TEACHING AND QUALITY COMMITTEE
WEDNESDAY 26 October 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 25 May 2022   Enclosed
   .1 Actions from the minutes   Enclosed

4. Matters arising from the Minutes
   (and not otherwise on the agenda)

Main Items for Discussion and/or Approval

5.	Apprentice Performance & Growth	Presentation	SR/PF
6.	Students Association Report	Paper 6	AMcG
7.	Student Activity 2022-23 and Enrolments 2022-23	Paper 7	StG
8.	Student Performance Indicator Report	Paper 8	StG
9.	Alternative Income – Performance	Paper 9	SR
10.	Regional Outcome Agreement Guidance 2022-23	Paper 10	StG
11.	Committee Remit, Membership and Dates of Meetings in 2022/23	Paper 11	MN

Items for Information

12.	ELT Update	Paper 12	StG
13.	Quality Assurance Report	Paper 13	CMac
14.	Education Scotland Progress Visit and Sector Report	Paper 14	StG
15.	Quality Standards Committee Minutes	Paper 15	CMac

16. Any Other Business

17. Date Next Meeting:
    Wednesday 30 November 2022 at 4pm

LEARNING, TEACHING AND QUALITY COMMITTEE

Minutes: Wednesday 25 May 2022.

Present: Mark Newlands**,** (in the Chair), Liz Connolly, Gordon Hunt, Ruth Binks**,** Abbie McGrath, Mark Hamilton, Waiyin Hatton.

Attending: Stephanie Gunn (Vice Principal Educational Leadership), Iain Forster-Smith (Director of Student Services and Communities), Cathy MacNab (Assistant Principal Performance and Skills), Shirley Gordon (Secretary to the Board)**.**

Apologies: Fiona McKerrell, Mark Gillan.

LM466   WELCOME
The Chair welcomed everyone to the meeting and noted apologies.

LM467   DECLARATIONS OF INTERESTS
The standing declarations of interests of members, as available on the Register of Interests on the College website, were noted as current. There were no specific interests declared with regard to the items on the agenda for the meeting.

LM468   MINUTES
The minutes of the meeting held on Wednesday 23 February 2022 were approved.

LM469   ACTIONS FROM THE MINUTES
The Committee noted the actions from the minutes, and it was agreed those completed could now be removed.

LM470   MATTERS ARISING FROM THE MINUTES
There were no matters arising not otherwise covered on the agenda.

LM471   STUDENTS ASSOCIATION (SA) UPDATE
Abbie McGrath (SA President) outlined the varied workload of the Students Association over recent months particularly in liaison with students, lecturers / guidance lecturers and the College Executive and highlighted campaigns and events coming up later in 2022/23.

Ms McGrath reported that, as the end of term approached, students were looking to finish their studies and either progress on to the next year of their course or leave for employment or university. That had been particularly challenging with the ongoing lecturer strike action and the Principal recorded her thanks to the SA for its support during this time.

The Students Association President election had concluded, and Ms McGrath was delighted to be re-elected for a further one-year term. The Committee extended its congratulations to Ms McGrath and noted the that elections for the three SA Vice Presidents had not yet concluded.

Ms McGrath outlined the SA's proposal to see the provision of chill out rooms / areas for students on the three College campuses. As a result of feedback from students, the SA was actively looking to invest in some areas for students to enjoy before, on breaks and after classes to create more of a student culture. The Committee was pleased to note that discussions about this had been positive and agreed it would help create a vibrant and fun place to learn and meet new friends.

In relation to planning for Freshers, Ms McGrath explained that a short life working group had been established to lead on the planning of events / activities. She agreed to liaise

with Mr Forster-Smith around input to that group from the Student Services and Communities Directorate.   **{ACTION – AMcG / IFS}**

Ms McGrath concluded by delivering a presentation summarising the SA's proposals for a new model of working for the roles of class reps with the inclusion of sector reps. The Committee welcomed that approach noting the linkages and knowledge sharing it would bring between College staff and students across all curriculum / operational areas.

The Chair thanked the Students Association President for progressing the work of the Association and the update was noted.

LM472   STUDENT PIs 2020-21
The Assistant Principal Performance and Skills provided a summary of the SFC College Sector student outcome Performance Indicators 2020-21.

Mrs MacNab led the Committee through a summary of the 2020-21 PIs for WCS incorporating national sector comparisons. She reported that, overall, students on most courses continued to participate, despite the challenges in undertaking course activity and qualification completion. Success outcomes and student retention on FE full time and HE part time provision exceeded sector benchmark performance. The College recognised that there was room for improvement in achieving closer to sector success rates for HE full time students and some part time provision at FE level, which was significantly impacted by the pandemic conditions, notably in relation to work placement elements on courses such a Care, Construction, and other practical-based subjects. Partial success rates increased in some areas while students remained engaged in college learning they did not attain the qualification aim.

The Chair thanked Mrs MacNab for the update and the Committee noted the following points:

- As a result of the pandemic, almost all teaching and learning moved online for much of the session 2020-21, with only small groups of vocational students on campus to undertake practical activity. The College aim was to support students to continue to engage with their learning and to attain their qualification aim.
- The College provided remote access to health and wellbeing support for students, rapid response digital device distribution and a wide range of CPD for teaching staff to facilitate online learning. The College Enabling Services department co-ordinated and delivered academic support online to over 1000 students.
- Curriculum teams adapted assessments, modified course delivery schedules and redesigned teaching materials with the help of the Learning Innovation team. A range of online staff support resources was shared through the Virtual Learning Hub and website access to the Centre for Online Learning and Teaching (CoLT).
- In Full Time FE (SCQF Levels 2-6), the College student success rate for 2020-21 remained like the previous session, despite continuous disruption to learning caused by the pandemic. College internal analysis indicated that this was achieved through effective and quick response to the move to online learning.
- In Part Time FE (SCQF Levels 2-6), the College overall, success rates fell by 6.7%, compared with a sector decrease of 1.7% for the same period.
- In Full Time HE (SCQF Levels 7-10), success rates remained consistent with the previous session.
- In Part Time HE (SCQF Levels 7-10), success rates were above sector average.
- Students from the 10% postcodes with the highest levels of multiple deprivation (SIMD 10) continued to have low trend rates of success in attaining their qualification, as did care experienced students in the West region. Analysis of withdrawal rates highlighted personal caring and financial pressures as key reasons for withdrawing from

programmes, while it was also clear that the same pressures applied to those staying on course and trying to complete. Mrs MacNab added that the College remained committed to improving student outcomes through a series of measures which she summarised. She also committed to undertake some benchmarking against other colleges with similar SIMD data to explore further these withdrawal rates and identify any additional targeted support that could be provided to this group of students.

{ACTION – CMacN}

The Committee was pleased to note that the College strived to widen access and give people of all ages and backgrounds opportunities to improve their life chances and career prospects by creating an agile environment able to respond to individual changing circumstances. It also welcomed the suggestion that sector-wide research be undertaken into overall learner journeys (College and University) to understand the narratives, funding stream / economic frustrations, curriculum demands and needs as well as reasons for withdrawal and associated support provided.

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

LM473   STUDENT EXPERIENCE AND FEEDBACK 2021-22
The Assistant Principal Performance and Skills explained that the Scottish Funding Council required that colleges conduct an annual mandatory, standardised Student Satisfaction and Engagement Survey (SSES) with the aim of assessing, and benchmarking, the student experience in FE colleges across Scotland.

Ms MacNab presented a high-level College summary of the survey results for the SSES in Session 2021-22 and reported that a national sector benchmark report would be published later in 2022.

The Committee discussed the results and trends as well as key generic themes that had emerged and noted that the information would be shared across all curriculum areas.

The Chair thanked Mrs MacNab for the summary which provided insightful context.

The Learning Teaching and Quality Committee noted and discussed the update.

LM474   CORPORATE PARENTING
The Assistant Principal Student Life and Skills led the Committee through a summary of activity and developments in Corporate Parenting and support at the College over academic year 2021/22.

Mr Forster-Smith highlighted:
- The new West College Scotland Corporate Parenting Action Plan 2022-25.
- The continued demand across student support with 726 Care Experienced students engaged with the Student Advisory team.
- A further 373 students engaging with the Student Advisory team across Young Carers, Estranged and Veterans.

The Committee discussed the Plan with the following points / suggestions raised:

- The College had created the new Action Plan to guarantee it continued to grow as a Corporate Parent while also fulfilling legal obligations. To reinforce the commitment to care experienced students, the action plan would be evaluated and updated on a regular basis.
- The plan was co-designed in partnership with College care experienced students.

- As part of growing initiatives to support other vulnerable student groups, the College's "named contact support" (within the Student Advisory team) had been extended to young carers, armed forces, and estranged students.

The Committee welcomed the report noting the College's commitment to provide a safe and inclusive environment ensuring the required resources were in place to promote and support students' health and wellbeing.

The Learning Teaching and Quality Committee noted and discussed the College performance, activity, and development of the new Corporate Parenting Action Plan 2022–25.

LM475   STUDENT SAFEGUARDING AND WELLBEING

The Assistant Principal Student Life and Skills led the Committee through a summary of activity and developments in Safeguarding and Student Wellbeing Support over the academic year 2021/22.

Mr Forster-Smith highlighted:
- Management information supporting long term College objectives and developments in this area.
- The continued increase in demand across student support activity with nearly 2,655 student interactions across the services available.
- The range of support given to students across the College.
- Concerns around maintaining services beyond academic year 2022/23 due to removal of funding from the Scottish Funding Council.

