

## **West Lothian College**

### **Learning and Teaching Committee**

**Wednesday 29 November 2017 at 9.15 am**

#### **Centre Head Workforce Development - Presentation**

<b>Agenda</b>	<b>Paper</b>	
17.43	Welcome/Apologies	
17.44	Declarations of Interest	
17.45	Minute of Meeting of 6 September 2017	1
17.46	Matters Arising from Minute of Meeting of 6 September 2017	2
17.47	ROA 2017-18 Update – dashboard	3
17.48	New ROA 2018-21 Summary	4
17.49	Draft Evaluative Report and Draft Enhancement Plan	5
17.50	UCAS & Articulation Report	6
17.51	Student Association Report	7
17.52	Quality Assurance and Enhancement Report	8
17.53	Learner Attainment Sub Group Minutes and Remit	9
17.54	College Key Performance Indicators 2016-17	10
17.55	Any Other Business	
17.56	Review of Meeting, Supporting Papers and Development Plan	11
17.57	Date of Next Meeting: 28 February 2018 at 9.15am	

**West Lothian College**29 November 2017

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**Learning and Teaching Committee**

Minute of the Meeting of the **Learning and Teaching Committee** of the Board of Governors held on **Wednesday 6 September 2017** at 9.15 am in Pavilion B Barbour Suite in the College.

**Present:** Sue Cook (Chair)  
Mhairi Harrington  
Colin Miller  
Alan Morton  
Sarah Kerr  
Lorna Reid

**In attendance:** Simon Ashpool (Board Member)  
Tom Bates (Board Member)  
Alex Linkston (Board Chair)  
Joanna Paterson (Board Secretary)  
George Hotchkiss (Vice Principal, Curriculum & Planning)  
Claire Glen (Interim Quality Manager)  
Diane Mitchell (Manager, Workforce Development) – observer

**17.31 Welcome & Apologies**

The Chair welcomed all to the Committee meeting, in particular Lorna Reid, Student Association Vice-President and nominated Board member, who was attending her first meeting of this Committee, Sarah Kerr, who was attending her first meeting formally as Student Association President, Board members Simon Ashpool and Tom Bates who were attending as part of Board induction and development, and Claire Glen.

The Committee noted that Jenny Stalker was on sick leave and asked the Principal to write on their behalf to send their best wishes.

Apologies were noted from Iain McIntosh and Jo Mayes (Shadow Board Member).

**17.32 Declarations of Interest**

There were no declarations of interest.

**17.33 Minutes of Previous Meetings**

The minutes of the meeting of 7 June 2017 were approved as a true record.

## West Lothian College

29 November 2017

---

### 17.34 Matters Arising from Previous Meetings

Members noted the paper detailing actions duly completed following the last meeting. It was noted that there would be a presentation on the KPIs and opportunity for discussion at the next Board meeting.

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

### 17.35 Quality Assurance and Enhancement Report

Vice Principal, Curriculum & Planning presented a report on quality activities from June to August 2017.

It was noted that a more proactive approach was being taken to the External Verification process this year including early engagement with the SQA. It was hoped this would lead to better scheduling of visits during the year and improved connections with other related quality initiatives.

There was some discussion of the early data on external exam results. Although there were some very positive results there were also some subjects where the results were disappointing and out of line with the expectations of teaching staff.

Some additional analysis was being undertaken to see if it was possible to identify any particular patterns, including any particular topics within subject areas that might have been problematic.

Development work was also being taken forward including sharing best practice around supporting students for exams as well as assessments and a number of interventions to strengthen support for National 5 Maths, including partnership work with local schools who had achieved positive results in this area.

The Committee noted that a new programme of classroom observation was being rolled out this year. Lecturers could choose an observer from their Centre Head, Depute Centre Head, a member of the quality team or someone from Education Scotland.

Arrangements were in place to pick up themes and recurring issues from these observations which could then be addressed through learning and development across teams and centres. This new model was closely tied with the emphasis on continuous improvement in learning and teaching.

The Committee agreed to note the report.

**17.36 Student Association Report**

The Student Association President gave an update on the work of the Association. Although it was still early in the academic year there was already a good deal of activity going on, including various training events that the President and Vice Presidents had attended during the summer.

It was noted that two of the Vice Presidents had had to withdraw from their positions as a result of receiving two very positive offers for employment and an apprenticeship. Elections were just about to get underway for the two vacancies.

The Association had already met with 1,701 students as part of the student induction programme. It was noted however that the introduction of a new centre-led induction programme had led to some gaps in opportunities to meet students, which had caused a delay in the planned timetable of work. The Committee noted that this would be picked up as an action point for next year as part of the review of the new induction arrangements.

The Association had introduced a new role description as part of the 'SPARKLE' quality approach they were taking forward and this was helping with the recruitment of Class Representatives. It was hoped that all Class Reps would be in place by mid-September and their training complete before the October break.

The Committee noted that a number of campaigns were being taken forward including the 'Cos You're Worth It' campaign to reinforce student behaviour around for example smoking and mental health awareness, and continued emphasis on the Healthy Body Healthy Mind Campaign.

It was noted that the Freshers' Fair would take place on the 13<sup>th</sup> and 14<sup>th</sup> of September. A Well-Being Fair was also being organised for 25<sup>th</sup> January. It was noted that external organisations were approaching the Association to ask for stalls at these events which was a positive demonstration of their success. It was agreed that Board members should be invited to these and similar events to give them an opportunity to see some of the student organised events first hand.

**Action 1: Board Secretary**

It was noted that dates for further lunchtime sessions for Board members to meet the Association team were being organised and information would be circulated once available.

The Committee thanked the Student Association for a very positive report.

## West Lothian College

29 November 2017

---

### 17.37 Key Performance Indicators

Vice Principal, Curriculum and Planning, introduced the Key Performance Indicators for 2016-17.

It was noted that these were as previously reported to the Committee, and that action planning was being taken forward including in conjunction with Education Scotland and the Funding Council.

The Committee agreed to note the report.

### 17.38 Access and Inclusion Strategy

Vice Principal, Curriculum and Planning, introduced the Access and Inclusion Strategy. It was noted that the strategy was required by the Scottish Funding Council and had been produced in keeping with their guidance and feedback.

In discussion the Committee noted some of the challenges around planning resources for learning support given the unpredictable nature of individual needs. The emphasis was on shifting the assessment of needs to an earlier stage in the cycle to ensure appropriate support was available as early as possible. However, for a variety of reasons students might not be willing to declare all their support needs at an early stage of engagement with the College. It was noted that there had also been some delays in processing information from application forms which had led to delays in offering interviews on learning support. The processes in this area would be tightened up to ensure support was in place by the end of September.

The Committee noted that equalities was one of the issues that would be specifically looked at in the new classroom observation programme, including how extended learning support was being delivered at this level.

There was some discussion of the needs of care experienced learners and the importance of close collaboration with the local authority and other agencies to provide the right kind of interventions and support both at an early enough point and at continuing stages to ensure individuals did not get left behind. There may also be opportunities to learn from the work of other multi-agency partnerships who were developing joined up approaches to support care experienced learners.

The Committee agreed to recommend the strategy for approval to the Board.

### Action 2: Board Secretary

## West Lothian College

29 November 2017

---

### 17.39 Gender Action Plan

Vice Principal, Curriculum and Planning, introduced the Gender Action Plan. It was noted that this Plan was required by the Scottish Funding Council to ensure the College addresses gender segregation and facilitates entry into non-traditional career paths.

It was noted that the target was that by 2020 no subject will recruit fewer than 10% from the under-represented gender. It was recognised that while this in itself was not an unrealistic target, the wider issue of shifting subject and career choices was complex including many social factors that were outwith the immediate sphere of influence of the College.

It was noted that there could be challenges for individuals in a course at the target level (that is, 10%-90%) and that a range of interventions and support arrangements might be required to support individuals and cohorts, as well as learning from individuals who had already successfully navigated these non-traditional paths as to what had helped and worked for them.

The Committee noted that this was an area where projects and initiatives could start to make some difference but that it was important to build on and consolidate these into longer term programmes and approaches.

It was agreed that, if appropriate, reference could be made within the report to the Board's commitment to achieving 50:50 gender balance on the Board by 2020.

The Committee agreed to note and approve the Action Plan.

### 17.40 Any Other Competent Business

There were no other items of business.

### 17.41 Review of Meeting, Supporting Papers and Development Plan

The Committee were content with the meeting, the information received and supporting papers presented. The Committee noted the updated Development Plan and agreed to organise a visit for the start of the November meeting around the theme of learner support, allowing sufficient time for a short presentation, discussion and engagement.

#### **Action 3: Vice Principal, Curriculum and Planning; Board Secretary**

It was agreed that it would be useful to have a short report from Manager, Workforce Development at the next meeting, reflecting on observations and learning from the four meetings she had attended as an observer.

## West Lothian College

29 November 2017

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This would be useful feedback for the Committee as well as of value in explaining the potential benefits of this type of involvement to other managers.

### **Action 4: Manager, Workforce Development; Board Secretary**

No further changes to the Development Plan were required.

### **17.42 Date of Next Meeting**

The next meeting would take place on Wednesday 29 November 2017 at 9.15 am.

**Note:** There were no matters discussed during the meeting, during which Members declared any conflict of interest, or the Secretary to the Board was aware from the Register of Interests that discussion could give rise to such a conflict.

Signed .....  
Chair, Learning and Teaching Committee

Date .....

## West Lothian College

29 November 2017

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### Learning and Teaching Committee

Action update from the Learning and Teaching Committee Meeting of 6 September 2017

**Action 1 - Board Secretary - Student Association Report.** It was agreed that Board members should be invited to events organised by the Student Association where appropriate to give the Board an opportunity to see some of the student organised events first hand.

This was duly completed

**Action 2 – Board Secretary Access and Inclusion Strategy** - The Committee agreed to recommend the above strategy for approval to the Board.

This was duly completed.

**Action 3 - Vice Principal, Curriculum and Planning; Board Secretary Review of Meeting, Supporting Papers and Development Plan** - The Committee were content with the meeting, the information received and supporting papers presented. The Committee noted the updated Development Plan and agreed to organise a visit for the start of the November meeting around the theme of learner support, allowing sufficient time for a short presentation, discussion and engagement.

Deferred to the next Learning and Teaching Committee meeting -  
(28 February 2018)

**Action 4 - Board Secretary - Manager, Workforce Development; - Review of Meeting, Supporting Papers and Development Plan** - It was agreed that it would be useful to have a short report from the Manager, Workforce Development at the next meeting, reflecting on observations and learning from the four meetings she had attended as an observer. This would be useful feedback for the Committee as well as of value in explaining the potential benefits of this type of involvement to other managers.

Agenda item

## **West Lothian College**

29 November 2017

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### **Learning and Teaching Committee**

#### **Regional Plan 2017-2018 Update - Dashboard**

**November 2017**

#### **Commentary**

- The College generated PI improvements in all areas other than Further Education full-time in 2016-17, with a 13% improvement in Higher Education part-time. No results are currently available for 2017-18.
- Foundation Apprentices and Higher Education and Vocational schools, the College was allocated 112 places in March 2017 and recruited 75 pupils, of whom 71 are still attending.
- The College is currently reviewing articulation agreements with universities and a view to expand advanced standing.
- Commercial activity is robust and this team are reporting that they have secured additional contracts. This contributes to financial stability.
- Work is currently underway to recruit for an expanded International programme.
- Carbon footprint reduction targets have been realised.

**George Hotchkiss**

Vice Principal, Curriculum & Planning

29 November 2017

# Regional Plan 2017 – 2020

	2015/16	Baseline 2016/17	Progress November	ROA Target 2017/18	Progress	Aspirations 2020
<b>Activity Target (Credits)</b>	43,088	43,499	42,157 	43,988		45,706
<b>Increase Attainment</b>						
FEFT 64%		62%		66%		72 %
FEPT 71%		73%		75%		80 %
HEFT 70%		77%		73%		78 %
HEPT 66%		79%		75%		80 %
Schools 66%		68%		69%		75 %
<b>Foundation Apprentices</b>		16		112		200
<b>HN and Vocational School Places</b>		250		328		350
<b>Full Time Learners with Workplace Skills Assessed</b> Realistic work experience within the course – (52 programmes – 936 students)		936		1300		2000
<b>Engage with Businesses</b>		760		1000		2000+
<b>Increase workbased upskilling and learning opportunities</b>		12%		20% activity		30% of activity
<b>Learner articulation to University</b>		400		405		460 learners
<b>Maintain commercial &amp; contract contribution at</b>		27%		25%		27%
<b>Increase International Annual Visits/Exchanges</b>		100		100		200+ Learners
Execshdrv/PW/General		1				

## Regional Plan 2017 – 2020

### Maintain Financial sustainability

157k



157K



£157k surplus

### Reduce Carbon Footprint by tonnes

£363k



£50k



£200k Investment  
Another 56 tonnes

Baseline 2014-15 – 1443 tonnes

29 tonnes



### Key

Red	This target remains challenging and significant actions will be required for achievement
Amber	With some additional action planning there is confidence in achievement
Green	There is a very high degree of confidence in achievement of this target

## **Learning and Teaching Committee**

### **New Regional Outcome Agreement 2018-21 - Summary**

The Scottish Funding Council issued guidance on 26 October 2017 on development of the College Outcome Agreement for the period 2018-19 to 2019-20. Work is currently being undertaken for 2018-19 and beyond.

The guidance scopes out the production of the Outcome Agreement and the 'intensification' of the process.

In summary this Outcome Agreement has to:

- Reflect the realisation of the Scottish Economic Strategy at a local level.
- Be informed by local and national labour market information.
- Set stretch targets in relation to recruitment and attainment within priority groups including:
  - 10% most deprived postcodes.
  - Participation of learners with protected characteristics.
  - Participation of care experienced learners.
  - Senior Phase pupils, 16-19 year olds and 20-24 year olds.
  - STEM provision.

In general terms there is an expectation that targets will be agreed to reduce withdrawal and partial success and promote successful completion.

There is an expectation that the Outcome Agreement will be linked to:

- Gender Action Plan
- Public Bodies Climate Change Duties
- Access and Inclusion Strategy
- Gaelic Language Plan
- British Sign Language Plan (under development)

**West Lothian College**

29 November 2017

**Timescale**

<b>Activity</b>	<b>Deadline</b>
Guidance updated and published	October 2017
Evaluative Report 2016-17 and Enhancement Plan 2017-18 submitted	31 October 2017
Well-developed draft Outcome Agreement submitted	15 December 2017
Feedback on draft Outcome Agreement	by 31 January 2018
2018-19 Indicative funding allocations announced	February 2018
2018-19 Final funding allocations announced	April 2018
Final Outcome Agreement submitted	by 30 April 2018
Publication of Outcome Agreements	May/June 2018

**Action**

The Committee is asked to note content and the timescale above and to note that the draft Regional Outcome Agreement will be brought for consultation to the next Committee in February 2018 meeting with a final version to the Board in March 2018.

**George Hotchkiss**

Vice Principal, Curriculum & Planning  
29 November 2017

## **Learning and Teaching Committee**

### **Draft Evaluative Report and Draft Enhancement Plan**

The Evaluative Report and Enhancement Plan have been produced in conjunction with The Scottish Funding Council and Education Scotland and are informed of guidance notes and feedback.

An endorsement meeting with both bodies is planned for 14 December 2017.

### **Action**

The Learning and Teaching Committee is asked to recommend endorsement of the Evaluative Report, Enhancement Plan and Grading Outcomes for final endorsement by the Board of Governors.

**George Hotchkiss**

Vice Principal, Curriculum & Planning

29 November 2017



# west lothian college

## Evaluative Report

2016-2017



Opening Doors | Fair Access for All

<b>Contents</b>	<b>Page</b>
<b>Section 1 – West Lothian College Context</b>	<b>3</b>
<b>Section 2 – Evaluation Methodology</b>	<b>4</b>
<b>Section 3 – Outcomes of Evaluation</b>	<b>6</b>
<b>Capacity to Improve – Supporting statement</b>	<b>27</b>
<b>Board of Governors Statement of Endorsement</b>	<b>27</b>
<b>Appendix 1 – Evaluation Methodology sources of validation</b>	<b>28</b>
<b>Appendix 2 – References</b>	<b>29</b>

## Section 1 – West Lothian College Context

West Lothian College operates from a single campus located in Livingston, West Lothian. The College works closely with a range of partners to meet the needs of learners and the local economy. These include West Lothian Council, National Health Service Lothian, the Chamber of Commerce, Skills Development Scotland (SDS), various community and employer organisations, local universities and other Colleges. The West Lothian area has a population of approximately 177,200 which is projected to increase by around 20% by 2035.

The College is a nationally recognised Scottish Funding Council (SFC) Early Adopter of Foundation Apprenticeships. The College introduced two new frameworks in 2016-17 in Computing and Construction and has increased the number to five programmes in 2017-18.

The College provides a broad curriculum from Scottish Credit and Qualifications Framework (SCQF) levels 2 to 9. This provision is delivered through nine curriculum centres. Almost all provision is delivered from the College campus in Livingston. The College undertook a major capital build projects over 2013-15 to provide additional construction and engineering facilities to accommodate developments in Science, Technology, Engineering and Maths (STEM).

The College works with West Lothian Council and West Lothian Community Planning Partnership (CPP) to plan and deliver provision. West Lothian Council provides a range of shared services for the College. The College delivers services to eleven secondary schools and two special schools in the area.

In 2016, Education Scotland endorsed the College leadership, quality of services for learners and operating performance with a full Statement of Effectiveness:

“West Lothian College has in place **effective** arrangements to maintain and enhance the quality of its provision and outcomes for learners and other stakeholders” (Education Scotland 2015).

There have been a number of challenges in recent times, including a period of industrial action, however the College has been resilient and continues to be responsive to local and national key priorities, for example, meeting SFC’s request to deliver an increase in credits in the drive to expand the workforce in the early year’s sector.

In 2016-17, the College delivered 44,085 credits against a target of 43,499, over target by 586 credits.

## Section 2 – Evaluation Methodology

The Evaluative Report is based on key themes arising from College wide self-evaluation reports, a range of College documents (Appendix 1) and on analysis of currently available performance indicator statistics.

In preparation for the new pilot approach ‘How good is our College?’ teams have participated in a range of development activities using the virtuous cycle of improvement model. This has challenged teams to reflect and explore how positive practice can be validated and how areas for development can be taken forward. In four subject areas, team evaluation was supported by input from Education Scotland staff.

This evaluation is informed by the SFC supplementary guidance “College Quality Arrangements” provided on 8 June 2017 and on subsequent commentary from both SFC and Education Scotland.

The Board of Governors, Senior Team, Managers, Curriculum teams, Service teams and the Student Association have all participated in the new QUILTS (Quality Improvements in Learning and Teaching Services) framework over the last 12 months in preparation for the new Education Scotland ‘How Good is our College?’. The QUILTS structure has five components:

- A report on completion of ‘Quality Improvement Actions’ from the previous annual review.
- Highlights of the year.
- Thematic challenge questions based on the Education Scotland themes and quality indicators.
- Team analysis of what they did well and what they needed to improve, followed up by recording evidence of how each response was validated.
- A Quality Improvement Action Plan for 2017-18.

Further to the QUILTS activity completed by curriculum and service team areas, a range of other QUILTS tools were introduced and have followed on from existing Interim and Annual Course Reviews. These include standardisation events, essential skills mapping, learner progress reviews, systems reports, programme team meetings and verification events. QUILTS activities may consist of whole teams, sub groups formed from a range of teams, learners, staff, members of the Board of Governors, employers and other external agencies. The key feature of this new model is that the outcome of the evaluative activity results in a positive improvement for learners, learning and teaching. Validation has come from a range of sources including:

- Employer input at programme team meetings.
- Partnership working in several centres with local schools to standardise practice
- Internal audit reports.
- External verification reports from Scottish Qualifications Authority (SQA).

In 2016-17, all teams have supported end of year evaluations with evidence to validate their strengths and areas for development.

In consultation with Education Scotland a formal process of Learning and Teaching Observations has replaced the Independent Review of Learning and Teaching. During the Professional Learning Plan meetings in 2016-17, all curriculum staff have arranged for one formal classroom observation to be carried out during 2017-18 to support the validated approach. These observations will contribute to a systematic and focused evaluation of current practice, to improve positive outcomes in learning and teaching.

This Evaluative Report has been redrafted after consultation with Education Scotland and The Scottish Funding Council.

## **Section 3 – Outcomes of Evaluation**

(The number in brackets indicates the source of evidence and can be found in Appendix 3)

### **Theme 1 – Leadership and Quality Culture**

#### **1.1 Governance and Leadership of Change**

##### **Areas of Positive Practice:**

- The College is well governed by an effective Board of Governors, evidenced through a robust Internal Audit Review and an externally Validated Self-Evaluation. (2)
- The Board of Governors engaged in a deep dive analysis of performance indicators with the Senior Team, resulting in a comprehensive College Team Action Plan for Improvement for 2017-18. (3)
- The Student Association are key partners in College Board activity with representation on those Sub-Committees relevant to learner engagement.
- To ensure validity, all strategies require Sub-Committee and full Board approval.
- The Audit Sub-Committee has oversight of internal audit planned activity and reviews internal audit reports to ensure that the Board have access to independent commentary on College activity.
- The College Management team are effective in planning strategies to ensure quality action plans are implemented effectively.
- Most teams have engaged well in the new QUILTS self-evaluation model in 2016-17, resulting in robust portfolio action planning. (7)
- Managers engage teams to ensure that Internal Audit and External Verification events are effective and that recommendations are actioned. (5)
- Most managers have engaged purposefully with teams to ensure there is a clear understanding of the role they play in contributing to the College vision. (6)
- College leadership has generated robust engagement from employees; this is evidenced in the Staff Experience Survey taken forward by Human Resources. (8)
- The College engages effectively with stakeholders. A 'Regional Plan and Outcome Agreement Consultation' took place over a 6-month period in 2016-17, with 1400 responses, the resulting feedback informed the 'Opening Doors' 2017-20 Regional Plan and Outcome Agreement. (1)
- The College responds productively to changes in national priorities for example securing funding for five new Foundation Apprenticeship Programmes which extends the range of opportunities available to young learners.
- The new Student Association structure was implemented in 2016-17 with a Vice President in each Centre; this has generated effective learner feedback in most centres and ensured learner engagement in planning and quality improvement.
- The new SPARKLE Model (Support, Partnership, Alliance, Resolution, Knowledge, Learning and Evaluation) has been introduced to assist The Student Association in the evaluation of learning and teaching.

- Commercial campaigns have been well managed and income generation targets were exceeded. (Income generation has supported reinvestment in the curriculum).
- Managers have engaged almost all teaching staff in planning Professional Development which will enhance learning and teaching, evidence through Internal Audit.
- The diversity of the learner voice in decision making is evidenced in portfolio planning and evaluation.
- College Managers are responsive to key strategic drivers in their subject areas to ensure the curriculum portfolio is fit for purpose.

**Areas for Development:**

- There is inconsistency in engagement from teams with the College values to offer a high quality learning experience.
- Quality Improvement Plans vary in the consistency of SMART Action Planning.

## **Theme 1 – Leadership and Quality Culture**

### **1.2 Leadership of Learning and Teaching**

#### **Areas of Positive Practice:**

- College Managers engage almost all teaching staff in career-long professional learning planning to ensure up to date practice. (12)
- In 2016-17, 100% commitment was given to learning and teaching observations by teaching staff as a result of staff and learner feedback. (12)
- Most College Managers lead a robust process of Course Risk Assessment (CRA) to ensure that actions are undertaken to progress learners from partial to complete success wherever possible. (13)
- College Managers engage with the Student Association in contributing to the Board Learning and Teaching Committee, ensuring the learner voice contributes to planning and evaluation. (15)
- Managers across 4 subject areas (Childhood Practice, Sport and Fitness, Hospitality and Communities) engaged with Education Scotland staff, involving them in evaluative discussions that resulted in enhancing the depth of action planning.
- In most subject areas, College Managers utilise a range of sources of evidence, both internal and external, that are effective in informing planning for learning and teaching. (14)
- In most subject areas, College Managers have supported staff and learners in undertaking International Mobility activity, resulting in a high level of staff and learner satisfaction. (This has been recognised as ‘Best Practice’ by College Development Network). (17)
- Most Managers ensure curriculum teams engage with employers and learners in evaluation and planning services.
- During 2016-17, College managers produced 3-year Curriculum Design Plans for their subject areas which ensures that all learners had access to realistic working environments to enhance the quality of learning.
- The College has been recognised nationally for excellence in engagement with stakeholders (The Times Education Supplement, The Herald and The Scottish Training Federation). This ensures team planning has an external and vocationally focused aspect.
- Most College Managers work in partnership with stakeholders to offer a unique opportunity for learners to develop their practical skills.

#### **Areas for Development:**

- Learning and teaching is not systematically evaluated in all centres and as a result, effective teaching approaches are not always deployed.
- Whilst good practice is shared, it is not consistent across all curriculum teams. (14)
- Essential skills are not consistently contextualised to ensure learners are fully engaged, resulting in a lack of improvement outcomes and performance indicators. (10,14)

- Not all curriculum teams are led to engage in self-evaluation to drive quality enhancement.