The Committee discussed the detail of the report with the following points / suggestions raised:

- Throughout academic year 2021/22, the College had seen a significant increase in access to support services from academic year 2020/21 including safeguarding referrals, wellbeing support offered and counselling appointments. The College had been able to provide the high level of support due to several key financial support funds from the Scottish Funding Council.
- The role of the Safeguarding team was to respond quickly and effectively to concerns raised by staff and to implement the Safeguarding Procedures. Members of the Safeguarding team did not have responsibility or authority to investigate reported incidents and do not get overly involved with incidents. A Safeguarding report, however, was recorded as either a concern over an individual or reporting that a specific incident had occurred.
- TIME 4 U was the College's free, confidential, professional Counselling Service available to all current students. It offered one-to-one counselling sessions with a team of qualified and experienced counsellors all registered with BACP / BABCP. The team had continued to deliver that service as a hybrid model during 2021/22 with support being in person on campus and through online channels.
- The Wellbeing Team had seen a significant increase in the number of referrals in this past academic year largely attributed to the pandemic, however, other factors had played a part including the growth of the wellbeing staff team as well as increased promotion of the service. The presence of wellbeing staff on campus had allowed for issues to be addressed promptly when they arose, and more students were making the first steps to get support for themselves.
- Through the additional funding received for both counselling and wellbeing support, the College had been able to continue the same level offer into academic year 2022/23. Moving forward and with potential loss of funding to support the activity, there would be a need to rationalise how the service level was maintained and Mr

Forster-Smith summarised next steps for the College and its overarching approach to student wellbeing.

- It would be useful to consider the outcomes / impacts of safeguarding and student wellbeing support as described to understand the implications, consequences, and benefits of providing such a hands-on support service to individual learners / the wider community / nationally. Mr Forster-Smith agreed to consider how that could be illustrated for future reports. **{ACTION – IFS}**
- In terms of the curriculum areas where there were lower uptake / referrals to the safeguarding and student wellbeing support services, Mr Forster-Smith described how the services were being promoted and marketed to ensure all staff and students had awareness and access.

The Learning Teaching and Quality Committee noted and discussed the College performance, activity and development in this area and note funding constraints moving beyond 2022/23.

LM476   STUDENT CREDIT ACTIVITY 2021-22 & PREDICTIONS 22-23
The Vice Principal Educational Leadership provided a high-level summary of predicted student activity and credit generation for 2021-22, credit criteria and current student applications for 2022-23.

The Committee discussed the report with the following points / suggestions raised:

- The College would achieve its core credit target but continued to have a predicted gap in its overall credit outturn figure for 2021-22. The overall 2021-22 credit target included FAs, deferral and ESF activity and Mrs Gunn added that the shortfall predicted at the last LTQC meeting had increased following higher early withdrawal of Winter Start students and lower than expected recruitment for spring courses and preparation for College courses. Discussions with the SFC regarding the financial impact of a shortfall continued and the SFC was working with a number of colleges in the same situation.
- College demand for online learning courses continued to be healthy, however, and the College continued to also provide students with some additional learning opportunities to aid their progression, where appropriate, and within SFC recent flexibility credit criteria.
- Applications for 2022-23 full-time August courses opened on 25 January. Overall, applications continued to be down on last session and that was a situation shared with other colleges across Scotland. The College currently had an 18% reduction in applicants on this time last year, with the largest reduction in Greenock. Mrs Gunn outlined how that recruitment dip was being addressed including a focus on targeted marketing.
- The final SFC credit allocation was awaited but the indicative total allocation for 2022-23 was 157,235 credits.
- Mrs Gunn summarised the complexities of the annual Curriculum Planning approach which reviewed credits / staffing / resources / capacity in all subject areas. She confirmed that curriculum was not designed around staffing but that of need / demand / students' future employment opportunities and the College was always making necessary curriculum adjustments as required.
- Recognition of the changed landscape and emphasis on Scotland's recovery from the pandemic which had raised the importance of reviewing funding allocation models and budgets for the sector to maximise opportunities for all learners in a personalised way as well as the economy. Ms Connolly reported that this would be discussed by the Board in further detail at its June meeting and could be considered for a deep dive discussion later in the year. **{ACTION – LC}**

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

LM477   REAPPOINTMENT OF CO-OPTED MEMBER
The Committee **recommended approval** to the Board of Mark Hamilton's reappointment as a co-opted member for a further one year (1 November 2022 to 31 October 2023).

{ACTION – MN}

LM478   INTERNAL AUDIT REPORT – DIGITAL STRATEGY
The Vice Principal Educational Leadership's report explained that, as part of the 2021-22 Internal Audit Plan, Wylie & Bisset had conducted an internal audit assignment which had a bearing on the remit of the LTQ Committee – that of the Digital Strategy.

The Audit Committee had noted the content of the report and approved the recommendation for inclusion and follow up review in the Rolling Audit Action Plan. The internal audit report was noted as was the proposed implementation date for the recommendation.

The Committee noted the contents of the internal audit report.

LM479   INTERNAL AUDIT REPORT – STUDENT RECRUITMENT
The Vice Principal Educational Leadership's report explained that as part of the 2021-22 Internal Audit Plan, Wylie & Bisset had conducted an internal audit assignment which had a bearing on the remit of the LTQ Committee – that of Student Recruitment.

The Audit Committee had noted the content of the report and approved the recommendations for inclusion and follow up review in the Rolling Audit Action Plan. The internal audit report was noted as were the proposed implementation dates for the recommendations.

The Committee noted the contents of the internal audit report.

LM480   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:

- Staffing.
- Industrial Action by EIS.
- Estates adaptations to meet curriculum needs.
- Curriculum Planning.
- Enterprise and Skills.

The report was noted.

LM481   QUALITY STANDARDS COMMITTEE MINUTES
The Committee **noted** the 3 February 2022 minutes from the meeting of the Quality Standards Committee.

LM482   ANY OTHER BUSINESS
a) LTQC meeting dates for 2022/23 - **The Committee noted and approved its 2022/23 meeting dates.**

b) Date of next meeting - Wednesday 26 October 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)
25 May 2022	LM471	Planning for Freshers - Ms McGrath explained that a short life working group had been established to lead on the planning of events / activities. She agreed to liaise with Mr Forster-Smith around input to that group from the Student Services and Communities Directorate.	A McGrath / I Forster- Smith		
25 May 2022	LM472	Committed to undertake some benchmarking against other colleges with similar SIMD data to explore further the withdrawal rates and identify any additional targeted support that could be provided to this group of students.	C MacNab	Within the Quality reporting for this meeting	
25 May 2022	LM475	Consider the outcomes / impacts of safeguarding and student wellbeing support to understand the implications, consequences, and benefits of providing such a hands-on support service to individual learners / the wider community / nationally. Mr Forster-Smith agreed to consider how that	I Forster- Smith		

		could be illustrated for future reports.			
25 May 2022	LM476	Changed landscape and emphasis on Scotland's recovery from the pandemic which had raised the importance of reviewing funding allocation models and budgets for the sector to maximise opportunities for all learners in a personalised way as well as the economy. Ms Connolly reported that this would be discussed by the Board in further detail at its June meeting and could be considered for a deep dive discussion later in the year.	L Connolly		
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 give that visibility. That would be an excellent opportunity to | S Graham | Examples of success, where possible will be added into the Self Evaluation report for the Nov LTQ. | Consider at a future meeting. |

		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	In the meeting report	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 - e**valuate 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.	At November meeting

WEST COLLEGE SCOTLAND

Agenda Item 6

Meeting	LTQC
Date	Wednesday 26 October 2022
Location	MS Teams
Title of Paper	Students' Association Report.
Presented By	Abbie McGrath, President, Students Association.
Recommendation to Members	The LTQC is invited to consider and note the report from the Students' Association on recent activities.
Appendix Attached	No

The Students' Association are extremely busy at the moment with the beginning of the new term. We are pleased to report that all our elected positions have been filled for this Academic session. The full executive team comprises of Abbie McGrath (Student President), returning officer Ryan Robertson (Clydebank Vice President) and two new officers, Sandor Nagy (Paisley Vice President) and Emily Kearns (Greenock Vice President).

Our officers have just attended NUS - Lead and Change, a training course which aims to give Student Associations the tools to become effective representatives for our students. In addition to Lead and Change, our officers also recently attended 'That's Quality!' a quality induction event designed to help new and returning officers engage in quality processes at a college level.

Recently, our constitution was up for a periodic review, and as such, the Student Association sought input from NUS to better reflect online process improvements and remove some outdated terminology. This has now been actioned is ready for approval from the Board.

One of our main priorities this year will be to action the points that emerged from the Education Scotland Progress visit in April 2022. We are already taking steps to address these and will be implementing them this academic session. These were:

1. Raising the profile of the SA across the student population
2. Improving the current student rep system with a view to strengthening the student voice across all areas of decision making in the College

We are working in partnership with the College to restructure the class rep system. Student representation is at the heart of what we do and we our ambition is for West College Scotland students to become effective contributors towards their learning experience through having an inclusive and comprehensive class rep system.

The Student Association is excited to announce the return of fresher's activities this year. This will contribute towards raising the profile of the Student Association as well as encouraging the recruitment of any volunteer officers, a role we value greatly.

The previous 2 year temporary Student Association Liaison Officer post ended in June 2022. The Student Association is planning for a new supporting post to provide enhanced focus for our social media presence and provide dedicated administration support. The College continues to support the SA through the Student Experience Team who administer college wide surveys, feedback and student outcome analysis, and student representative training materials and delivery.

Many thanks
Student Association.

Meeting	Learning Teaching and Quality
Date	26th October 2022
Location	MS Teams
Title of Paper	Student Activity and Enrolments
Presented By	Stephanie Graham
Recommendation to Members	For information
Appendix Attached	No

PURPOSE

To provide LTQ with a summary of student activity for 2021-22 and the current enrolment position and credit generation predictions for 2022-23.

1. **Student Activity 2021-22**

We achieved our core credit target for 2021-22 but had an overall shortfall of 5,300 credits. We had a successful credit audit with no material adjustments to the claim and just one low level recommendation. We have been in discussions with SFC regarding the financial impact of the credit shortfall for 2021-22.

Enrolments 2021-22

	All		All Full Time		SFC Funded FT		All Part Time		SFC Funded PT	
	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22
HE (advanced)	3270	**3219**	2405	**2189**	2187	**1878**	865	**1029**	646	**601**
FE (non-advanced)	21997	**23436**	3988	**4017**	3621	**3460**	18009	**19419**	15020	**15410**
Total	25267	**26655**	6393	**6206**	5808	**5338**	18874	**20449**	15666	**16011**

There was an increase in part time students overall in 2021-22, including in non SFC funded enrolments, primarily through commercial and FWDF activity. (It should be noted that a student may enrol in more than one course).