## **Theme 1 – Leadership and Quality Culture**

### **1.3 Leadership of Services to Support Learning**

#### **Areas of Positive Practice:**

- College Managers across curriculum and services areas work well together in most instances in planning and delivering key services including Learner Support, Student Funding, ICT, Estates and MIS Services, evidenced by a robust Cross College Quality Improvement Plan. (3)
- In most areas, College Managers engage with external stakeholders in the planning and review of a range of services to support learning, the impact of which supports access to a wide range of services for learners.
- Management responsibilities were realigned within Quality and Learner Services to ensure robust leadership of Guidance and Extended Learning Support.
- College Management Team events resulted in effective shared planning to anticipate learner needs and identified good practice to inform Annual Course Reviews (ACRs). (3)
- In most cases, Curriculum and Service Managers work collaboratively and are responsive to ensure that all possible demands for support are put in place to improve retention and attainment. (13)
- The Learning Support Team and College Managers have implemented specific support for Further Education (FE) learners in the delivery of Essential Skills, making a significant contribution to the drive to raise attainment. (18)
- The Learning Support Team have been supported to successfully engage with academic staff to provide tailored support for learners in almost all subject areas. (18)
- Professional update development activities have supported staff in developing their skills and approaches to meet the diverse range of learner needs. (18)
- The Student Association and College Teams worked in partnership to achieve the Healthy Body Healthy Mind Four Star Award (the only College in Scotland to achieve this) demonstrating the College's drive to offer a first class learner experience. (4)
- A Pastoral Support Pilot has been planned for implementation in 2017-18 will be rolled out and monitored to measure effectiveness.

#### **Areas for Development:**

- Learner Support is not always sufficiently targeted to drive up attainment.
- Sharing of data is not always effective in supporting learner needs.

## Theme 1 – Leadership and Quality Culture

### 1.4 Evaluation Leading to Improvement

#### Areas of Positive Practice:

- The virtuous cycle of improvement model has been used effectively in engaging all teams in the new QUILTS self-evaluation tool.
- Most College Managers lead effective portfolio planning and review to enhance the learner experience.
- All curriculum planning is driven to ensure the formal review of learning and teaching results in improved learner feedback.
- Learning and Teaching observations will inform future curriculum planning, ensuring programmes are fit for purpose.
- College Managers and Quality and Learner Services staff have worked collaboratively through the QUILTS process, resulting in SMART Quality Improvement Plans for 2017-18. It is too soon to evaluate impact. (18)
- Learner feedback through the Student on Course Evaluation (SOCE) process provides very detailed feedback across both curriculum and service areas to ensure actions are taken to address any area of concern.
- Employers are a key partner in curriculum evaluation in most areas, supporting high quality evaluation and improvement. (11)
- College Managers and Learner Engagement staff have worked in collaboration to develop appropriate employer and industry links to prepare learners for future employment in almost all areas.
- Curriculum teams work closely with Learner Support to ensure individual learner needs are met in both formative and summative assessment.
- In almost all areas, staff and student end of unit and end of block reviews inform future delivery to ensure continuous improvement.
- The Student Association and curriculum teams work together to ensure learners are supported in engaging in evaluative activities that are meaningful and effective. (15)
- A new role of Vice President appointed to all Curriculum Centres in 2016-17 has resulted in much more focussed evaluation and action planning in most areas.
- In 2016-17, Curriculum Teams and the Student Association jointly developed the new SPARKLE model for 2017-18 as a result of the success of the Vice President roles in 2016-17.
- Most College Managers have established strategic and operational partnerships to support programme design and review, the impact of which ensures programme content is aligned to National Occupational Standards (NOS). (14)
- External Verifications (with 62 successful visits in 2016-17) across a range of Awarding Bodies provides clear evidence of effective Quality Assurance and Quality Improvement. (5)
- Managers lead an effective process of Course Risk Assessment and this has supported as many learners as possible to achieve complete success.
- All teams are actively engaged in quality assurance and quality improvement activities that are vocationally relevant.
- Teams engage well with the Internal and External Audit process, supporting high quality performance in most subject areas

**Areas for Development:**

- Whilst there is a high volume of best practice, the use of data to inform improvement planning is not consistent across the College.
- External stakeholders are not consistently involved in evaluative activities.
- The services to supporting learning are not evaluated in all cases.

## **Theme 2 – Delivery of Learning and Services to Support Learning**

### **2.1 Safeguarding and Child Protection (including Prevent)**

#### **Areas of Positive Practice:**

- In keeping with Prevent guidance the College has a Senior Manager who acts as Single Point of Contact to ensure effective communication/collaboration with statutory agencies.
- The College works in close collaboration with Police Scotland on Prevent and in relation to child protection with the local authority ensuring multi-agency collaboration.
- The College has policies and procedures in place to ensure effective Safeguarding. These policies and procedures are understood and followed by staff.
- The Safeguarding Team ensures expert advice is always available to College staff and ensures effective communication with statutory bodies.
- The Safeguarding Team have processed an increased number of referrals in the last three years (increasing from 6, to 18 and 26 from 2014-15 to 2016-17 respectively) and all referrals have been addressed.
- The College Corporate Parenting Plan outlines how the College is proactive in offering specific support to Care Experienced learners.
- Young (and potentially more vulnerable) learners are supported by the Positive Participation Officer on campus and through Key Workers who cover all Senior Phase pupils in West Lothian. This network reduces the potential for safeguarding matters to be missed.
- College staff are fully aware of their responsibilities in terms of Safeguarding and briefings are provided at induction and updates are given on a regular basis. (12)
- PVG membership is processed for all staff and for learners where required before work experience placements take place.
- Absence reporting procedures are in place for learners under 16 and special arrangements exist for Senior Phase school pupils attending College. Absences are reported to schools timeously. (21)
- The Learning Support Team are well trained in Safeguarding and Hate Crime response.
- The Student Association has been involved in ensuring Safeguarding and Class Representatives are briefed on policy and procedure. (18)
- The College has procedures in place to ensure risk assessment is undertaken in relation to applicants with a record of sexual offences. College staff work closely with the Public Protection Team and share intelligence effectively.
- College guidance staff have all undertaken training on mental health first-aid and suicide prevention.

#### **Areas for Development:**

- It is not always possible to identify care experienced learners. (24)

## Theme 2 – Delivery of Learning and Services to Support Learning

### 2.2 Curriculum

#### Areas of Positive Practice:

- In line with the requirements of the West Lothian College Regional Outcome Agreement, the College is committed to the government priority of Developing the Young Workforce through delivery of 44% of credits allocated to learners aged 16 to 24 years in 2016-17, of which 26% of credits delivered to young learners aged 16-18 and the remaining 18% delivered to those aged 19 to 24 years.
- Curriculum design is informed by Labour Market Information and Scottish Government priorities at a strategic level and in most instances at programme team level.
- Diagnostic testing forms part of the Admissions process and is used effectively to ensure appropriate curriculum entry point for applicants.
- The College engages effectively with stakeholders with a 'Regional Plan and Outcome Agreement Consultation' taking place over a 6-month period in 2016-17, with 1400 responses, the resulting feedback informed the 'Opening Doors' 2017-2020 Regional Plan and Outcome Agreement. (1)
- In most areas, external partners engage in curriculum approval panels, programme team meetings and self-evaluation activities, ensuring the curriculum aligns appropriately for learners future employment. (2, 11, 14)
- Guidance services are provided to support progression and exit routes for all learners.
- Most centres effectively gather feedback from stakeholders (including learners) to enhance and improve curriculum design.
- Positive relationships with employers have been established and most subject areas involve stakeholders and learners in evaluation for quality enhancement.
- Most subject areas provide placement or realistic working environment learning experience, for example in the College (award winning) Terrace Restaurant thereby ensuring that the learning experience is vocationally relevant.
- Career Advice is available in the College Library two days per week provided by Skills Development Scotland. Information on self-employment and entrepreneurial activity is provided through Business Gateway and Bridge to Business to support learner entrepreneurial activity.
- Most full-time programmes provide sufficient opportunities for learners to develop their career management skills in their vocational area.
- Feedback from learners who undertook a substantive placement is overwhelmingly positive in how well it prepares them for future employment.
- Curriculum development plans were devised in 2016-17 to ensure future skills development and skills competency could be assessed effectively. This is fully implemented in the majority of areas, with the remaining areas to develop in 2017-18, to ensure there is a positive impact for all learners.
- The majority of full time learners have substantive work experience opportunities that include the opportunity to develop knowledge and skills.

- The College responds positively to national priorities for example securing funding for five new Foundation Apprenticeship programmes that extends a wide range of opportunities for young learners.
- The first group of learners to achieve The Duke of Edinburgh Award reflected very positively on this experience and as a result, motivated most learners to stay on and complete successfully. (14)
- In most instances applicants are interviewed to ensure an appropriate entry point for studies and in most subject areas a number of curriculum entry points are available.
- Most Centres effectively promote equality and diversity through the learning experience or through centrally organised campaigns.

**Areas for development:**

- Skills development within programme frameworks is not recognised by the Further Education Statistics (FES) publication.
- Whilst the majority of vocational areas have substantive opportunities for skills development, this is insufficient in a few areas to support learners in career development.
- City Deal funding my impact upon realignment of the curriculum.

## **Theme 2 – Delivery of Learning and Services to Support Learning**

### **2.3 Learning, Teaching and Assessment**

#### **Areas of Positive Practice:**

- Learners are actively engaged in planning, monitoring and evaluating their learning experience in the majority of areas. (14)
- Most practical learning spaces are very well resourced and some offer first class industry standard workplace experience for learners to develop and enhance their skills.
- Most teams work with a range of employers, external partners and agencies to ensure that programme frameworks and assessments are aligned to industry practice. (14)
- In the majority of areas, approaches to assessment take account of individual learner needs in both formative and summative work. (5)
- In some areas, partnerships with local schools have been beneficial in enabling staff to improve the quality of assessment practice. (14)
- Standardisation has been effective in ensuring high quality assessment material is agreed. (5)
- Alternative assessment arrangements for individuals with specific needs are well managed between most Curriculum Teams and Learner Support. (24)
- Almost all HN programmes have integrated assessment schedules created with learner involvement.
- Learner feedback is gathered through Programme Team meetings and Student On Course Evaluation (SOCE) and feedback informs in-year and longer term planning.
- A wide range of digital and ICT equipment within the College is used effectively by most staff.
- A new model of attaching a Vice President from the Student Association to each subject area in 2016-17 to ensure more systematic learner involvement in evaluating learning, teaching and assessment.
- Vice Presidents undertook a robust evaluation of every full time programme in 2016-17 to inform actions to be taken, resulting in the new SPARKLE model agreed for 2017-18.
- Most learners have the opportunity to review the timing of unit delivery and have been actively engaged in assessment planning, resulting in increased learner satisfaction feedback.
- In most HN programmes, learners have the opportunity to choose topics of interest for the Graded Unit, resulting in a high level of learner engagement and satisfaction.

#### **Areas for development:**

- In a few areas, learners are not sufficiently prepared for undertaking external exams and/or awards. (10)
- Whilst programmes are reviewed, feedback on learning and teaching has resulted in learners not always being fully aware of the actions taken for improvement.

- The integration of learning and teaching and assessment is not consistently evident in all curriculum activity.