Fundable Headcount	All		Full Time		Part Time	
	20-21	21-22	20-21	21-22	20-21	21-22
HE (advanced)	2621	**2241**	2243	**1878**	378	**363**
FE (non-advanced)	14597	**15132**	3537	**3460**	11060	**11672**
Total	17218	**17373**	5780	**5338**	11438	**12035**

In line with our Curriculum Strategy, we increased part time student numbers at FE, although not at HE. The reduction in full time HE enrolments has continued the trend from previous years.

Early Withdrawals	All			Full Time		Part Time	
	20-21	21-22		20-21	21-22	20-21	21-22
HE (advanced)	136	**223**		124	**204**	12	**19**
FE (non-advanced)	625	**925**		319	**513**	306	**412**
Total	761	**1148**		443	**717**	318	**431**

<u>Note</u>: August FT courses started 4 weeks later in 2020 due to COVID but the qualifying date for early withdrawal remained 1st November. However, our early withdrawal for 2021-22 was still higher than previous years. At present, our 2022-23 early withdrawal is much better and is likely to have improved through more student early engagement on campus.

Enrolment by Price Group and for STEM

In 2021-22 we had an increase in students and credit activity for the more expensive Price Groups 3 & 5. This does not change our credit income but does demonstrate the additional costs for delivery required to meet our demand for students requiring additional support and for Engineering and Construction. There was a reduction in credits for Open/Distance Learning from 28,823 to 22,160

Price Group	Credits		Credits % of Total		STEM Activity	STEM Credits		STEM Credits %	
	20-21	21-22	20-21	21-22		20-21	21-22	20-21	21-22
					All STEM Activity	40,754	**45,798**	26%	**29%**
1	26,248	**26,007**	16%	**16%**					
2	76,281	**67,674**	48%	**43%**	Information Tech	8,762	**7,952**	5%	**5%**
3	41,697	**45,089**	26%	**29%**	Sciences and Maths	3,543	**3,732**	2%	**2%**
5	15,480	**18,893**	10%	**12%**	Construction	10,474	**13,342**	7%	**8%**
					Engineering	17,976	**20,771**	11%	**13%**

The increase in STEM activity is in line with the Curriculum Strategy objectives.

Our employer related activity also increased by 3% with 1,256 additional enrolments.

Enrolments by age

Age Group	% of credits		Students		% of FT credits		Full Time numbers	
	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22
Under 16	1%	**2%**	613	**1,490**	0%	**0%**	12	**13**
16-17	13%	**16%**	2,349	**2,811**	14%	**15%**	850	**901**
18-19	22%	**22%**	2,572	**2,332**	28%	**28%**	1,738	**1,671**
20-24	22%	**22%**	3,635	**3,239**	25%	**26%**	1,584	**1,549**
25 & over	42%	**38%**	12,079	**11,875**	33%	**31%**	2,126	**1,933**

There was an increase in under 16s due to SFC changed in-year guidance to allow STEM activity for younger pupils and the easing of some COVID restrictions. We had an increase in 16-17 year olds through school activity and Winter Leavers.

The reduction in other over 25s is a concern and one we need to address through our course provision and marketing going forward.

School College Partnerships	Credits		% of credits		Students	
	20-21	21-22	20-21	21-22	20-21	21-22
S3	131	**81**	2%	**1%**	61	**44**
S4	2,128	**2,065**	26%	**23%**	447	**926**
S5 winter leavers	613	**508**	7%	**6%**	35	**28**
S5 non-winter leavers	3,146	**3,409**	38%	**38%**	527	**985**
S6	2,172	**2,650**	26%	**30%**	500	**910**
Other	86	**259**	1%	**3%**	19	**28**

The continuation of COVID restrictions impacted on our S£ enrolment with schools reluctant for pupils to attend college. There was a good increase in S6 activity however.

Enrolment by Gender
There was a 3.4% increase in credit activity for male students and 860 additional male enrolments overall. Male students now represent 46% of our student credit activity and will be in part due to the increase in Construction and Engineering courses.

Enrolment with a disability
There was a 2% increase in students declaring a disability (96 additional students). This included a 1% increase (265 additional students) with a specific learning disability, 1% increase (214 additional students) with a social impairment and 1% increase (193 additional students) with a mental health condition. In 2021-22, there were 5,270 students classified with a disability overall. This put considerable strain on our support services.

Enrolment by Region
We increased the number of enrolments from the West Region (+932) and Ayrshire (+944). Our largest regional reductions were Lanarkshire and Aberdeen. We also reduced enrolments from Edinburgh, Fife, Glasgow and Tayside.   This reduction from other regions will be welcomed by SFC.

2. Student recruitment 2022-23

Our full time August start recruitment has not met target overall and is a reduction on last session. This is a situation shared with the majority of colleges across Scotland. The biggest reduction is in HE students and has been in part impacted by the lower retention and attainment last session, reducing the numbers progressing internally. All Colleges are also seeing the impact of continued additional places for Universities on HE numbers. Some additional full time courses are due to start in November (as shown in the 2021-22 figures below)

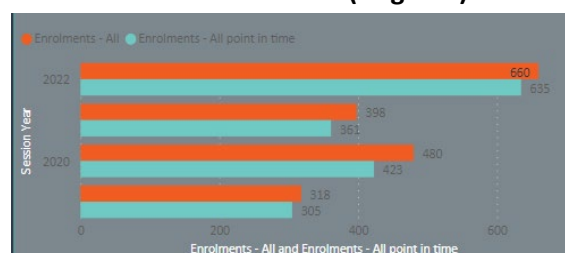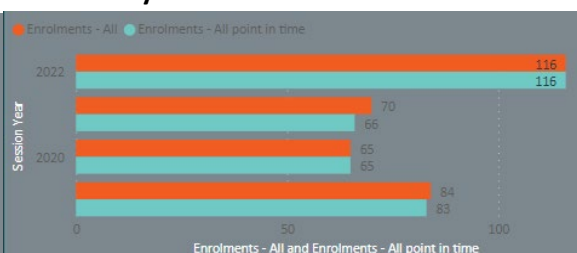**FE Full time autumn enrolments**   **HE full time autumn enrolments**

While full time enrolments are lower, this is not the situation for all other modes of attendance.

Short Full Time enrolments (Aug-Dec)   **HE day release**

We have a strategy to move more full time to short full time since this has shown to improve student retention and attainment, improve efficiencies and shorten the student journey. In most areas, additional progression opportunities are available from January to June. The increase in HE day release is mostly in the area of Engineering with the increase in Apprentice provision.

3. Credit Generation 2022-23

SFC Guidance received on 31st May has provided some flexibilities which will help credit generation for the student activity we do have. This includes STEM for younger pupils and with relaxation of COVID restriction, we hope to take full advantage of this in order to generate credits and also to support the return of previous successful activities to promote STEM opportunities to school pupils.

Our final SFC credit allocation for 2022-23 is 157,235 credits, including 1,309 credits allocated for FAs. We are already aware from disappointing school FA recruitment and that this allocation will not be fully achieved but at this point the financial implications of

this have not been clarified or whether FA credits can be used for other provision. We have seen an increase in demand for other School College partnership courses.

Our overall small credit target reduction for this session is welcome but at present we are still predicting challenges in achieving our credit target due to reduced full time enrolment. Plans are in place to target January start recruitment as well as securing additional credits through the credit flexibilities provided, additional part time and evening courses and preparation for college courses. Our good retention to date for August start course may reduce our predicted credit shortfall a bit.

We will report back progress towards our credit target at each LTQ meeting.

1. **FINANCIAL IMPLICATIONS**
   Our credit gap for 2021-22 had financial implications and our prediction of a current 4,000 credit gap for 2022-23 will also have financial implications if realised. SFC will allow a 2% shortfall with no financial clawback (3,144 credits).

2. **STUDENT EXPERIENCE**
   There are no particular student implications in this update

3. **HUMAN RESOURCES IMPLICATIONS**
   Our student recruitment reduction has created an overstaffing in some curriculum areas. We are currently addressing this through redeployment across campuses, retaining to support alternative curriculum and the offer of VS.

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

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RECOMMENDATIONS

The Committee is requested to:

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

Meeting	LTQ Committee
Date	26th October 2022
Location	Via MS Teams
Title of Paper	Student Performance Indicator Report 2021-22 and Key Groups Benchmarking summary
Presenter	Stephanie Gunn
Recommendation to members	For information and discussion
Appendix Attached	None

Purpose:

To update LTQ Committee members on WCS overall student Performance Indicators for 2021-22 and for key Groups of Students on courses lasting 160 hours our more (4+ credits).

To provide some Sector benchmarking for similar colleges for SMID10 as requested previously by the Committee. Sector benchmarking is drawn from the SFC College Sector student outcome Performance Indicators for 2020-21. This is the latest set of national PIs – Session 21-22 data will be available in Spring 2023. College Performance Indicators 2020-21 (sfc.ac.uk)

Context

Student retention and attainment performance indicators reduced last session across most areas. Data provided for the Committee is our internal data which may still be amended following submission to SFC. Any substantive changes will be reported at future Committee meetings. Our retention data is unlikely to change but late student completions may impact on success rates.

Our student PIs were undoubtably impacted by COVID disruptions and industrial action. Student engagement during 2021-22 was problematic and this was a situation shared informally within our College networks during the session. Benchmarking data is not available but is likely to have retention and success rate reductions overall. College Session 2021-22: FES audited data was finalised and submitted early October 2022. National benchmarks for further trending and analytical purposes will be available in Spring 2023.

The Scottish Funding Council (SFC) externally publish college sector benchmark Performance Indicator Reports based on audited submission of college internal statistical data*. This enables national reporting on the success of funded students in attaining their qualification aim for an enrolled programme. The data set also provides a tool for comparing and contrasting success levels across different colleges and regions and supports sharing of practices that produce positive success outcomes for students.

Overall student retention and success rates 2021-22

Table 1: Overall success rates	2019-20	2020-21	2022-23
Full Time FE student success rates	66.0%	66.7%	**60.3%**
Part Time FE student success rates	76.6%	68.9%	**63.8%**
Full time HE student success rates	68.70%	67.2%	**55.2%**
Part time HE student success rates	72.8%	85.2%	**72.3%**
Male success rates	71.1%	67.5%	**68.4%**
Female success rates	68.3%	62.3%	**58.4%**
Success rates for students aged under 16	72.2%	52.0%	**82.7%**
Success rates for students aged 16-19	66.7%	61.0%	**63.1%**
Success rates for students aged 20-24	73.3%	67.9%	**62.9%**
Success rates for students age 25 and over	78.0%	68.1%	**63.3%**

The biggest drop has been in HE full-time student success rates and for female and more mature students. Success rates were particularly impacted by poor retention for these groups (success rates are calculated for 'day one' enrolment). These students appear to have found COVID disruptions and online learning more challenging. There was an increase in the number of students who withdrew through mental health or for caring and financial reasons. This session, to date, our withdrawal is far lower and students are more engaged being back on campus.

All performance indicators are thoroughly analysed through the Portfolio Review process and trends examined in Curriculum Planning and Review to inform course changes and college actions.

Performance Indicators for key Groups of Students on courses lasting 160 hours our more (4+ credits).

This information has been shared with the EDI Committee (May 2022). During session 2022-23 the data will used internally to engage Quality Standards and EDI Committee members, and other relevant staff teams, and aims to develop their understanding of performance measures, contribute to further analysis on outcomes for key groups students, make recommendations and monitoring action plans for improvement.

Student Outcomes

Table 2: Success rates for Key Groups of students	WCS 2021-22	WCS 2020-21	Scotland 2020-21	WCS 2019-20
Courses 160 Hours to Full Time				
All enrolments 160 hours+	60.4%	64.8%	68.6%	67.8%
10% Most deprived postcode areas (SIMD 10)	54.5%	60.6%	63.2%	62.2%
Ethnic minority	61.5%	70.9%	70.5%	70.8%
Disability	57.3%	60.4%	63.8%	60.0%
Care Experienced	45.2%	53.8%	56.5%	47.6%

For session 2021-22, we had 10,854 SFC funded enrolments of students on courses lasting 160 hours or more. This represented a decrease on enrolments from 2020-21 (11,711 enrolments) and was largely attributable to ongoing learning activity disruption as a result of the COVID pandemic. Table 1 above highlights the trend outcomes for key groups of students *(Data source – FES audited annual submissions)*.

Successfiul attainment fell for all categories of key groups of students, as detailed in the College Performance Indicator Guidance documents. The most significant decrease in attainment was for those students from Ethnic Minorites where attainment fell by 9.4% year on year, albeit that the success rate for this group, at 61.5%, was 1.1% higher than our College average for 2021-22 at 60.4%.

Students from SIMD 10 areas had lower attainment rates in 2021-22 at 54.5%, with the gap between all enrolments and SIMD 10 category enrolments inceasing to 5.9%. compared with a gap of 4.2% the previous year. Interventions to reverse this trend have been introduced for session 2022-23 and include an application request prompt for referral to Enabling Services, as well as stregthened on course guidance and assessment tracking to optimise opportunities for early curriculum team intervention to support attainment.

Our lowest attainment rate was for care experienced students at 45.2%, and is 15% lower than that for all enrolments on courses of 160 hours or more. Actions to address include:

- New corporate parenting plan to increase engagement with internal and external partners prior to care experienced students starting with us.
- Providing all care experienced students with a named college contact.
- Enhanced disclosre on college application to immediate referral to our Enabling Services Department.

- Planned CPD for teaching teams on how to enhance the learning expereince for students with care experienced backgrounds.

Student Outcomes Benchmarked for SIMD10

As requested by the Learning, Teaching & Quality Committee, table 3 attached illustrates trend comparisons across broadly similar Regional Colleges. The national dataset for 2021-22 will be available in Spring 2023 and will enable further benchmarking analysis and trending comparisons. College sector sharing of successful interventions and strategies for improvement of attainment rates is facilitated via College Development Network groups.

Table 3:

2020-21 National Benchmarks (regional comparative colleges)							
Courses 160 Hours to Full Time	Scotland	WCS	Kelvin	Clyde	NCL	Ayrshire	Fife
All Enrolments 160 hours+	89,143	11,711	5,615	10,091	8,849	9,357	9,460
SIMD 10 enrols for comparisons	12,591	2,742	1,965	3,098	1,637	1,614	1,026
SIMD 10 % on enrolments courses 160 hours +	14.1%	23.4%	35.0%	30.7%	18.5%	17.2%	10.8%
Key Groups Success attainment rates %							
All enrolments 160 hours +	68.6	64.8	64.8	67	62.4	68.2	66.1
10% Most deprived postcode areas	63.2	60.6	62.7	61.7	62.4	60.5	57.5
Ethnic minority	70.5	70.9	70.2	66.9	60.9	73.7	64.6
Disability*	63.8	60.4	62.4	66.9	61.4	63.7	61.4
Care Experienced	56.5	53.8	63.6	54.3	51.8	62.9	44.8

*including mental health disclosures

College Outcome Agreement Impact Framework: initial data 2022

VOLUME/CREDITS		2019-20	2020-21	2021-22
A	Credits Delivered (Core + ESF)	155,288	159,706	157,669
	Credits Delivered (ESF)	9,308	7,442	0
A	Credits Delivered (Core + ESF)	164,596	167,148	157,669
Mode	Full Time Credits	97,728	100,644	97,901
B	Volume of Credits Delivered to 10% most deprived postcode areas	41,357	38,792	37,261
	Proportion of Credits for 10% most deprived postcode areas	25.1%	24.30%	23.63%
C	Volume of credits delivered to care-experienced learners	13,822	11,953	13,780
	Proportion of credits delivered to care-experienced learners	8.4%	7.5%	8.7%
Gender	Volume of credits delivered to male learners	66,774	67,797	72,222
	Proportion of Credits delivered to Male learners	43.0%	42.5%	45.8%
	Volume of credits delivered to female learners	88,048	91,034	84,089
	Proportion of Credits delivered to Female learners	56.7%	57.0%	53.3%
Ethnicity	Volume of credits delivered to BME learners	9,876	14,916	9,484
	Proportion of Credits delivered to BME learners	6.0%	9.3%	6.0%
Disability	Volume credits delivered to students with a known disability	2,141	40,823	43,199
	Proportion Credits delivered to students with known disability	23.0%	25.6%	27.4%
Age	Volume of Credits delivered to learners aged under 16	3,978	2,238	3,003
	Proportion of Credits delivered to learners aged under 16	2.5%	1.4%	1.9%
	Volume of credits delivered to learners aged 16-19	55,692	54,998	59,138
	Proportion of Credits delivered to learners aged 16-19	35.0%	34.4%	37.5%
	Volume of credits delivered to learners aged 20-24	35,006	35,475	34,976
	Proportion of Credits delivered to learners aged 20-24	22.0%	22.2%	22.2%
	Volume of credits delivered to learners age 25 and over	64,443	66,995	60,550
	Proportion of Credits delivered to learners age 25 and over	40.5%	41.9%	38.4%
STUDENT SUCCESS OUTCOMES				
E1	Proportion of enrolled students successfully obtaining a recognised qualification (FT FE)	66.0%	66.7%	60.3%
	Number of enrolled students successfully obtaining a recognised qualification (FT FE)	2,752	2,426	2,348
	Total number of FTFE students	4,172	3,635	3,891
E2	Proportion of enrolled students successfully obtaining a recognised qualification (PT FE)	76.6%	68.9%	63.8%
	Number of enrolled students successfully obtaining a recognised qualification (PT FE)	8,921	7,916	13,265
	Total number of PTFE students	11,641	11,481	20,803
E3	Proportion of enrolled students successfully obtaining a recognised qualification (FT HE)	68.74%	67.2%	55.2%
	Number of enrolled students successfully obtaining a recognised qualification (FT HE)	1,612	1,481	1,177
	Total number of FTHE students	2,345	2,204	2,132
E4	Proportion of enrolled students successfully obtaining a recognised qualification (PT HE)	72.8%	85.2%	72.3%
	Number of enrolled students successfully obtaining a recognised qualification (PT HE)	401	484	448
	Total number of PTHE students	551	568	620
SIMD 10	Percentage FT FE SIMD10 achieving a recognised qualification	63.3%	62.8%	55.8%
	Number of SIMD 10 FEFT students achieving a recognised qualification		688	638

	Total number of FT FE SIMD 10		1096	1144
	Percentage of SIMD 10 FT HE students achieving a recognised qualification	65.7%	61.2%	54.3%
	Number of FT HE SIMD 10 students achieving a recognised qualification		326	277
	Total number of FT HE SIMD 10		533	510
All Modes	Male success rates	71.1%	67.5%	68.4%
	Female success rates	68.3%	62.3%	58.4%
	BME success rates	66.1%	70.8%	62.4%
	Success rate for students with a disability	65.4%	59.9%	64.8%
	Success rates for students aged under 16	72.2%	52.0%	82.7%
	Success rates for students aged 16-19	66.7%	61.0%	63.1%
	Success rates for students aged 20-24	73.3%	67.9%	62.9%
	Success rates for students age 25 and over	78.0%	68.1%	63.3%
Care Exp FT	The number of CE FT FE students achieving a recognised qualification	233	217	217
	The total number of CE FT FE enrolled students	424	512	512
	Percentage of CE FT FE students achieving a recognised qualification	55.0%	42.4%	42.4%
	Number of CE FT HE students achieving a recognised qualification	84	48	68
	The total number of CE FT HE enrolled students	128	116	152
	Percentage of CE FT HE students achieving a recognised qualification	65.6%	41.4%	44.7%

Meeting	Learning Teaching and Quality
Date	26th October 2022
Location	MS Teams
Title of Paper	Regional Outcome Agreement 2022-23
Presented By	Stephanie Graham
Recommendation to Members	For information
Appendix Attached	No

PURPOSE

To provide LTQ with information on the 2022-23 Regional Outcome Agreement requirements.

1. Regional Outcome Agreement Guidance

The Regional Outcome Agreement guidance was published on 3 October
https://www.sfc.ac.uk/publications-statistics/guidance/2022/SFCGD232022.aspx

A Regional Outcome Agreement should capture, at a high level, contributions, impact and outcomes, and provides assurance on and accountability for the use of allocated funding in Academic Year 2022-23. The ROA format will be a continuation of the transition year approach which has been in place for the last two years. SFC state that the ROA guidance reflects national developments in policies and priorities and recognises the ongoing challenges of Covid-19 recovery. It is a single document format for both Colleges and Universities and SFC state that they have continued streamlining and simplifying to reduce the range of asks on both sectors.