## Theme 2 – Delivery of Learning and Services to Support Learning

### 2.4 Services to Support Learning

#### Areas of Positive Practice:

- Accessible marketing and publicity materials are available on the College website, through the Admissions and Marketing Teams and within local communities that ensure equitable access for all.
- College staff have a presence at most local school events, offering general information and advice to potential learners and their parents. (17)
- Curriculum staff regularly visit local schools to offer subject specific advice and information to support Senior Phase learners in making the right choices for their future. (14)
- A good working relationship between Curriculum and Support Teams enable learners to access a wide range of external support providers.
- Good quality information is provided on financial support and applications to College Managed Funds are processed timeously.
- The College Learner Support Team provide information on a wide range of services for learners including health concerns, domestic violence and drug and alcohol problems.
- The College provides a short term counselling service to support learners with emotional/mental health requirements.
- Learners are provided with good quality information on support services at induction and the Learning Support team are actively engaged in almost all essential skills delivery.
- College Managers work with Skills Development Scotland to ensure programme information details are accurate for potential learners to make informed decisions. (24)
- The new Volunteer Hub has supported 250 learners in finding voluntary placements, with positive feedback from learners that there has been an improvement in their self-confidence, problem solving skills and that this has supported them in achieving their goals. (26)
- Most Programme Teams are effective in identifying learners at risk of partial success through Course Risk Assessments and in taking appropriate action to move to complete success where possible. (13)
- Learner awareness of support facilities across the College is very good, evidenced by very positive feedback through programme team self-evaluation activities. (14, 23)
- Learner feedback is gathered from a wide range of sources at various points in the year, including evaluation of induction, end of unit evaluations, programme team meetings, SOCE report and through centre Vice Presidents of the Student Association. The impact of the new role of Vice President has been successful in supporting centres in most areas. (18, 25)
- Employer Engagement staff work very effectively with employers and most learners now have access to a placement or realistic working environment. (14)
- There are regular opportunities for learners to plan their career options with both College staff and external partners, evidenced by the presence of Skills Development Scotland on campus on a regular basis. (24)

**Areas for Development:**

- Facilitation of guidance and support is not consistently applied across all subject areas. (24)

## Theme 2 – Delivery of Learning and Services to Support Learning

### 2.5 Transitions

#### Areas of Positive Practice:

- College marketing material is comprehensive and enables potential learners to make informed choices.
- Most HN programmes have a realistic work experience component to support transition into employment. All subject areas have specific entry criteria, clearly laid out with detailed information on the College website to inform decision making.
- The Positive Participation Officer supports exceptional entrants from schools and works closely with Key Workers to ensure smooth transitions into College from young people transitioning from school. (21, 24)
- The College is represented on the West Lothian Schools Timetabling Group and transition arrangements within the Schools/College Partnership are effective.
- Learners have access to My World of Work through the Library and Moodle and access to a representative from Skills Development Scotland two days per week on campus, to support learners in making well informed choices. (24)
- The Quality and Learner Services Team work well with Curriculum Staff in joint CPD events ensuring their knowledge and awareness of transition opportunities for learners is current and accurate. (24)
- Learners are well supported through the UCAS process by both Curriculum Teams and Learner Support. Applications have increased over the past three years with over 70% of applicants successfully placed. (24)
- In some areas, learners benefit from ongoing support from external partners including Edinburgh Napier University, Queen Margaret University and Scottish Wider Access Programme, the impact of which is a smooth transition onto higher level study. This is with advanced standing in some cases and included 77 Associate Students in 2016-17, 18 over the target of 59. (14)
- Many HN learners benefit from ongoing support from universities during their studies in preparing them to undertake degree level programmes.
- Most centres have clear articulation agreements in place supporting both transition and advanced standing and positive feedback has been received in almost all cases on the high calibre of College learner moving on to degree level study.
- The Volunteer Hub supports learners in developing useful employability skills and preparing for the world of work. (26)
- The Science, Technology, Engineering and Maths (STEM) Advisory Group includes College staff, employers, schools and universities and they make a positive contribution to supporting learner interested in a career in STEM related areas. (27)
- The Employer Engagement Team have worked with new curriculum staff to engage with potential employers, resulting in programme content being reviewed and updated to reflect current industry standards.
- The Workforce Development Team (WFD) support learners in making the transition from College into employment and also to those in employment with Scottish Vocational Qualifications (SVQs) as they progress through their careers.

**Areas for Development:**

- Current data and reporting does not sufficiently support monitoring information on progression and setting and measuring targets.
- Information about College opportunities is not always available to Senior Phase pupils in all schools. (13, 21, 24)
- A few areas have insufficient engagement with external partners and employers in relation to curriculum design, review and progression into employment.

## **Theme 2 – Delivery of Learning and Services to Support Learning**

### **2.6 Partnerships**

#### **Areas of Positive Practice:**

- West Lothian's Community Planning Partnership Local Outcome Improvement Plan illustrates the College's commitment to work collaboratively to make sure West Lothian is the best place to live, work and do business in. The College is represented at a Strategic level with the Local Authority in terms of Economic Development, Educational Provision and Community Engagement.
- The College works with key partners to ensure that West Lothian delivers a modern and valued system for vocational training with clear career pathways and transition routes for all young people.
- The College has strategic partnerships with Awarding Bodies (including ILM and SQA) and work in close collaboration with SECTT, CITB and Skills Development Scotland.
- The College has been involved from the outset in the instigation and planning of the Edinburgh and South-East Scotland City Region Deal which was formally approved in July 2017. The City Deal Partnership includes six Local Authorities, all the regions HEIs and Colleges and key government agencies.
- The College has contributed to and utilises the regional Labour Market Information (LMI) in the Regional Skills Investment Plan (RSIP) for Edinburgh City Deal region. This is used in portfolio planning.
- Internal Audit recognises the effectiveness of Senior Managers and Board of Governors in partnership working that has resulted in many positive outcomes.
- College Senior Managers and West Lothian Education Services work strategically to achieve shared outcomes that enhance the school experience for young people in the Senior Phase. (21)
- Excellent partnerships with local primary and secondary schools in the promotion of STEM related activities has supported both College and school staff and learners in addressing this national priority.
- Most curriculum teams have strong links with local employers and work collaboratively in curriculum planning to ensure learners have the most appropriate qualifications, skills for employment and placement experience. (14, 15)
- The Workforce Development Team are effective in working with partners to ensure there are opportunities for employees to upskill while in employment.
- The College is engaged in a Strategic Partnership with NHS Lothian and Borders. This partnership will inform curriculum design to maximise employability within the NHS and are progressing toward learners having guaranteed interviews with the NHS towards the end of programme.

#### **Areas for Development:**

- Continue strategic improvement through joint planning by both the College and West Lothian Council in the areas of Education and Economic Development.

## Theme 3 – Outcomes and Impact

### 3.1 Wellbeing, Equality and Inclusion

#### Areas of Positive Practice:

- In the last three years an average of 53% of all College activity was delivered to those learners within SIMD 40% most deprived postcodes and the College recruited in excess of the SIMD 10% regional target. (10)
- In 2016-17, 147 learners received extended learning support, 121 at FE level (82%) and 26 at HE level (18%), reflecting the College's commitment to widening access and supporting progression.
- International Mobility is targeted towards learners from SIMD 50%, in order to widen their life experience. This work was recognised at the College Development Network Awards 2016 (Widening Access Award) and as excellent practice by Education Scotland in 2016.
- The College is fully committed to embracing equality, diversity and inclusive practices in all aspects of College life and work this is clearly articulated in the 2017-20 Regional Outcome Agreement. (22)
- The College is responsive to meeting the needs of Care Experienced learners and works closely within the Community Planning Partnership to offer guidance and support.
- College Managers ensure the College meets statutory requirements in terms of equality and diversity through Internal Audit. (10, 29)
- The College Equalities Mainstreaming Report and Equalities Committee Action Plan are reviewed and updated according to legislative reporting requirements. (29)
- All strategies, policies, procedures and strategic decisions are subject to Equality Impact Assessment.
- In most cases the College responds timeously to learners declaring an additional need to ensure reasonable adjustments are made and learning barriers are removed. (24)
- The Student Association runs a number of anti-discriminatory and pro-diversity campaigns in the course of the year to provide a wider educational experience. (14)
- Once here, the College is proactive in encouraging applicants to declare any additional needs or support requests so that support can be put in place as timeously as possible (24)
- The Student Association worked with College Teams to achieve the prestigious Healthy Body Healthy Minds Four Star Award, a reflection of the College's ongoing commitment to learner health and wellbeing. (4)
- A new Equality Action Plan developed by Workforce Development improved recruitment from protected characteristic groupings as a result of the 'Opening Doors' initiative. (It is too soon to evaluate impact)
- The College Gender Action Plan reflects a long term commitment to equality, diversity and inclusion and this is reflected in the work undertaken by the College Equalities Committee. (31)

**Areas for Development:**

- Attainment on full-time Further Education programmes at SCQF levels 4 and 5 is inconsistent.
- Insufficient pre-College information from schools or individuals to support very early intervention.
- The response time between a declaration of an additional need and an offer of support is inconsistent in early intervention.

## Theme 3 – Outcomes and Impact

### 3.2 Equity, Attainment and Achievement of all Learners

#### Areas of Positive Practice:

There are a range of significant improvements to the College performance in 2016-17 which we are pleased to report against our Regional Outcome Agreement.

- The College delivered 44,085 credits against a target of 43,499, over target by 586 credits and over target for the third consecutive year.
- Overall, the College average success rate rose to 72.75% in 2016-17, up 5.25% in 2015-16.
- The full-time HE success rose to 73%, an increase of 3% on the previous year and as a result of programme improvements in Engineering.
- The part-time HE success rose significantly to 80%, up 14% on the previous year as a result of removal of some very low performing programmes and improvement in others.
- The part-time FE success also rose significantly to 76%, an increase of 6% on the previous year and due to improvements in Workbased Learning achievement.
- Senior Phase activity rose to 534 learners, a increase of 58 from the previous year and for the third consecutive year. Success rose to 68%, an increase of 8% from the previous year and for the third consecutive year.
- In terms of gender balance within the College, the percentage of male to female enrolments has remained fairly consistent over the past three years with 61% of the learner population being female and 39% being male.
- Male success rose to 67% in 2016-17, an increase of 1% on the previous year and female success rose to 75%, an increase of 5% on the previous year.
- The number of learners enrolled and declaring a disability rose to 773, an increase of 93 on the previous year and for the third consecutive year.
- The number of learners enrolled from the SIMD10 category rose to 5% (280), an increase of 1% (76) on the previous year. Success for these learners rose to 74%, an increase of 2% on the previous year.
- The number of learners enrolled from the SIMD40 category has remained the same for the last two years at 13%. Success for these learners rose to 71%, an increase of 1% on the previous year.
- The number of learners from BME backgrounds rose to 4% (218) of all enrolments, a rise of 1% on the previous year, Success for these learners rose to 75%, a 10% increase on the previous year.
- The number of Associate Students enrolled rose to 77, an increase of 19 on the previous year. Success for these learners rose to 94%, an increase of 13% on the previous year.
- ESOL provision was met at a local demand and through an ongoing process of levelling, is responsive in meeting learner needs. Success for learners in this area was a highly positive 91%.
- International Mobility opportunities for learners, targeted from SIMD 20%, have impacted positively on retention and attainment with 87% of learners who took up these opportunities fully completing their programme. (17)

- Trend data on performance has been produced to support objectivity in analysis to improve decisions on actions has been developed in curriculum planning.
- Our HND Computing Software success rate stands at 88%.
- Of our 30 HNC Accounting students, 25 achieved an A Grade Pass.
- 95% of our HND Childhood Practice students progressed to either Dundee University or the University of Highland and Islands.
- Over 10 qualifying HNC Art students received 25 offers of place between them for places at all four art schools.
- At the West Lothian Volunteer Network Awards Ceremony in June, 250 of our students received certificates to recognise their contribution to volunteering.

### **Areas for Development:**

- Whilst success rates for full-time HE, part-time HE and part-time FE have all seen significant improvement arising from action plans, the full-time FE success rate has remained low and has declined slightly to 62%. Full-time FE early withdrawal rose to 9%, an increase of 1% from the previous year and part-time HE rose to 9%, an increase of 5% on the previous year.
- Full-time FE success rates are not consistently high across levels 4, 5 and 6, with 46% of courses at FE level with an outcome of 70% plus.
- Where performance indicators are consistently low, programmes have not been sufficiently or consistently redesigned.

## **Capacity to Improve – Supporting Statement**

West Lothian College has seen significant improvement in outcomes in 2016-17 across HE full-time, HE part-time and FE part-time programmes.

In providing a supporting environment, actions to improve have been recognised, however, there are still challenges in attainment specifically in relation to SCQF Levels 4 and 5 in some areas. The College acknowledges the need to ensure consistency and standardisation at a level of excellence.

The College is well led, offers an innovative and inclusive curriculum that supports learners in achieving their goals and in developing their employability skills.

In most areas, learning and teaching is well planned, purposeful and engaging and offers a welcoming and personalised experience for learners. Staff are committed to continuous quality improvement and there are many success stories and examples of excellence throughout the College. There are clear and significant strengths to build upon and identified actions form the College Enhancement Plan 2017-18.

There is significant engagement with local employers, external partners and stakeholders that enables most learners to be actively engaged in workplace activity throughout their of studies.

The new process of formal observations of learning and teaching is underway and all teaching staff have at least one formal observation planned for this academic year. The College is now engaged in a full Curriculum Review in 2017-18 to plan provision for 2018-19 and beyond, ensuring the portfolio meets the needs of current and future learners, local and national employers and other external stakeholders.

## **Board of Governors Statement of Endorsement**

On behalf of the Board of Governors of West Lothian College, I confirm that we have considered the College's revised arrangements for assuring quality and improving the quality of provision and services for learners studying at West Lothian College. I further confirm that the Board has been consulted on, and has participated in the implementation of validated quality arrangements to meet the requirements of How Good is our College?

The Board of Governors is satisfied that the College has embedded effective arrangements to maintain and enhance the quality of its provision and services and can provide assurance to our partners that the quality of learning meets the standards set out in the revised quality arrangements.

The Board of Governors endorses the Grading Outcomes for the College as detailed in this report.

Signature: \_\_\_\_\_ Date:

Alex Linkston, Chair of the Board of Governors

## **Appendix 1 – Evaluation Methodology sources of validation**

Centre Self-Evaluation Reports and Action Plans

Education Scotland External Review Report of 2016

Scottish Funding Council Statistical PI Report 2015-16

Scottish Funding Council Leaver Destination Report 2015-16

West Lothian College Internal Destination Reports (FE & HE) 2017

Scottish Funding Council Student Satisfaction and Engagement Survey 2017

Student Association Reports 2016-17

Employer Engagement Report 2016-17

STEM Advisory Group Reports

Scott Moncrieff Internal Audit Reports 2016-17

Awarding bodies External Systems and External Verification Reports 2016-17

School/College Partnership Report

[www.sfc.ac.uk](http://www.sfc.ac.uk)

[www.sparqs.ac.uk](http://www.sparqs.ac.uk)

## Appendix 2 – References

**MOODLE Login: educationscotland**

**Password: welcome**

- (1) Regional Plan and Outcome Agreement Consultation – feedback.
- (2) Extracts from Internal Audit
- (3) College Team Action Plan for Improvement for 2017-18.
- (4) For example, Healthy Working Lives Group and Healthy Body Healthy Mind 4 Star Award.
- (5) Extracts from Internal Audit and External Verification Reports 2016/17.
- (6) Team contributing to College vision
- (7) Education Scotland attended Childhood Practice and Sport and Fitness Team Self-evaluation day in June 2017.
- (8) Results of Staff Experience Survey conducted by HRM.
- (9) HRM summary notes issued to teams.
- (10) PI data 2014-15, 2015-16 and 2016-17 – See Appendix 5.
- (11) QUILTS reports 2016-17.
- (12) College wide Learning and Development Plan.
- (13) Extracts from Course Risk Assessments 2016-17.
- (14) Extracts from Validated QUILTS reports 2016-17.
- (15) Extracts from Programme Team Meetings 2016-17.
- (16) Essential skills in Career Management Planning.
- (17) Extract from Commercial and Marketing Centre QUILTS report.



**west lothian**  
college

**Enhancement Plan**  
**2017-2018**



Opening Doors | **Fair Access for All**

West Lothian College's mission is to be innovative in the delivery of high quality learning and skills for the workforce needs of Scotland and to support the needs of young learners who are the future of West Lothian and Scotland. This Enhancement Plan details the key actions to be taken in 2017-18 that will address the areas for development identified within the Evaluative Report.

A new College committee structure has been introduced to ensure progress is monitored at the appropriate level and those involved keep the actions are on track for successful completion. These include Equalities, Curriculum, Admissions, Student Experience and Quality & Compliance. The Board of Governors Attainment Group will also monitor progress throughout 2017-18.

All College managers have fully engaged with the new QUILTS (Quality Improvement in Learning and Teaching Services) self-evaluation model and have worked with their teams to develop robust Quality Improvement Plans for 2017-18.

A full curriculum portfolio review is now underway to plan for 2018-21.

Abbreviations for Leader and Monitoring Arrangements can be found on Page 8.

<b>Theme 1 – Leadership and Quality Culture</b>				
<b>Area for Development</b>	<b>College Action</b>	<b>Leader</b>	<b>Completion Date</b>	<b>Monitoring Arrangements</b>
<p><b>1.1 Governance and Leadership of Change</b></p> <p>There is inconsistency in engagement from teams with the College values to offer a high quality learning experience.</p>	<p>All College Managers to ensure teams fully engage with the College values.</p>	<p>College Managers</p>	<p>June 2018</p>	<p>College Team to monitor during scheduled College Team days planned for 2017/18.</p>
<p>Quality Improvement Plans vary in the consistency of SMART Action Planning.</p>	<p>All College Managers to ensure teams achieve all the outcomes of the Quality Improvement Plans from QUILTS self-evaluation activities.</p>	<p>College Managers/ Head of Quality &amp; Learner Services</p>	<p>June 2018</p>	<p>Head of Quality &amp; Learner Services to monitor progress through Quality and Compliance Committee.</p>
<p><b>1.2 Leadership of Learning and Teaching</b></p> <p>Learning and Teaching is not systematically evaluated in all</p>	<p>Centre Heads will ensure Learning and Teaching is systematically evaluated through the QUILTS evaluation process.</p>	<p>Centre Heads</p>	<p>June 2018</p>	<p>Quality and Compliance Committee to review in November 2017, March and June 2018.</p>

<p>centres and as a result, effective teaching approaches are not always deployed.</p> <p>Whilst good practice is shared, it is not consistent across all curriculum teams.</p> <p>Essential skills are not consistently contextualised to ensure learners are fully engaged, resulting in a lack of improvement outcomes and performance indicators.</p> <p>Not all curriculum teams are led to engage in self-evaluation to drive quality enhancement.</p>	<p>All teams to populate the 'Best Practice' plans.</p> <p>Centre Heads will ensure all Essential Skills are appropriately contextualised to ensure learners are fully engaged (resulting in an improvement in outcomes and driving up performance indicators).</p> <p>All QUILTS action plans will be robustly monitored and evaluated to ensure quality standards are met.</p>	<p>Centre Heads/ Head of Quality &amp; Learner Services</p> <p>Centre Heads/ Course Teams</p> <p>Centre Heads/ Course Teams</p>	<p>March 2018</p> <p>June 2018</p> <p>May 2018</p>	<p>Quality and Compliance Committee to review in November 2017, March and May 2018.</p> <p>Curriculum Committee to review in November 2017, March and May 2018.</p> <p>Quality and Compliance Committee to review in November 2017, March and May 2018.</p>
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<p><b>1.3 Leadership of Services to Support Learning</b></p> <p>Learner Support is not always sufficiently targeted to drive up attainment.</p> <p>Sharing of data is not always effective in supporting learner needs.</p>	<p>Improved collaboration is required to ensure Learner Support is targeted to drive up attainment at FE level.</p> <p>Source data to be form part of the Induction process 2018-19.</p>	<p>Centre Heads/ Access &amp; Support Service Leader</p> <p>Centre Heads/ Access &amp; Support Service Leader</p>	<p>November 2017</p> <p>March 2018</p>	<p>Access &amp; Support Service Leader to publish monthly report and Centre Heads to link to Course Risk Assessments.</p> <p>Centre Heads/Access &amp; Support Service Leader to review Induction for 2018-19.</p>
<p><b>1.4 Evaluation Leading to Improvement</b></p> <p>Whilst there is a high volume of best practice, the use of data to inform improvement planning is not consistent across the College.</p>	<p>All College Managers to lead teams to analyse and evaluate all learner services and drive quality improvement.</p>	<p>Centre Heads/ MIS Coordinator</p>	<p>December 2017</p>	<p>Centre Heads to undertake Curriculum Review 2017-18.</p>

<p>External stakeholders are not consistently involved in evaluative activities.</p>	<p>All Centre Heads to include external stakeholder involvement in QUILTS activities.</p>	<p>Centre Heads</p>	<p>May 2018</p>	<p>Curriculum Committee to review in November 2017, March and May 2018.</p>
<p>The services to supporting learning are not evaluated sufficiently enough in all cases.</p>	<p>All College Managers to lead teams to analyse and evaluate all learner services and drive quality improvement.</p>	<p>College Managers</p>	<p>June 2018</p>	<p>College Team to monitor during scheduled College Team days planned for 2017-18.</p>

<b>Theme 2 – Delivery of learning and services to support learning</b>				
<b>Area for Development</b>	<b>College Action</b>	<b>Leader</b>	<b>Completion Date</b>	<b>Monitoring Arrangements</b>
<p><b>2.1 Safeguarding and Child Protection</b></p> <p>It is not always possible to identify care experienced learners.</p>	<p>Introduce effective reporting of care experienced learners both by individuals and agencies to inform and support early intervention.</p>	<p>Centre Heads/ Access &amp; Support Service Leader/ Schools &amp; Community Planning Officer</p>	<p>May 2018</p>	<p>Centre Heads/Access &amp; Support Service Leader/Schools &amp; Community Planning Officer to agree an effective reporting system.</p>
<p><b>2.2 Curriculum</b></p> <p>Skills development within programme frameworks is not recognised by the Further Education Statistics (FES) publication.</p> <p>Whilst the majority of vocational areas have substantive opportunities for skills development, this</p>	<p>Establish and enact a process by which the SFC is advised of skills development within programmes.</p> <p>All programmes to include career management skills.</p>	<p>Vice Principal Curriculum &amp; Planning/ Vice Principal Curriculum &amp; Enterprise</p> <p>Centre Heads/ Course Teams</p>	<p>January 2018</p> <p>May 2018</p>	<p>Senior Team to monitor progress.</p> <p>Centre Heads to update Curriculum Committee in November 2017, March and May 2018.</p>

is insufficient in a few areas to support learners in career development.				
City Deal	Ensure sufficient College representation in City Deal decision making to inform curriculum realignment.	Vice Principal Curriculum & Planning/ Vice Principal Curriculum & Enterprise	June 2018	Senior Team to monitor progress.
<b>2.3 Learning, Teaching and Assessment</b>		.		
In a few areas, learners are not sufficiently prepared for undertaking external exams and/or awards.	Learners will be sufficiently prepared for undertaking external exams and/or awards, including collaboration with selected West Lothian schools to share good practice.	Centre Heads/ Course Teams	March 2018	Centre Heads to report at scheduled Course Team Meetings.
Whilst programmes are reviewed, feedback on learning and teaching has resulted in learners not always being fully aware of the actions taken for improvement.	Ensure that all actions recorded are closed off.	Course Teams	November 2017	Centre Heads to report at scheduled Course Team Meetings.
The integration of learning and teaching and	Ensure that all teaching staff participate in one learning and teaching observation	Centre Heads	May 2018	Centre Heads to update Curriculum Committee in

assessment is not consistently evident in all curriculum activity.	and that a systematic approach is taken to ensure improved learning and teaching.			November 2017, March and May 2018.
<b>2.4 Services to Support Learning</b>  Facilitation of guidance and support is not consistently applied across all subject areas.	Ensure Course Teams and Learner Support prioritise and facilitate guidance and support effectively.	Centre Heads/ Access & Support Service Leader	May 2018	Access & Support Service Leader to include an update in scheduled monthly reports and report to Curriculum Committee.
<b>2.5 Transitions</b>  Current data and reporting does not sufficiently support monitoring information on progression and setting and measuring targets.  Information about College opportunities is not always available to senior phase pupils in all schools.  A few areas have insufficient engagement with external partners and	Real time data and reporting tools should be developed to support improvement.  Ensure College information is available to senior phase pupils in all schools.  All Centre Heads to include external stakeholder involvement in QUILTS activities.	Schools & Community Planning Officer  Schools & Community Planning Officer/ Marketing Coordinator  Centre Heads	January 2018  December 2018  May 2018	Schools & Community Planning Officer to report to Quality and Compliance Committee.  Schools & Community Planning Officer to report to Quality and Compliance Committee.  Schools & Community Planning Officer to report to Curriculum

employers in relation to curriculum design, review and progression into employment.				Committee.
<b>2.6 Partnerships</b> Continue strategic improvement through joint planning by both the College and West Lothian Council in the areas of Education and Economic Development.	Ensure Course Teams and Learner Support prioritise and facilitate guidance and support effectively.	Vice Principal Curriculum & Planning/ Vice Principal Curriculum & Enterprise.	May 2018	Senior Team to monitor progress.

<b>Theme – Outcomes and Impact</b>				
<b>Area for Development</b>	<b>College Action</b>	<b>Leader</b>	<b>Completion Date</b>	<b>Monitoring Arrangements</b>
<b>3.1 Wellbeing, Equality and Inclusion</b>				
Insufficient pre-College information from schools or individuals to support very early intervention.	The response time between a declaration of an additional need and an offer of support to be improved to ensure very early intervention.	Access & Support Service Leader	October 2017	Access & Support Service Leader to update Quality and Compliance Committee.
The response time between a declaration of an additional need and an offer of support is inconsistent in early intervention.	Utilise qualitative and quantitative data to support proactive intervention of learner needs.	Access & Support Service Leader/ Course Teams	June 2018	Access & Support Service Leader to include an update in scheduled monthly reports.
There is a lack of timely data pre-programme to support proactive intervention to learner needs.	Utilise qualitative and quantitative data to support proactive intervention of learner needs.	Access & Support Service Leader/ Course Teams	June 2018	Access & Support Service Leader to include an update in scheduled monthly reports.
Equalities work is not fully mainstreamed across all centres.	Centres to incorporate equality and diversity activities consistently as part of learning and teaching.	Centre Heads	June 2018	Centre Heads to report to Equalities Committee during scheduled meetings in 2017-18.