The ROA will require reporting for the following areas, plus an update as to how we are responding to performance data from 2021-22:

Outcomes for Students

- Fair access and transitions including ensuring the delivery of the Commission on Widening Access and engagement with Schools Programmes
- High quality learning and teaching and support.
- Learning with impact – students are equipped and ready to take up appropriate employment in the future.
- Student participation and engagement in their educational experience
- Equalities and inclusion.

Outcomes for Economic Recovery and Social Renewal

- Fair Work for employees, how institutions are developing highly capable work ready graduates (incorporating FAs),

- Collaboration
- Knowledge, Exchange and Innovation
- Coherent Learning Provision – How institutions are using data and intelligence and engaging with stakeholders to adapt, develop and align provision to meet the needs of business, industry and stakeholders.
- Climate Emergency and Net Zero

Self Evaluation Report 2021-22

In addition, there is a requirement to submit a Self-Evaluation Report covering 2021-22. This should be no more than 6 pages and a factual report with:

- A reflection on available statistical/performance data for 2021-22.
- Reporting on qualitative and quantitative progress, including specific reference to published milestones and commitments in the OA for 2021-22, and the impact that the COVID-19 pandemic and ongoing recovery has had on achievement of these milestones and commitments.
- A reflection on how learning and teaching strategies are adapting to the opportunities and challenges of digital and blended learning.
- Reporting on early mitigations in place to address challenges moving into 2022-23.
- Any areas for improvement and outcomes for all learners. Reports should also account for any variance in outcomes by protected characteristic and special interest groups (care-experienced, deprivation and senior phase).

Timeline

5 December 2022	Self-evaluation 2021-22 and Outcome Agreement 2022-23
February 2023	Feedback provided to institutions
April 2023	OA 2022-23 final sign off
Late Spring 2023	OA 2022-23 published

The draft documents will come to the Learning, Teaching & Quality Committee on 30 November. Following a request to SFC, in order to tie in with our Board schedule, our documentation will be submitted to SFC after the Board meeting on 12 December.

Future Regional Outcome Agreements

As set out in the Coherent Provision and Sustainability Report, SFC are reviewing assurance and accountability arrangements and developing a revised Assurance and Accountability Framework. SFC state that this will be an overarching framework and methodology for assessing the overall performance, quality enhancement, governance and financial health of Scotland's universities and colleges at individual, group and sectoral level, deepening our associated capacity for explanation and analysis, and providing the basis for annual and cyclical engagement strategies, and improvement plans where necessary.

This will require a different format for the Regional Outcome Agreement for 2023-24 but as yet, there are no further details provided.

1. **FINANCIAL IMPLICATIONS**
   .There are no particular financial implications in this update

2. **STUDENT EXPERIENCE**
    There are no particular student implications in this update

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

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RECOMMENDATIONS

The Committee is requested to:

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

WEST COLLEGE SCOTLAND

Agenda Item 11

Meeting	Learning, Teaching and Quality Committee
Date	26 October 2022
Location	MS Teams
Title of Paper	Committee Remit, Membership and Dates of Meetings in 2022-23
Presented By	Mark Newlands, Chair
Recommendation to Members	The Committee is asked to consider and approve its remit, membership, and dates of meetings in 2022-23.
Appendix Attached	Yes

Appendix A – remit
Appendix B – membership
Appendix C - Dates of Meetings in 2022-23 |

PURPOSE

The paper is presented in accordance with Paragraph 6 of the Committee's remit:

*"6.   Review
The Remit will be subject to review annually".*

1.   BACKGROUND

1.1   The Committee is asked to consider and approve the following:

- •   Learning, Teaching and Quality Committee Remit
- •   Learning, Teaching and Quality Committee Membership List
- •   Dates of Meetings in 2022-23

2.   FINANCIAL IMPLICATIONS

2.1   There are no financial implications in this report.

3.   STUDENT EXPERIENCE

3.1   There are no student experience implications associated with this report.

4. HUMAN RESOURCES IMPLICATIONS

4.1 There are no human resources implications associated with this report.

5. LEGAL IMPLICATIONS

5.1 There are no legal implications in this report.

6. REPUTATIONAL IMPLICATIONS

6.1 There are no reputational implications associated with this report.

7. COMMUNITY/PARTNERSHIP IMPACT

7.1 There are no community implications associated with this report.

8. EQUALITIES IMPLICATIONS

8.1 There are no equality implications associated with this report.

9. ENVIRONMENT IMPLICATIONS

9.1 There are no environmental implications associated with this report.

RECOMMENDATION

The Committee is asked to consider and approve its remit, membership, and dates of meetings in 2022-23.

West College Scotland

Board of Management

Learning, Teaching and Quality Committee

Statement of Purpose

The Board of Management provides the principal governance mechanism through which all activities are managed in accordance with relevant legislation and regulations, as well as ensuring that systems are in place to provide efficiency, effectiveness, and economy. The Board of Management has delegated some of its responsibilities to certain committees.

The main purpose of the Learning, Teaching and Quality Committee is to:

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

- Advise on the strategic direction for the allocation and development of College resources to best meet the needs of learning, teaching and students.

- Ensure the College meets the Scottish Government and Scottish Funding Council requirements relating to Learning, Teaching and Quality in the Regional Outcome Agreement and monitor associated targets and performance indicators.

- Advise on the strategic implementation, review and development of required strategies and policies that reflect best practice and improve the student experience

1.   **Remit**

a) To consider and advise the Board on strategic matters relating to the student experience, including:
- Fair access and transitions for all
- Student participation and engagement, including reporting on Student Association activities
- Safeguarding and student wellbeing
- Guidance and support for the diversity of student groups
- Access to resources to support learning, including IT and Estates.

b) To consider and advise the Board on strategic matters relating to the curriculum, including:
- the planning, development and delivery of the College curriculum, alternative income and commercial provision to meet student, employer and Regional needs.
- Student enrolments and changes in curriculum delivery impacting on the utilisation of resources, including staffing, IT and estates.
- Initiatives, innovation and partnerships to support the delivery of the College curriculum and commercial portfolio.

c) To consider and advise the Board on strategic matters relating to teaching and learning including:

- the delivery and development of skills to meet student, employer and Regional current and future needs.
- Innovations and the enhancement of the Learning and Teaching delivery and associated development of staff.
- the use of digital technology and resources to enable and enhance learning.

d) To consider and advise the Board on strategic matters relating to quality and performance including;

- College quality assurance, improvement and enhancement strategies.
- Trends and achievement of Quality performance indicators (PIs), including student retention, attainment, progression and satisfaction.
- the development of the College's Annual Evaluative Report and Enhancement Plan for Education Scotland and the Scottish Funding Council
- Performance in External Body quality reviews and reports

e) To consider and advise the Board on the current and future external factors and initiatives which may strategically impact upon the College curriculum, partnerships, income generation and Committee remit.

f) To monitor and advise the Board on the progress in delivering the curriculum and the student experience elements and targets in the West Region Outcome Agreement.

g) To monitor and advise the Board on the progress in delivering the College's Digital Strategy

h) To receive reports from College Committees and work groups related to the Committee remit.

i) To monitor expenditure of the annual budget of the Students' Association, based on reports received from the Student President, and to confirm to the Board that these are in line with the plans of the Students' Association.

j) To consider risk relating to the matters that fall within the Committee's remit and to agree what mitigating factors/actions are in place and what further action, if any, needs to be taken to address such matters of risk.

2.   **Membership**

Category
The Principal and a minimum of four members of the Board of Management, one of whom will Chair. One Staff member (teaching) One Student member The Committee is empowered to co-opt additional members, subject to approval by the Nominations Committee. Such members will normally be appointed for one year, will be subject to annual review, and may be re-appointed annually up to a maximum of 8 years.

In Attendance
Vice Principal Educational Leadership Secretary

Directors / Senior Management Team as Required

Assistant Principal, Performance and Skills
Assistant Principal, Student Life and Skills
Assistant Principal Creativity and Skills
Assistant Principal Technology and Skills
Assistant Principal Enterprise and Skills

The Chair and Vice Chair of the Committee will be members of the Board of Management.

Chair, Vice Chair, and members appointments to the Committee will be between 3 to a maximum of 5 years, providing systematic opportunities for Committee members to serve on another Committee.

Members of the Audit, Corporate Development and Learning and Teaching Quality Committees can request to attend other Committees' meetings as observers, providing opportunities to gain more understanding of the respective Committees' issues.

The Committee is empowered to co-opt additional members, subject to approval by the Nominations Committee. Such members will normally be appointed for one year, will be subject to an annual review, and may be re-appointed annually for up to a maximum of 8 years.

The Chair of the Board of Management will be an ex- officio member of the Committee.

The Committee is empowered to invite other members of the Executive / Senior Management Team to attend meetings of the Committee.

3. Frequency of Meetings

The Committee will meet at least four times per year.

4. Quorum

A quorum will be no less than 50% of Board members on the Committee.

5. Secretariat

The Secretary to the Board of Management.

Papers for meetings will be sent out electronically 7 days in advance of the meeting.

The Committee will report to the Board of Management and the minutes of its meetings will be circulated to the Board for information.

6. Review

The Remit will be subject to review annually.

LTQ Composition (Para 2 of the Remit)
Meetings – 4 per annum

Category	Name
The Principal and **a minimum of four** members of the Board of Management, one of whom will Chair.	Liz Connolly – Principal Gordon Hunt **(Vice Chair)** Fiona McKerrell Mark Newlands **(Chair)** Vacancy
One Staff member (teaching)	George Rice - Teaching Staff
One Student member	Abbie McGrath - Student President
The Committee is empowered to co-opt additional members, subject to approval by the Nominations Committee. Such members will normally be appointed for one year, will be subject to annual review, and may be re-appointed annually up to a maximum of 8 years.	Ruth Binks Mark Hamilton

In Attendance	Name
Vice Principal Educational Leadership	Stephanie Gunn
Secretary	Shirley Gordon

Directors / Senior Management Team as Required	Name
Assistant Principal, Performance and Skills	Cathy MacNab
Assistant Principal, Student Life and Skills	Iain Forster-Smith
Assistant Principal Creativity and Skills	Angela Pignatelli
Assistant Principal Technology and Skills	
Assistant Principal Enterprise and Skills	Sara Rae

Quorum	A quorum will be no less than 50% of Board members on the Committee.