<p><b>3.2 Equity, Attainment and Achievement for all Learners</b></p> <p>Whilst success rates for full-time HE, part-time HE and part-time FE have all seen significant improvement arising from action plans, the full-time FE success rate has remained low and has declined slightly to 62% reinforcing a 3 year trend.</p> <p>Full-time FE success rates are not consistently high across SCQF levels 4, 5 and 6.</p>	<p>Where performance indicators are consistently low, programmes to be redesigned.</p> <p>Undertake a robust curriculum review with specific focus on those areas identified within SCQF levels 4, 5 and 6.</p>	<p>Vice Principal Curriculum &amp; Planning/ Vice Principal Curriculum &amp; Enterprise/ Head of Quality &amp; Learner Services/ Centre Heads</p>	<p>November 2017</p>	<p>Curriculum Review to be complete by November 2017.</p>
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## **Learning and Teaching Committee**

### **University and Colleges Admissions Service (UCAS) and Articulation Report for 2017 Entry**

The attached UCAS and Articulation report for 2017 entry (College year 2016-2017) provides information on the number of students, from West Lothian College, who articulated to university and to which university they progressed.

This data has been released recently by UCAS and this information will inform:

- Course content reviews
- How we support students in 2017-18 applying for progression
- Advice and support to academic staff who support applications

The report will be presented by Lorna Jenkins, Access and Support Service Leader who supervises this area of activity.

### **Action**

The Learning and Teaching Committee is asked to consider the paper.

**George Hotchkiss**

Vice Principal, Curriculum & Planning

29 November 2017



# **UCAS and Articulation Report for 2017 Entry (College year 2016-17)**

**November 2017**

**Author:** Lorna Jenkins, Access and Support Service Leader

## Contents

<b>1</b>	<b>Introduction .....</b>	<b>3</b>
<b>2</b>	<b>Articulation .....</b>	<b>3</b>
<b>3</b>	<b>Formal Articulation Places into Year 2 .....</b>	<b>3</b>
<b>4</b>	<b>Scottish Wider Access Programme (SWAP) .....</b>	<b>3</b>

## 1 Introduction

This report provides information on Universities and Colleges Admissions Service (UCAS) 2017, showing how many students from West Lothian College (WLC) have progressed on to university and to which university they have moved on to.

There have, over recent years, been a number of significant changes in the continuing importance placed on articulation in post-16 education to help widen access and offer effective and efficient journeys for learners through SCQF levels 7 to 10.

## 2 Articulation

Articulation without loss of time, referred to as advanced standing, continues to be a priority within the SCQF framework, targeting 1+2, 1+3, 2+1 2+2 articulation developments with a greater effectiveness at SCQF levels 7 and 8.

## 3 Formal Articulation Places into Year 2

Centre	Number of Agreements
Business & Creative	11
Computing & Engineering	12
Health & Social Care, Social Sciences & Science	10
Construction & Motor Vehicle	3
Childhood Practice & Sport & Fitness	1
Hospitality & Communities	2
Beauty Therapy & Hairdressing	0

The College exceeded target for learners progressing to university with advanced standing.

## 4 Scottish Wider Access Programme (SWAP)

The College also provides four SWAP courses, widening opportunities to adults who have the potential to succeed at university, but may have missed out first time round. The SWAP courses give students the necessary qualifications to progress to year 1 of a degree programme.

These are:

- Access to Nursing
- Access to Social Sciences
- Access to Teaching
- Access to Science

## UCAS Statistics 2017 Entry (College Academic Year 2016–2017)

The table below provides a comparison breakdown of the number of UCAS applications at West Lothian College over a two year period.

	2015-16		2016-17	
	Number	% of total number	Number	% of total number
<b>1 Total Applications</b>	325	-----	345	-----
<b>2 SWAP applications</b>	39	12%	91	26%
<b>3 Placed</b>	240	74%	254	74%
<b>4 Not Placed or withdrawn*</b>	85	26%	91	26%

\*Work is being undertaken to identify these students and follow up on reason for withdrawal and eventual destination.

The above table shows a comparison of figures for 2015-16 and 2016-17.

- 1 Total number of applications.
- 2 Number of swap applications and swap applications as a percentage of total number of applications.
- 3 Number of students placed and this number as a percentage of total number of applications.
- 4 Number of students not placed and this number as a percentage of total number of applications.

As can be seen the overall volume of applications rose between 2015-16 and 2016-17 with the percentage places remaining constant.

Applications from SWAP programmes rose significantly from 12% places to 26%.

Final destinations for 2017 entry broken down per university (not including SWAP students).

<b>Universities</b>	<b>No of Applicants</b>
Aberdeen	1
Abertay	3
Lancashire	1
Dundee	3
Edinburgh	6
Edinburgh Napier	83
Glasgow Caledonian	3
Glasgow	4
Heriot Watt	22
Queen Margaret	16

Robert Gordon	8
SAE	1
Stirling	20
Strathclyde	6
Highlands & Islands	1
West of Scotland	9
Not placed	67
<b>Grand Total</b>	<b>254</b>

Final destinations for 2017 entry broken down per university for SWAP students

<b>Universities</b>	<b>No of Applicants</b>
Edinburgh Napier	27
Glasgow Caledonian	2
Heriot-Watt	2
Queen Margaret	8
SRUC	1
Dundee	1
Edinburgh	7
Glasgow	1
Stirling	11
West Lothian College	7
Not placed	24
<b>Grand Total</b>	<b>91</b>

### **Support for Students**

Students receive support for the UCAS process and during September/October 2016 the College's Access and Support Service Leader provided presentations that covered:

- The UCAS system and how it works
- Dates and deadlines
- Common issues
- Personal statement
- Sources of help and advice

The Schools and Community Planning Officer organised the Higher Education Fair which took place in October 2017. This allowed 2017-18 students who were considering applying for a degree course of study entering in 2017 to meet with university admissions staff from a range of institutions, including the Open University, and enquire about courses, entry requirements and articulation routes. There was also a presentation from a Careers Guidance Advisor (SDS) and a presentation on writing the UCAS personal statement.



## **Students Association Report Learning and Teaching Report**

### **September to November 2017**

#### **Sparkle Launch**

The new Sparkle document has been launched this term which is an evaluative workbook issued to Class Reps in order to collect information on how students are finding their College experience. This includes information on learning and teaching amongst other themes which include support services and facilities. Class Reps have to complete a theme each month. Learning and Teaching evaluation has been included in all months to ensure that Centres are aware of learning and teaching activity. The workbook has been specifically designed to correspond with the Student Learning & Teaching criteria and College expectations. This feedback will be fed back to both support and academic centres and used to enhance the learning & teaching experience and the services that support students whilst at College. Vice Presidents will meet with Centres to discuss the feedback and report this back to Class Reps. This ensures that there is a good, open communication channel for feedback and improvement. This has been well received by students and engagement has been high so far. We have received 61 completed sparkle documents with responses from 810 students. We are still awaiting 87 with all centres missing between 2 and 16 documents.

Class Rep recruitment was conducted by lecturing staff and the SA team. Generally lecturing staff have been supportive of our efforts. This has been appreciated as Vice Presidents have only 5 hours a week. They were often asked to attend classes where they could recruit class reps when the Vice Presidents they were on placement or had a class of their own to attend. Some of the VP's lectures would not release them from class at certain times due to important work/assessments whilst this is completely understandable, this makes it very difficult for VPs to reach all classes within their Centres in a timely manner. Some classes were still being visited by VPs and the President during week 10 to recruit Reps, which include Sport and Fitness and Childcare Practice. Inaccurate timetables made it increasingly difficult to locate classes missing reps cutting into the VPs time. To-date we do not have any Class Reps for HNC Hospitality or Professional Cookery Levels 4, 5 or 6 or HNC. This has been due to department culture over the Class Rep Role. The Centre Head is working with the VP and President to resolve this and moving forward we hope to capture feedback from these classes.

## West Lothian College

29 November 2017

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Class Rep training started in October with over 66 Class reps receiving face to face training from the SA team. Unfortunately, initial details were missed of who attended which training session and this is learning point for the SA Team to ensure that this doesn't happen in future years. We received 66 Class Rep training evaluation forms from this training. Feedback was excellent with 66 students, 100% stating that they benefited from the training and understood their role as a class rep.

### **Student Association feedback from our training**

Room availability became a struggle with one session being relocated three times in the one morning and no laptops available for three sessions which had an impact on time Reps were out of class. The SA are looking to invest in IT equipment to prevent this occurring in future and are also looking into alternative room booking arrangements. The Class reps who did not attend training sessions were often not permitted to leave class, due to workload and assessment schedules on days when in class and they often worked on the other days. We are working with the Centre Head of Construction and Motor Vehicle to find a date when we can train all Construction Class reps as the entire department were unable to attend. Online training has now been launched and is available to Class Reps through Moodle for those who were unable to attend sessions and also as a handy recap for any trained Reps, if they felt they needed it. All Reps have been encouraged to ask the SA team for support when needed and many have approached us for support since.

### **SPARKLE FEEDBACK**

#### **October – Theme: Induction and Learning and Teaching**

##### **Beauty Therapy & Hairdressing**

###### **Induction**

Ten out of 12 classes participated in Octobers Sparkle meaning 120 students. 111 students were aware of the date and time of their induction and 108 attended with 66 students saying they found it useful. Feedback shows that three classes felt they had not been informed about student email and how to contact tutors, Health, Safety and First Aid, C:card and free sanitary provision and how to access careers advice. Most classes were unaware of how to book a room for prayer or breastfeeding. Both NC6 Hairdressing classes stated they were not made aware of the assessment requirements for their course during induction.

###### **Business and Creative**

71% of classes fed back on induction (10 of 14) which totals 134 students participating. 76% of students attended their induction (117) Only 47% (63) said they felt it was useful with most comments saying it was too long a day with too much information and also that there was not enough information about the College out

## West Lothian College

29 November 2017

---

with the department during induction. 2 of the 10 classes had very low numbers attending induction, 0 of HNC Creative Industries and 2 of HNC Accounts Group B attended. These classes did not feedback the reason for the low numbers and this is being chased up by the VP. Overall the feedback from induction highlights that a lot of the information covered has not been retained by students.

### **Childhood Practice, Sport & Fitness**

30% of classes (8 of 24) fed back on induction for this centre which totals 118 students. 100% of students attended induction with 86% of students (102) finding it useful with varied feedback like 'we liked meeting the new class and the lecturers and getting to know the layout of the course' and also 'we disliked that it's the same every year', 'read off a PowerPoint', 'a waste of time'

At HE level the classes reported that they did not find out where the toilets were (65 of 118 received) and fire escapes (66 of 118 received) and health and safety information (68 of 118 received) during induction.

### **Computing & Engineering**

Eleven sparkle documents received with 7 outstanding 17. 152 students in these classes but only 127 participated in the evaluation as were present on these dates.

Out of the 127 students evaluated 113 students attended induction, 22 did not attend, 1 did not know when the induction was and 59 students found the induction useful.

The introductions were very varied in regards to the information about the facilities, the large majority of the students were told about the student funds; student association; student advice and the support for learning areas but a large portion were not informed about the other College features ranging from the fire escapes and toilets at time of the induction to the gym and hair salon.

Multiple classes commented wishing the introductions were more informative providing an overview of the College features and a tour was even suggested. Multiple classes also commented on that the people hosting the event were very friendly and pleasant and the presentation that was provided was good.

### **Construction and Motor Vehicle**

Within this department are 9 construction classes and 4 motor vehicle classes. For the October evaluation only the 4 motor vehicle classes responded giving a total of 47 student responses. 26 students were aware of their induction time which excludes VRQ2 (12) who did not have an induction. Only 19 students found the induction useful as they commented 'there was no much point' and 'didn't do much'.

## West Lothian College

29 November 2017

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### **Health Social Care, science and Social Science.**

Eleven classes out of 19 responded for October which is 168 student responses.

Ten of 11 classes were aware of when induction was. Prep Health and Social Care said they were not aware but all attended?

One hundred and thirty students attended induction and 97 found it useful, 2 classes specifically did not find induction useful-0/9 Access to Biology commented that they didn't have their tutor, they had no intro to the library and they did not get their matriculation cards straight away. 2/11 NQ Access to Social Sciences commented that it was useful to meet people but not for providing the information they needed.

Most Classes reported thorough induction content although 6/11 classes said they were not informed of Health and Safety & Fire escapes, careers advice services or Platinum, Terrace restaurant or the Gym.

Of these, 3 Classes said they had not been informed of assessment requirements and 2 of these classes were not informed of College Rules, Complaints and Compliments, Emails and Contacting Tutors (Access to Bio and Level 5 Health and Social Care).

Level 5 Health & Social Care reported that there was confusion over which day their induction was on and their tutor was not there as he was with another class.