Chair, Vice Chair and members appointments to the Committee will be between 3 to a maximum of 5 years, providing systematic opportunities for Committee members to serve on another Committee.

Members of the Audit, Corporate Development and Learning and Teaching Quality Committees can request to attend other Committees' meetings as observers, providing opportunities to gain more understanding of the respective Committees' issues.

Appendix C

At the Learning, Teaching and Quality Committee meeting held on 25 May 2022, the following meeting dates for the 2022/23 session were approved:

- Wednesday 26 October 2022 – 4 till 6pm
- Wednesday 30 November 2022 – 4 till 6pm
- Wednesday 15 February 2023 – 4 till 6pm
- Wednesday 31 May 2023 – 4 till 6pm

WEST COLLEGE SCOTLAND

Meeting	Learning Teaching and Quality
Date	26th October 2022
Location	MS Teams
Title of Paper	ELT update
Presented By	Stephanie Graham
Recommendation to Members	For information
Appendix Attached	No

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. **Staffing**
   Our Head of Care, Jackie McLellan, has left the College to take up a post with Education Scotland. We have interim arrangements in place to cover her post until the summer since we also intend realigning Heads curriculum responsibilities when the Head of Maths, Social Science, Science and Sport retires in the summer. The interim arrangements are that the Head of Hairdressing, Beauty and Make Up Artistry will manage Health and Social Care and the Head of Learning Communities will manage Childhood Practice. Both of these Heads will also work together to minimise disruption for staff in the Care Sector.

   A College wide voluntary severance offer opened on 24th October and will close on 11th November in order to achieve savings across teaching and support areas.

   Our realignment of Curriculum Administration has been concluded and all staff have now either taken up their new posts of Recruitment and Admissions Administrators, transferred to fill vacancies in the Student Advisory Service or left the College. A few Administration Assistants are now managed through the Student Advisory service to support generic curriculum administration across the College.

2. **Estates adaptations to meet curriculum needs**
   Work has just been completed to create more workshop space in Clydebank to better meet the increase in Engineering apprentices and demand for Construction courses. Some provision had to be delayed at the start of term or practical activities replaced with theory until the workshop facilities were completed.

   The Oakshaw building in Paisley is now fully vacated and being rewired to be completed for provision to return after Christmas. Arrangements have been made for all

curriculum previously run in Oakshaw to be delivered in temporary facilities with most of the Construction curriculum taught in Greenock. Existing Greenock workshops have been adapted, along with a café facility and the vacated nursery converted to workshops. A temporary structure has just been completed in Paisley for the roofing courses. Fine Art is being delivered in Paisley in a converted staff workroom. Engineering is currently being taught theory or using a small practical workshop created from a staff workroom. Discussion are ongoing with NMIS regarding possible relocation of the Engineering curriculum in the future and agreement has been reached to deliver our school, FA and Advanced Manufacturing Challenge Fund activity for Employers in vacated space in AFRC after the October holiday. This has been supported by Strathclyde University.

The vacated nursery in Paisley has been repurposed for Learner Development and their teaching areas have been adapted to create new Paisley canteen facilities.

3. **Curriculum Planning**
Curriculum Planning and Review meetings have just been concluded.   The outcomes of these meetings and the curriculum changes for 2023-24 will be reported at the February Committee meeting. The focus this year has had to be around efficiencies and cost savings but we have also covered quality improvements in learning and teaching and student support as well as the external factors impacting on the curriculum areas.

1. **FINANCIAL IMPLICATIONS**
There have been additional costs incurred to relocate students from Oakshaw and rewire the building.

There will be financial savings in the temporary arrangements for the vacated Head post and there have been financial savings achieved in our Curriculum Administration realignment.

2.   **STUDENT EXPERIENCE**
Our Engineering students will benefit from accommodation in AFRC after the October holiday. The Paisley Construction students will continue to be required to travel to Greenock for practical learning until Christmas and our Fine Art students have a more limited curriculum until they can return to the dedicated Art Studio.

3.   **HUMAN RESOURCES IMPLICATIONS**
The opening on the VS programme in November will have staffing implications.

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

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RECOMMENDATIONS

The Committee is requested to:

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

Paper number	13
Meeting	LTQ Committee
Date	26th October 2022
Location	Via MS Teams
Title of Paper	Quality Assurance Report 2021-22
Presenter	Cathy MacNab
Recommendation to members	For information and discussion
Appendix Attached	None

Purpose:

This paper presents a high- level summary of external and internal Quality Assurance activities for Session 2021-22. Our systems and processes for quality assurance are audited by awarding bodies and overall support the integrity of qualifications and awards, ensuring that accurate and timely claims for certification are made for our students.

Committee members are invited to note the contents of the summary provided and seek further information if required.

Quality Report October 2022

1. External Awarding Body approvals in 2021-22

There were no applications for new awarding body accreditation during Session 2021-22.

2. Internal Course Approvals

The prior college internal approvals process considered 46 applications for approval during 2021-22 as follows:

- 38 full course approvals - 35 full approval, 3 with interim approval pending conditions being met around providing staff profiles (to ensure adequate qualifications/experience and competences to deliver the content). All conditions have now been met and delivery commenced.
- 7 single unit approvals – all conditions met on application
- 1 accrediting body reapproval (NEBOSH) – successful outcome

All internal approvals require an Equality Impact Assessment prior to approval.

Course approvals internal process has been strengthened. For 2022-23 a new Approvals Panel will oversee and endorse all approved learning provision. Existing courses will systematically be reviewed in the 3 -year period for viability and will require re-approval prior to being advertised and open for student recruitment. Courses which are deemed at risk, as identified through portfolio review and curriculum planning self-evaluation processes, will be monitored through an Intervention and Improvement Plan (IIP). The IIP process outcomes will include actions for improvement as well as clear timeframes for meeting actions.

3. External Audit/Verification of Qualifications

With some Covid Restrictions still in place during session 2021-22, the increasing trend of online remote verification visits continued.

Our largest awarding body, SQA, continued to offer flexibility in assessment practices across most courses. Online sharing of records and materials continued to be facilitated by the SQA Verification Hub portal.

Below shows the annual trend of SQA engagement (on-campus visits and remote verification) and outcomes. On a general point, external verification activity tends to take place at the end of the academic year (April to June) and years 2020 and 2021 were adversely impacted by COVID 19 restrictions with lower-than-normal engagement. Our pre COVID activity was generally around 65 annual external verification events, and we anticipate a return to this level during 2022-23.

Session	Number of EV activities	Successful first activity outcome	Unsuccessful first visit	Comments/sanctions placed
21-22	35	34	1	May 2022 Insufficient candidate evidence – hold on resulting placed until evidence was made available. Hold lifted September 2022 and course will be subject to an IIP for monitoring
20-21	18	18	0	
19-20	13	12	1	Internal Verification inadequate – hold lifted

Other awarding body verifications activity (pending visits were notified in during Session 21-22 with the activity scheduled so far for 2022-23):

Awarding Body	External Verification or Audit or Advisory	Actions number	Outcome/Comments
City and Guilds	1 Advisory Visit		Completed successfully
GQA	1 Pending		
IMI	2 Complete 1 Pending		Completed successfully
NEBDN Audit	1 Complete	11 minor	Actions (initially arising session 2018-19) Completed successfully (2021-22)
NCFE	2 Pending		
SFJ	1 Complete		Successful A temporary pause to award certification has been placed on all centres the award by SFJ own concerns around how assessment evidence might be generated against a limited number of criteria. No immediate impact on our candidates but the situation will be closely monitored.
SQA	4 Pending		
SQA HN Next Gen	2 Pending		New QA model – regular 'touch' points four times per annum. Evaluation of HN Next Gen is part of national review. Ongoing Report.
SQA	Complete	1 Action from last session	Action arising in respect of insufficient candidate evidence has now been completed and the subject 'hold' removed.
TQUK	1 Pending		

4. National Examinations - Highers and National 5 Awards

The return of external examinations in May 2022 was supported by additional internal assessment generated within curriculum departments.

Year	Number sitting	Award Grade A		Award Grade B		Award Grade C		Fail/No award
2022	611	114	18.6%	152	24.8%	124	20.2%	20.4%
2021	749	272	36%	154	21%	92	12%	31%
2020	806	263	33%	249	31%	219	27%	9%
2019	906	199	22%	188	21%	191	21%	36%
2018	609	180	30%	146	24%	169	28%	19%

Courses that exceeded national benchmark pass rate - Higher Care, Higher English, National 5 Mathematics and National 5 Application of Maths.

Courses with pass rates lower than national benchmark pass rate – Highers in Dance, ESOL, Psychology and Photography. National 5 awards in English, Care, ESOL.

Review of student outcomes and action planning for improvement is included in portfolio review.

WEST COLLEGE
SCOTLAND

Meeting	Learning Teaching and Quality
Date	26th October 2022
Location	MS Teams
Title of Paper	Education Scotland Progress Visit Report
Presented By	Stephanie Graham
Recommendation to Members	For information
Appendix Attached	Yes

PURPOSE
To provide LTQ with the Education Scotland Progress Visit Report which was presented to the Board on 10th October and provide the College Sector Overview Report for benchmarking purposes.

1. Education Scotland Progress Visit Report

Education Scotland presented the 2021-22 progress visit findings to the Board meeting on 10th October following their inspection visit in April 2022. The report is attached.

As the Inspector reported at the Board meeting, this is a very positive review of the College under the areas of
- Curriculum, learning, teaching and assessment;
- Services to support learning;
- Learner engagement;
- Evaluation to facilitate improvement;
- Learner progress and outcomes.

We had very few 'areas for further progress and actions required'. Progress visit reports are not published but an annual Sector overview report is produced which outlines strengths and areas for development across the whole College sector following similar visits.

In order to provide further assurance of the College performance in relation to the areas reviewed, a link to the Sector report is provided.

College Sector Overview Report 2021/22
https://education.gov.scot/education-scotland/what-we-do/inspection-and-review/chief-inspector-report/college-sector-overview-report-2021-22/

1. **FINANCIAL IMPLICATIONS**
   .There are no particular financial implications in this update

2.   STUDENT EXPERIENCE

This update provides assurance of the quality of Student Experience at the College

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

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RECOMMENDATIONS

The Committee is requested to:

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

College Progress Visit Report

West College Scotland

30 June 2022

College Principal	**Liz Connolly**
Progress Visit (PV) Date	**28 April 2022**
College Nominee	**Cathy MacNab**
Lead Inspector	**Margaret Rose Livingstone**
College HMI	**Dr John Laird**
Outcome of Progress Visit	**Satisfactory progress**

Purpose of the progress visit

Progress Visits (PVs) are planned collaboratively between the college, Education Scotland and the Scottish Funding Council (SFC). The team carrying out the PV engages with staff, learners and other stakeholders and produces a summary report for each college, which will be shared with the principal, college Regional Board and/or college Board of Management.

Overall judgement regarding progress

At the end of the PV, HM Inspectors of Education, Associate Assessors and Student Team Members review the evidence gathered during their discussions with college managers, staff, learners and stakeholders. They assess the progress that colleges have made against their Action Plans, taking account of any changes to local circumstances. Based on this evidence, the team will form a view as to whether the college has made satisfactory progress against its Action Plans or has not made satisfactory progress. This outcome is contained within this report with accompanying commentary to support the findings.

The PV to West College Scotland explored five overarching themes linked to the college's enhancement plan and priorities around COVID-19 recovery. The themes are:

- Curriculum, learning, teaching and assessment;
- Services to support learning;
- Learner engagement;
- Evaluation to facilitate improvement; and
- Learner progress and outcomes.

Background and context

The college and its context

West College Scotland is a large regional college in central west of Scotland. The college delivers provision from its four main campuses in Clydebank; Paisley; Greenock, Finnart Street; and Greenock, Waterfront, and offers a range of full time, part time and online learning opportunities from SCQF levels 2-10.

Over recent years, the college has undergone significant change having implemented a Business Transformation Plan on behalf of the SFC. In 2021, the college delivered 158,693 credits on behalf of SFC, offering provision to over 25,000 students.

Findings from the progress visit

Curriculum, learning and teaching and assessment

Areas of positive progress

- College staff liaise effectively with partner agencies across the west of Scotland to identify and respond to stakeholder needs. This includes working with a number of local authorities to plan and deliver an extended range of opportunities for young people in the senior phase.

- Staff take good account of a wide range of internal and external stakeholder information to inform curriculum planning and anticipate changing demands. They use portfolio review and curriculum planning processes well to adapt the range and content of programmes to meet identified needs. This has resulted in an increase to the number of part-time programmes and 'fast track' awards. Some national certificate (NC) awards have been replaced with professional development awards (PDAs). These changes are enabling learners to complete programmes at SCQF levels 5 and 6 within one year in preparation for progression to a higher national certificate (HNC) course.

- The college's regional approach to curriculum planning has broadened the range of options for learners. Most curriculum areas have adopted a flexible, blended approach which is enabling learners to access learning in ways that meet their individual needs and circumstances. For example, staff in health and social care have been instrumental in the development of national online courses to meet the needs of employers in the Social Care sector. This initiative has been valued highly by partners.

- The college has invested significantly in providing staff and learners with access to digital equipment to support learning. From the onset of the pandemic, college managers reacted quickly to provide digital training for staff and students. They drew on feedback form participants to develop a "Digital First" learning journey strategy that lays out formal, social and experiential learning opportunities for staff and learners.

- During pre-enrolment and induction, staff support learners well to attain the necessary level of digital skills to engage in learning online. Within programmes, the incorporation of 'Developing Confidence to Learn On-line' is supporting learners well to enhance their Information Technology (IT) skills.

- During periods of remote learning, college staff delivered resource packs to students' homes to enable learners to carry out tasks and activities. For example, art supplies were delivered to learners on creative industries programmes and action cameras were given to sports students to capture evidence of coaching sessions. In line with lifting of restrictions, the college prioritised access to on-campus learning for learners undertaking programmes that require access to specialist facilities and learners who had difficulties accessing learning remotely.

- Availability of new technologies is enhancing the experience of learners on campus and is supporting hybrid learning. Digital Learning Technologists and Digital Ambassadors are supporting teaching and support staff well to develop their IT skills and create online resources. Staff are recording lessons to enable learners to revisit lessons at a time and place of their choice. Some teaching staff have reviewed recorded lessons as part of self-evaluation and have drawn on this to make refinements to enhance learning.

- Cross-college and cross-campus collaboration has increased significantly as a result of the changes being made during the pandemic. Teaching teams are using online communication tools well to enable staff working in different campuses to contribute effectively to meetings and events.

- Arrangements for liaison with awarding bodies and external verifiers have been streamlined and strengthened and staff worked productively to implement changes to assessment processes. These arrangements have encouraged more creative approaches to holistic assessment practice.

- Due to the pandemic, learners on some vocational programmes have been unable to develop and gain accreditation for the practical elements of programmes. Plans are in place to provide learners with opportunities to access provision to address gaps in practical skills and undertake relevant assessments.

Areas for further progress and actions required

- None identified

Services to support learning

Areas of positive progress

- Student services staff are working together well to provide targeted support for learners. Staff adjusted on-line application processes to enable early identification of support needs and IT requirements. This led to an increase in the number of learners requiring support and staff worked quickly to respond to individual needs. In the current year, although numbers requesting support have increased further, the response from staff continues to be swift and appropriate.

- From the start of the pandemic the college put measures in place to provide learners with IT equipment and access to the internet. To support this, college managers secured funding from external partners such as Connect Scotland and the Savoy Trust. Support from the

Mather Trust is helping to equip learners moving into work. In 2020-2021, over 2000 devices were issued and in the current year even more devices have been made available.

- Staff worked together to create the appropriate infrastructure to support learners engagement in remote learning. Training to support the use of digital resources was also made available to parents, carers and guardians, and computing students on higher education (HE) programmes staffed an IT helpdesk to provide learners with direct access to additional support.

- A number of support functions, including library and student finance, have moved their services online. This has created more equitable access to services for learners across all campuses who are able to engage directly with centralised, specialist staff to access support and resources.

- Support teams are making good use of digital resources to collaborate with teaching staff and coordinate support for learners. This includes arranging support for learners requiring alternative assesssment and examination arrangements.

- Services to support health and wellbeing are promoted well by staff across the college. The Health and Wellbeing area of the college website provides learners and staff with useful information about the range of support available to them. The Healthy Working Lives working group has co-ordinated a number of useful initiatives aimed at promoting wellbeing.

- Three student wellbeing advisors work collaboratively with teaching and support staff to deliver services online or in person, and to arrange support, for example access to counselling services. Staff work well to ensure learners are referred for further support at the earliest stage and learners are generally able to access one-to-one support after their need is identified.

- The college's Mobilisation Group took a lead role in ensuring the safety and wellbeing of staff and learners during the recovery period. Weekly meetings were used constructively to arrange quick responses to changes to national guidance and ensure that guidance was followed. Full account was taken of the concerns and anxieties of staff and learners returning to campus environments and arrangements were put in place to alleviate these concerns. This included staff being invited to carry out a personal risk assessment to identify any potential challenges or safety issues. Where issues were identified, advice and support was offered to staff on an individual basis.

Area for further progress and actions required

- None identified

Learner engagement

Areas of positive progress

- The Students' Association (SA) works well with college managers and is represented on key college committees. For example, the college Mobilisation Group benefits from access to the input and learner perspective of SA representatives.

- Staff value the input and influence of the SA in informing improvements to the quality of the learning experience. The quality team liaises with class reps on a monthly basis and draws productively on feedback to make improvements. Class representatives convene as a group three times each year to share information. These arrangements provide useful opportunities to discuss any emerging issues.

- Learners confirm that staff are responsive to their needs. Where issues impact on a whole class, lecturers deal with them quickly and supportively. There are many examples of learner feedback influencing changes to timetables, assessment plans and delivery arrangements.

- Learners are aware of the range of support services available and how to access them. They confirm that response times to queries on matters such as learning support, funding or wellbeing are dealt with promptly. They recognise and value the level of services available to support wellbeing.

- Staff work hard to enhance student engagement and wellbeing, they incorporate mindfulness sessions within programmes. A significant number of staff and learners have benefitted from attending sessions supporting relaxation and dealing with anxiety.

- Employers confirm that the college's communication with them and their employees undertaking work-based learning was timely, appropriate and helpful. They reported that the college had been effective in keeping all stakeholders up-to-date with changes in circumstances and requirements over the turbulent pandemic period.

- The college hosts regular meetings with local authorities and schools to keep them informed about changes to government directives and restrictions. This is valued by partners, particularly in dealing with differing national guidance for schools and colleges. College staff and partners made good use of these meetings to coordinate support for learners.

Areas for further progress and actions required

- Learners are not sufficiently aware of the work of the SA and this limits the impact of the SA in supporting and enhancing learner engagement.

- There has been a decline in the number of class representatives in the current year, with some programmes having no class representative in place. In addition, many class representatives are not sufficiently aware of the purpose of their role. This is limiting the ability of learners to express their views and influence their learning experience.

Evaluation to facilitate improvement

Areas of positive progress

- Staff have refined the Portfolio Review Process (PRP) to reflect the challenges of COVID-19 and prioritise learning and teaching, equity, and adaptations including the introduction of meta skills. Learner performance is a key focus, particularly in curriculum areas where learner outcomes are low. Staff undertake rigorous scrutiny of all programmes as part of the PRP process. This is supporting the evaluation of learner progress and outcomes and planning for future improvements.

- The college is making good progress towards the achievement of targets set out in the Curriculum Strategy Action Plan and operational planning documents. Annual Curriculum Planning and Review meetings are used well by staff to discuss the overall performance of curriculum teams and progress in making planned changes to curriculum in line with the college's Curriculum Strategy.