Other feedback about induction included one class saying they had received and Student Association Induction but were not told of C:Card or free sanitary provision.

(HNC Social Science) This may have been missed and the Student Association will learn from this and ensure it is included going forward. HNC Social Services commented that they were unable to book childcare before induction as they did not have their timetables. As this can affect a student parent's ability to attend classes in the first few weeks they had hoped to get this information earlier. Also there were some issues with child minders getting paid due to admin errors at the start of term which have now been resolved.

### **Hospitality & Communities**

41% of classes (7 of 17) fed back on induction which totals 96 students participating. 94% of students (90) attended their induction with 92% (83) finding it useful regarding College facilities, course details, attendance and general departmental information. 64% of these students (58) felt they did not get enough information about the SA during induction with some commenting that the day was so long and full of information that they found it difficult to retain all the information.

**Students Association Evaluation on Induction**

We have also noticed that some classes have advised that they didn't have a Student Association Induction when actually they did. We are sure that some students can't recall all of the information in the first few days as so much to retain, so we are proposing an induction booklet which will be accessible through Moodle and on the SA Website. We will propose an online downloadable version, so no cost other than the production of the pack will be incurred. This also means Students can refer to it during their time at College. We will investigate the proposal further when all the data has been submitted.

SA Feedback on induction has been mixed depending on the Centre. It is understood that this was the first year that inductions had been prepared by each individual Centre and teething issues were noticeable to the SA and feedback by Students.

For Business and Creative we were asked not to attend until the first few weeks of term. This was not communicated in advance and the VP took time off from her paid job to attend the induction dates sent to us. The VP was invited to specific classes at specific times to hold induction talks which were during her own class time meaning that some classes did not get an introduction until week 4 or 5 and this was only with the President due to assessment timetables.

Health & Social Care, Science and Social Science inductions went fairly smoothly with the VP being invited to inductions.

Childhood Practice, Sport & Fitness were difficult to locate and classes were missed until week 4 or 5. Students from this centre commented that they didn't feel well represented last academic year and demanded more interaction with the SA which we are very happy to accommodate but have had trouble locating the classes as timetables are not up to date. There were occasions where the timetable for SA induction clashed with other centres and it made it difficult to attend all before the students were dismissed for the day.

Computing and Engineering met with the VP and President to discuss our needs during induction, provided a comprehensive timetable of when we could best meet classes and also arranged a full department induction for the VP to ensure he can work well with Engineering students and understand their working environment.

Hospitality & Communities inductions went as planned although rooms were changed at last minute and some classes were missed by the SA team due to also being booked in to see other centres classes. This meant some students did not get all of the induction information until week 3 or 4.

Beauty Therapy and Hairdressing provided a well-planned timetable, with lots of notice, asking the VP and President to attend classes during inductions. This worked

very smoothly with all students seeming relaxed and engaged. One class did not receive notification in time and their induction was held later and the SA was invited to speak to them on their first day when they had an 'adventure hunt' to find all the support services and learn about the campus. The students seemed to really enjoy this process and commented on how valuable they had found it.

Construction and Motor Vehicle did not have inductions with most students receiving some sort of introduction to the College during the summer school program. This meant the SA did not get a chance to meet with any classes during induction time with the exception of classes we found by accident while looking for classes from other centres. It took time to get around all of the classes in this department to discuss the vacant VP role and introduce the Class Rep process. We were still visiting classes during week 5 to discuss induction.

### **SPARKLE Learning & Teaching Evaluation October**

#### **Beauty Therapy & Hairdressing**

The Class Reps from Hair and Beauty completed the Sparkle documents as requested but the numbers collated do not always reflect the qualitative feedback added.

Themes which were apparent in all hair classes include the entire class being taught at one pace while some students were able to move at a faster pace while some still felt left behind when the teaching moved on. The hair students feel they would like lecturers to check understanding before moving on.

Most- 4 Hair classes in total, classes commented on hairdressing kit bags being of poor quality.

There are concerns with the IT classes with the absence of a lecturer. The students feel that the variety of people teaching this course has not been the smoothest way to learn, especially as the method of teaching is worksheet based while most students have said they are active learners with difficulty comprehending written instructions. It has been suggested that perhaps video learning would work better?

SVQ3 Hairdressing and HNC Makeup both commented that while the products they were working with are good quality they both feel that it would be beneficial to include other product ranges to round out their knowledge. More practical demonstrations would be appreciated and more opportunities for external training.

Most classes described the high volume of work the Dispensary Staff deal with and have commented that there should be more staff available to assist during busy times and also students feel it would be a good learning opportunity to be trained to work with dispensary staff as part of their coursework to prepare them fully for industry.

## West Lothian College

29 November 2017

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Other feedback included parking concerns, class moral has previously been affected by disrespectful relationships between students although this has been addressed by lecturers earlier in the term.

### **Business & Creative**

The majority of the feedback for this Centre is positive with most students replying Strongly Agree except where discussed below.

Of the 14 classes, 2 classes disagreed that Resources were adequate and available to support learning. HNC Photography highlighted a lack of space for drying and processing prints in the dark room.

NC Accounts felt that printed resources were necessary for the work to be completed in class and a lot of learning time was spent printing out the documents. As this is the nature of the course it seems unrealistic that students are paying for the classroom resources out of their own printing account and it is disrupting learning time.

HNC Contemporary Art also commented on broken equipment, old equipment, art classes using academic classrooms when they require studio space and lack of storage space.

20/154 students (13%) which includes an entire class, fed back that there was a lack of feedback given to students so they do not understand what is required for the lesson/assessment. Also the lecturer was not approaching students to check on progress/understanding throughout lesson before moving forward. Classes affected include HNC Accounts B, Level 6 Business, and HNC Creative Industries.

HNC Accounts Disagreed (15/15) that Lecturers understand each students needs and adjust teaching practices as needed with comments saying that some subjects are too heavy on PowerPoint usage and lecturer not showing energy or enthusiasm for what they are teaching.

Lecturers effectively challenge inappropriate behaviours/attitudes/language from students. There were 2 main areas of feedback around this question, firstly that latecomers to class are not dealt with and students feel their learning is delayed/interrupted while the late comer catches up on what has been missed. Secondly specific student's behaviours within classes disrupting others which impacts on students learning (this particular issue has been dealt with) Classes affected include HNC Events, Level 6 Business, HNC Accounts A.

### **Childhood Practice, Sport & Fitness**

Seven classes completed the Sparkle documents for October, missing 16 for this department this month. Classes participating were 2x HNC Childhood Practice, HNC

## West Lothian College

29 November 2017

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Additional Support Needs, HNC Fitness, Health & Exercise, HND Fitness, Health & Exercise, L6 Sport and Fitness and Sport & Uniformed Services.

All classes Agree or Strongly Agree that Lecturers recap lessons.

Six of the 7 classes agree lessons are well planned and equipment is ready to use. HNC Additional Support Needs Disagreed as a class commenting on lack of IT availability when required.

Six of the 7 classes Strongly Agreed that lecturers are professional and approachable. The other class, HNC Health, Fitness & Exercise were all Neutral with no additional comments.

Six of the 7 classes felt that lecturers used a variety of teaching methods and encouraged participation. The other class HNC Health, Fitness & Exercise were all Neutral with no additional comments.

Six of the 7 classes felt that teaching was structured, meaningful and well-paced with HNC Additional Support Needs as a class being Neutral, commenting that lecturers are moving through the subjects at too fast a pace.

Five of the 7 classes either Agree or Strongly Agree that lecturers understand each students needs and adjust teaching practices as needed. HNC Health, Fitness and Exercise were all Neutral commenting that lecturers could be more understanding of personal appointments. HNC Childhood Practice as a class Disagree but did not comment which will be chased by the VP.

Six of the 7 classes agree that lecturers check students understand the topic before moving on. HNC Additional Support Needs as a class are Neutral commenting about the pace of lessons being too fast and also that some felt they did not fully understand and lecturers did not check before moving on.

Five of the 7 classes agree or strongly agree that lecturers challenge inappropriate behaviours. HNC Additional Support Needs marked this as Not Applicable while HNC Health, Fitness & Exercise were split with 10/22 Agree and 12/22 Neutral.

All classes Agree or Strongly Agree that resources are adequate and available to support learning.

Six of the 7 classes Agree relationships between lecturers and Students are supportive and respectful. HNC Health, Fitness & Exercise were split 8/22 Neutral and 14/22 Disagree and comment that some feel lecturers are not always approachable or understanding of personal appointments.

## West Lothian College

29 November 2017

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Four of the 7 classes Agree that lecturers provide clear and timely feedback. Sport and Uniformed Services and HNC Health, Fitness & Exercise as classes are Neutral, with HNC Childhood Practice as a class Disagree with no additional comments.

Other comments raised by the students include

HND Health, Fitness & Exercise commented that the REPs 3 qualification was not included due to a breakdown in communication.

Parking continues to be an issue for most classes.

Computing and printing facilities along with Wi-Fi availability was raised as well as only being able to upload one document at a time on Moodle being time consuming and causing confusion as to what had been posted already.

A cash machine or café card payment system was requested along with more vegetarian foods available.

### **Computing & Engineering**

The majority of the students believed that lectures start by recapping from previous lessons and clarifying the lesson aims for the current lesson.

Most of the votes taken on the subject of the classes being well planned and equipment being functional and fit for use were impartial and this could be because of equipment errors at the time and one of them commented that the computers were inadequate.

Excluding anomalies, the vast majority agreed that the lectures were approachable and professional.

When asked if the lectures use variety when teaching the subject there was a lot of agreement but nearly just as many decided to stay impartial to the question, this is most likely due the nature of engineering and computing.

Most students agree that there were opportunities provided by the lecturer where there were additional learning activities.

Students experience teaching is well structured, meaningful and at a good pace was met with a mixed reception and not further comments were made on this criterion.

When asked about the lectures understanding the student needs and their flexibility regarding these matters was met mostly positives, significantly more students strongly disagreed and more so disagreed but no further comments were made.

Lecturers regularly check that all the students understand the course and its relevance before continuing was met with the most strongly agrees and impartial

## West Lothian College

29 November 2017

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votes but it was also met with the most disagrees within all the questions asked, no further comments were made.

Large amounts agreed that lectures handle inappropriate behaviour well.

Resources available received lots of positivity though there was lots of natural votes implying that the students have not used or never needed these services, this topic did receive an irregular amount of disagrees though but no comment was given as to why this is.

The relationships between the lectures and them being supportive and respectful towards students was highly positive with little disagrees – This vote is excluding particular anomalies.

Most students agreed that feedback was given within at least two weeks and a large amount stayed impartial, this could be due to no mock assessments at the time of the recording.

### **Construction & Motor Vehicle**

As there were no October feedback forms from any Construction Classes we have only the 4 motor vehicle class's feedback.

The 4 classes all reported positive feedback with supportive lecturers and the returning students commented that as a whole class, they were 'happy with the level of improvement since last year'

Feedback comments include that the Terrace 2 building has very poor Wi-Fi signal and that there is not enough IT provision for the department to go paper free in a workable way during classes.

They commented that there are not enough trolley jacks to use and the workshop is often a mess.

### **Health & Social Care, Science & Social Science**

Most feedback was of a positive nature with some Disagreements as detailed below. Lessons are well planned and organised with equipment/ Kit ready to use- 2 of the 11 classes Disagreed commenting that laptops are not charged, there are not enough computers in the class.

Resources were described as not being suitable for example, the lecture style tables are too small to work at, and too many students in some classes versus the room sizes. (HNC Social Services). The IT reference books in the library are out of date and not for the software being used on campus,

L5 H&SC commented that they would like a handbook like other levels and NQ Access Social Science- like the other subjects workbooks so much they would also like one for Psychology.

When describing the pace of teaching and suitability of the variety of teaching methods, L5 H&SC have commented on their Wednesday pm lecture as Death by PowerPoint as they are all active learners. They felt the material was taught far too fast, the lecturer doesn't give explanations, nor supportive when asked for help, making students stand in front of the class when they ask for advice or help.

A lecturer was specifically named for giving excellent teaching to his classes. He provides good, well balanced feedback, fast replies to questions, good explanations and is very thorough.

HNC Social Services report that they have not received feedback yet although they do not clarify if they are waiting for feedback.

Other Feedback for this Centre includes parking concerns.

Bursaries unapproachable

Toilets/Taps not working

Wi-Fi not very good – lectures affected which stalls teaching

Cash machine or pay with card facilities would improve canteen use

Student Emails taking too long to implement meaning students cannot access free software deals.

Student Cards took ages to come through.