- Effective quality assurance and enhancement arrangements are in place and were adjusted to support staff throughout the COVID-19 pandemic. Using these arrangements, staff are reviewing learner progress, curriculum planning, shared curriculum delivery and assessment materials.

- College managers have supported staff to introduce a learner engagement and progress review system. Staff monitor non-engagement of students and make referrals to support services as required. Withdrawal reasons are recorded and reviewed to inform evaluation processes.

- Curriculum teams are making good use of remote technology to collaborate and work together on a cross-campus basis. This is enabling teaching staff working in different campuses to participate in team meetings and ensure a standard approach to quality procedures.

- College staff use learner questionnaires well to focus on learning and teaching and inform policy and practice. Support service teams used college-wide questionnaires to obtain a range of learner feedback and drew on the findings to adapt services.

- Course teams have identified a number of factors affecting student success during the pandemic, particularly in vocational subject areas. Plans are in place to provide additional support to assist learners develop practical skills.

- To support staff to reflect on their practice the college has introduced 'My Conversations'. This approach is currently being piloted in a number of areas across the college and will be reviewed and evaluated prior to full implementation in August 2022.

- During the pandemic staff, worked well together across all campuses to carry out internal moderation and evaluation processes. Teaching staff used SQA assessment panels well to ensure that assessment practices were implemented consistently across the college.

Areas for further progress and actions required

- Approaches to self-evaluation arrangements, in some areas, do not take sufficient account of stakeholder feedback when reflecting on service delivery and planning for improvements.

Learner progress and outcomes

Areas of positive progress

- The majority of learners who undertake a programme at West College Scotland make good progress and achieve their course qualification aim (69.6%).

- The overall success rate for learners on full-time Further Education (FE) programmes, which account for 84% of the college learner population is 66.7%, 5 percentage points above the sector average.

- The overall success rates for learners on part-time Higher Education (HE) programmes is at 85.4%, 4 percentage points above the sector average. Part-time HE withdrawals are low at 3.3%, down from 8.5% in 2018-19.

- Staff are making effective use of a Red, Amber, and Green (RAG) rating system to identify learners at risk of disengaging with their learning. Collaborative working between teaching departments and student support services is impacting positively on retention of full-time FE learners.

- The introduction of new part-time programmes, including fast-track models, is enabling learners to achieve their qualification faster and progress on to a further programme of study.

Area for further progress and actions required

- The overall success rate for learners on full-time HE programmes is 67.2%, 5 percentage points below the sector average.

- The overall success rate for learners on part-time FE programmes is 69.9%, 7 percentage points below the sector average.

- In a number of subject areas, high numbers of learners complete with partial success.

What happens next?

The progress visit report will be shared with SFC, the college Board (and in multi-college regions, the Regional Strategic Body).

Margaret Rose Livingstone
HM Inspector

Quality Standards Committee
26 May 2022
Via Microsoft Teams

Present:

Cathy MacNab (Chair)	Assistant Principal
Abbie McGrath	Student Association President
Alison Dunne	QEL Engineering
Caroline Cullen	CEL Beauty
Chris Haldane	Student Experience Co-ordinator
Fiona Goggins	Quality Assurance & Examinations Manager
Fiona McKenzie	Head Learning Communities
Gary McIntyre	Organisational Development Manager
Jim McAllister	Head Hospitality, Tourism, Languages & Business
Johanne Porter	Quality Standards Co-ordinator
John Redman	Head Quality & Professional Standards
Lesley Clark	Quality Standards Co-ordinator
Lorna Smith	TEL Social Science
Robin Chandler	Stakeholder Experience Co-ordinator
Sue Price	CQL Health & Social Care

Apologies:

Isobel Lightbody	CQL Childhood Practice
Jackie McLellan	Head Care
Paul McLaughlin	Head Creative & Digital Industries
Suzanne Thompson	QEL Science

Item	Action	Responsibility
1	**Welcome and apologies**	
	C MacNab thanked the committee for their attendance and apologised for the late cancelation of the last date; this was due to predicted low numbers of attendance.	
2	**Minute and actions arising from last meeting – 03 February 2022**	
	Minute was approved without amendment.	
	2. Actions. Update on curriculum strategy – Action carried over to next meeting	C MacNab
	7. Equality Impact Assessment. Quality department to issue an action plan of how the EQIA process will be embedded – Action carried over to future meeting.	J Redman
	7. Skills Development of Students. Essential Skills team are leading on this project - Update to be provided at next meeting.	C MacNab
3	**Approvals for session 2021-2022**	
	J Redman talked through the list of approvals being sought, which had been uploaded to the QSC Teams site. It was noted that there were relatively small numbers and all conditions had been met. Approval by committee members was provided.	

Item	Action	Responsibility

Item Action   **Responsibility**

A Dunne enquired how the Next Gen HN pilot courses would work with current College systems. J Redman stated that courses would be implemented with conditions. C MacNab assured A Dunne that the Quality Department would be keeping a close eye on the new pilot programmes.

F Goggins stated that SQA were keeping Colleges up to date and if A Dunne had concerns this could be fed back. She also stated that the Quality team could help with MIS issues e.g., unit numbers for course planners.

4   Awarding Body Update

F Goggins gave a brief update on recent activity. This year seen the return of national exams after 2 years. Management of the exams has been difficult with rooming and alternative assessment arrangements (AAA) being particularly challenging. It was noted that requests for AAA had doubled since pre-covid. While the team tried to support this, it wasn't always possible.

A reduction in invigilators also proved challenging. SQA carried out a recruitment drive however this was not as fruitful as had been hoped. Fortunately, a request to Operational Manager resulted in staff volunteering to help.

It was noted that working digitally allowed better sharing of seating plans with curriculum teams, Enabling Services and Reception. F Goggins wanted to thank the Quality team for all their hard work.

F McKenzie enquired if another recruitment drive for invigilators would take place. F Goggins stated that this would be reviewed at the start of next session.

F Goggins

5   Student Association Update

A McGrath informed the committee that she had been re-elected as Student President. Ryan Robertson has also been re-elected as Vice President for Clydebank Campus.

It was noted that a short life working group (SLWG) has been formed to begin work on Freshers Week. A representative from Marketing will also be part of the SLWG.

The Student Association are currently working with Vice Principal Amy McDonald to identify chill out spaces for students.

A McGrath presented a proposal to change the current class rep system to include sector reps. C MacNab suggested that the proposal be taken to other groups with the College e.g. Heads of Sector. Engagement from Heads is critical in determining what is needed and will work best. One size won't fit all.

R Chandler stated that sector reps would receive more detailed training and be taught about the sector. Consultation to go out to Heads.

R Chandler

Item	Action	Responsibility

Item Action   **Responsibility**

F McKenzie enquired if sector reps would deal with more specific issues e.g. courses / units, and not general issues. C MacNab stated that it could be a mix of both. It is likely sector reps would feedback on themes however it was work in progress. The Student Association need a strong voice within the College.

G McIntyre raised the possibility of Organisational Development being able to assist with training resources via Evolve. R Chandler welcomed this news. G McIntyre and R Chandler to pick this up out with the committee.   **R Chandler / G McIntyre**

6   Approval and Re-approval Procedure

J Redman referred to the updated Approval and Re-approval Procedure that had been uploaded to the Teams site, along with a new flowchart. He pointed out that the biggest change to the procedure was the re-approvals process. The purpose is to ensure courses are fit for purpose. And the aim is to identify areas for concern and put processes in place. Members were asked to review the procedure and flowchart and feedback any comments.   **All**

A Dunne stated that Next Gen pilots would be in violation before they had begun and suggested an additional line be added. C MacNab responded that WCS had already been approved to deliver the pilot programmes and quality control was already in place.

F McKenzie enquired how courses would be selected for review. J Redman stated that this was still to be determined. C MacNab commented that there will be a 3-year rolling programme of re-approval. Some courses were legacy and had never been through the process.

7   Accessibility, EQIA and Course Design

C MacNab updated the committee on the work of the Accessibility Steering Group and their decision to procure Blackboard Ally. This online tool will provide staff with a report on how teaching materials comply with legislation. It will also allow students to run materials through it and steer their own materials.

C MacNab stated that there would be 3 year plan for implementation. Further details can be found in the paper uploaded to the Teams site.

8   SFC Performance Indicators

C MacNab referred the committee to the paper on the Teams site that had gone to the last LTQ committee. She enquired if members would be interested in taking part in a half day workshop, in the new term, looking at College PI data and how it is measured. J Redman, F Goggins, R Chandler, L Smith and C Cullen expressed an interest. Workshop to be arranged.   **C MacNab**

L Smith enquired if mode delivery (online or in-person) and the subsequent PIs had been looked at. As the last 2 years have been different to 'the norm' there is concern that changes may be made based on those PIs.

C MacNab commented that PIs don't tell the whole story, particularly when it came to hybrid. Scottish Funding Council (SFC) are currently looking at PI measures e.g. what could they be, how can they make them more relevant.

9   SSES Survey – Update

R Chandler stated that the overall response to SFC had been completed and submitted. Response rates were down, it's thought this was down to 'digital fatigue'. Student satisfaction has increased, with 'overall I'm satisfied with my College experience" increasing from 85% to 91%.

R Chandler acknowledged the hard work of curriculum teams over the past year and stated the report would be available before the end of term.

10   Future remit and structure of the Quality Standards Committee

Further to discussions at the last meeting, where the 2 sub-committee suggestion wasn't favoured, C MacNab suggested ways to strengthen the committee going forward:
- Engagement with the Educational Leadership Team and Heads to ensure staff have the time to prepare in advance
- Consensus to stay online due to varied membership however rotating start times could be considered
- Call for new members to be issued, along with the committee remit
- Existing members to confirm renewed membership

C MacNab to issue a proposal paper to the committee.   C MacNab

11   AOB

C MacNab informed the committee that CHP Quarter 3 report had been uploaded to the Teams site. Any comments should be fed back to J Easdale.   All

C MacNab thanked the committee for their involvement this session and wished everyone a good summer break.

12   Date of Next Meeting

Proposed dates for session 22/23 were agreed as below.

All meetings will run from 3pm to 4.30pm and will be held via MS Teams.
- Thursday 6th October 2022
- Thursday 17th November 2022
- Thursday 2nd February 2023
- Thursday 18th May 2023