### **General themes from other feedback**

We have had a lot of feedback across the centres regarding IT provision including poor availability of student academic email addresses to access free Microsoft packages, Too few computers for the number of students in the class in the room allocated, unreliable charge of mobile classroom laptops, IT classes did not have appropriate IT provision for the class starting which took up a lot of time to be resolved. All of these issues have been raised with the IT/ Estates Team who have worked hard to minimise disruption for students. We welcome the new computers in the library which have minimised complaints from last year and we look forward to the roll out of the new mobile classroom units in the next few weeks. It appears that the workload of the IT team is much higher than can be dealt with using the human resource available and we recognise the hard work the team put in supporting students and classes.

Poverty is becoming a more noticeable issue on campus with more students and staff members approaching the SA for free sanitary provision which is being made more accessible from 14<sup>th</sup> November. Also the Breakfast Club will launch on the 20<sup>th</sup> November to help provide a very affordable breakfast for students to help ensure all students are getting something to eat before class. Porridge or two slices of toast will be available to all for 30p will make a big impact on student engagement and

## West Lothian College

29 November 2017

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achievement in class for those most in need. The aim is to ensure that we target those Students who are attending College having not eaten in order to break the fast. A grant of £2000 was secured for this project by the Student Association, Claire Glen and Paula White. The money will be spent on non-consumable equipment so the service is sustainable for the long term. A small cost was added to the breakfast provision so Students did not feel that they had to advertise their need for the service and not discriminate those in poverty. The 'Breakfast Happy Hour' will be available from 8.15-9.15 Monday-Fridays in the Emeal Café. The Estates Manager and Student Association Development Officer will collate figures on a regular basis in order to evaluate its success and report for funding reasons.

Car parking concerns continue to be an issue for students, particularly for parents dropping children off before class. We have offered suggestions on how to alleviate parking concerns although there are still between 5 and 10 students each week contacting the SA team with complaints or asking for support. If there are any other ways we can advise students please let the SA team know.

The SA are currently working a new 'Coz your worth it' respect campaign. We plan to hold a positive reinforcement campaign encouraging students to show respect and consideration to themselves and their fellow campus users regarding appropriate and safe car parking, following the clean air campus ethos and general respect when speaking to staff and students. We are still working with Marketing to finalise the images and message content before launch.

Healthy Body Healthy Mind will launch in the upcoming weeks promoting healthier lifestyle choices to improve the student's mental, physical and general health. As we achieved a 4 star award last year we hope to achieve a 5 star this year by building on the key points like the Clean Air Campus ethos, the many innovative mental health resources on campus and encouraging more physical activity in those who do not currently participate. The SA Team are working closely with Mel Curle as part of Scottish Student Sport and our fitness facilities, Calum Cook the Campus Cycling Officer, Staff and Students from HSCSSS, Estates and many other staff and student groups. This is a cross centre campaign and we look forward to the fun and activities which will occur.

As part of Healthy Body Mind and various other campaigns there are workshops available to provide our students with additional skills and knowledge to keep safe and offer lifestyle advice for health benefits. Over 400 students attended the workshops on Internet Safety during Cyber Safety Week which was provided by PC Cochrane.

The Smoking Cessation workshops were offered by WLDAS and had 243 Students in attendance.

Better Than Zero in association with Unite the trade union are hosting workshops for 90 students on the 27<sup>th</sup> November which will cover employment law with regards to zero hours and short term contracts.

## **West Lothian College**

29 November 2017

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As Sparkle is a new concept for the College as a whole, this has been a massive task for the student officers to gather, compile and analyse the data. This is the first data set we have gathered using this process. As a Students Association we are looking to standardise how our VPs report back on this information. Any feedback or comments on the structure, content or processes will help us to develop this process further.

## **Learning and Teaching Committee**

### **Quality Assurance and Enhancement Report**

This report provides an overview of activity in Quality and Learner Services in the period September to November 2017.

Significant action has been undertaken to address exam preparation and to promote effective quality arrangements.

An update is provided on teaching observations and approvals work.

### **Action**

The Learning and Teaching Committee is asked to note and comment on the report.

**Claire Glen**  
Quality Manager  
29 November 2017



# **Quality Assurance and Enhancement Report**

**Learning and Teaching Committee  
November 2017**

## Contents

<b>Introduction .....</b>	<b>1</b>
<b>Quality Assurance Update.....</b>	<b>2</b>
<b>Key Performance Indicators.....</b>	<b>4</b>
<b>Conclusion.....</b>	<b>5</b>
<b>Appendix 1.....</b>	<b>6</b>

## **Introduction**

Over this period, the new Education Scotland quality framework “*How good is our College?*” was introduced and integrates Education Scotland’s evaluative activities and the Scottish Funding Council’s Regional Outcome Agreement.

The Education Scotland ‘Virtuous Cycle of Improvement’ has supported the production of the West Lothian College Evaluative Report for 2016-17 and Enhancement Plan for 2017-18. At the time of writing, these documents have been submitted for independent scrutiny and endorsement. (Presented elsewhere to the Committee).

There has been considerable self-evaluation activity over this period with the new internal Quality Improvements in Learning and Teaching Services (QUILTS) framework. The output from this activity has resulted in detailed Quality Improvement Plans for all college areas and the first measure of impact of actions will be complete by the end of November.

A Curriculum Portfolio Review is now underway for 2018-19 across all subject areas, with a particular focus on FE full-time and schools provision.

## **Quality Assurance Update**

### **Internal Audit**

A Control File Audit took place within this period after Prior Verification at the start of the academic session.

The audit findings demonstrated an inconsistency in interpretation of the refreshed audit guidance issued in 2016-17 and an insufficient level of consultation and clarification in advance of the enhanced audit tool being implemented. As a result, joint action has been taken by Quality and Learner Services and all curriculum centres to review internal audit to ensure that processes and instruments are valid, all reliable and fit for purpose.

### **Internal Verification**

Internal Verification and Standardisation has taken place in line with the College Operating Calendar.

Cross College Standardisation has taken place for Verification Groups Personal & Social Development, Communication, Numeracy and Problem Solving/Working with Others. This is an ongoing process that will continue to be monitored in advance of External Verification to ensure that appropriate standards are being achieved in cross college activity.

### **External Verification**

The Quality Team and SQA have planned and agreed activity of 45 External Verification Groups for 2017-18, as a combination of campus visits and centrally verified events. Graded Unit selection has yet to be confirmed.

In this reporting period, there have been 3 successful External Verification visits from City and Guilds (C&G), Institute of Leadership and Management (ILM) and EAL (EMTA Awards Limited). This has included sampling and systems verification.

### **External Quality Systems Audit**

The Institute of Leadership and Management (ILM) and City and Guilds (C&G) Systems Verification event took place with full approval being achieved.

### **Approval Activity**

The Approvals Panel met in October to consider the following applications (all subject to final approval within the Curriculum Review). The Committee is asked to approve these courses in principle pending Curriculum Review. This review will determine if these programmes are taken forward in 2018-19.

### **Business and Creative**

Foundation Apprenticeship: Accountancy (SCQF Level 6)  
HND Accounting (SCQF Level 8)

### **Beauty Therapy and Hairdressing**

NC Mobile Beauty Therapist (SCQF Level 6)

SVQ 2 Barbering (SCQF Level 5)

### **Computing and Engineering**

Foundation Apprenticeship: Information Technology (SCQF Level 6)

HNC Digital Design and Web Development (SCQF Level 7)

### **Construction and Motor Vehicle**

SVQ in Interior Systems (Construction): Dry Lining – Fixing (SCQF level 5)

SVQ in Interior Systems (Construction): Dry Lining – Finishing at (SCQF level 5)

### **Hospitality and Communities**

Foundation Apprenticeship: Food and Drink Operations (SCQF Level 6)

Travel and Tourism National 5 (SCQF level 5)

### **Health and Social Care, Social Science and Science**

Foundation Apprenticeship: Scientific Technologies Laboratory Skills (SCQF Level 6)

PDA Laboratory Science (SCQF Level 7)

### **Workforce Development**

SVQ in Driving Goods Vehicles (SVQ Level 3)

### **Learning and Development: Observations of Learning and Teaching**

A significant learning and development target for 2017-18 is that all lecturers will be provided with feedback following a formal observation of learning and teaching.

To date, almost all (158) observations are scheduled with a confirmed arrangement in place for 112. The observations will be undertaken by Centre Heads/Deputes (84), Learning and Development Officer (15), Head of Quality and Learner Services (5) and Education Scotland (8). A total of 14 observations have taken place at the time of writing.

### **Personal Learning Plans**

Almost all Personal Learning Plans have been completed with 27 outstanding and are scheduled to be completed by the end of November. The Learning and Development Officer is planning relevant Continuing Professional Development activities for individuals and teams to address the development needs identified. The focus for all approved developmental activity is to ensure that outcomes and impact are followed through and are explicit in QUILTS evaluation reports.

## **Key Performance Indicators**

A breakdown of the Key Performance Indicators for 2016-17 is attached. A thorough analysis of these outcomes has been undertaken and as a result, a full Curriculum Review (November 15 and 16) is being progressed to plan the portfolio for 2018-19. Decisions will be made to review, refresh or remove programmes based on recruitment numbers, progression opportunities, vocational demand, cost effectiveness, currency of frameworks, potential for change and levels of engagement with employers.

The credit target of 43,988 for 2017-18 is progressing well 41,253 recorded to date. Early withdrawal is 3%, a reduction of 1% from the previous year.

## **Exam Data 2016-17**

For 2017-18, there are 134 groups registered for presentation for external examination across 19 subject areas. The areas of priority for improvement in 2017-18 are Mathematics, Biology, Psychology, Care and Photography.

For Mathematics, the Centre Head and Depute (Hospitality and Communities) have devised an improvement plan. This includes the appointment of a new lecturer who brings a wealth of knowledge and experience from school and college sectors, standardisation from November and a workshop for all lecturers in January to begin exam preparations and apply techniques that have resulted in high outcomes in other subjects. This includes support from the lecturer delivering English, who has driven up attainment to over 9% above the national average in 2016-17 and Physical Education who improved to 4% above. In addition, Support for Learning will host a weekly tutorial session from January through to exam date.

For Biology, 2 new lecturers are now delivering this course with a clear understanding of the requirements of the award and the delivery plan.

For Psychology, staff development has been undertaken with the lecturer who now has 1 year of experience of the requirements of the award and standards required.

For Care, a development visit by SQA has taken place and as a result, lecturers have revised the course content and will now ensure students focus clearly on the brief required.

For Photography, 5 appeals were submitted and 1 was successful. Feedback from the team, including a very experienced senior marker, was that the results did not reflect the grades given, supported by successful external verification visits in 2016-17 with 1 piece of work being highlighted as exemplary. There is ongoing dialogue with SQA on this matter for external award presentation.

As an additional measure, a 6 weekly tracking schedule has been implemented to monitor Senior Phase learners and feedback is communicated to schools through the Schools and Community Planning Officer.

## **Conclusion**

A very busy and productive time in Quality and Learner Services, with evidence of good practice and robust actions for continuous improvement.

## Appendix 1

2016-17							
Department Name	Level Of Study	Enrolments	Credits	Early WD%	Late WD%	Part Success %	Success %
<b>Beauty Therapy and Hairdressing</b>	FEFT	149	2396	9%	17%	12%	61%
	HEFT	51	690	10%	12%	16%	63%
	FEPT	152	248	6%	7%	13%	74%
<b>Total</b>		<b>352</b>	<b>3334</b>	<b>8%</b>	<b>12%</b>	<b>13%</b>	<b>67%</b>
<b>Business and Creative</b>	FEFT	135	2196	10%	18%	11%	61%
	HEFT	141	1875	6%	14%	9%	70%
	FEPT	231	314	0%	0%	26%	74%
	HEPT	123	524	1%	11%	15%	72%
<b>Total</b>		<b>630</b>	<b>4909</b>	<b>4%</b>	<b>9%</b>	<b>17%</b>	<b>70%</b>
<b>Childhood Practice and Sport &amp; Fitness</b>	FEFT	250	3849	13%	20%	4%	63%
	HEFT	168	2460	2%	15%	5%	77%
	FEPT	108	504	3%	9%	6%	81%
	HEPT	67	408	0%	10%	1%	88%
<b>Total</b>		<b>593</b>	<b>7221</b>	<b>7%</b>	<b>16%</b>	<b>5%</b>	<b>73%</b>
<b>Commercial and Enterprise</b>	FEPT	278	572	2%	3%	10%	85%
	HEPT	34	36	0%	0%	3%	50%
<b>Total</b>		<b>312</b>	<b>608</b>	<b>2%</b>	<b>3%</b>	<b>10%</b>	<b>81%</b>
<b>Computing and Engineering</b>	FEFT	163	2668	7%	20%	21%	52%
	HEFT	193	1890	6%	9%	16%	69%
	FEPT	87	474	1%	15%	32%	52%

## Appendix 1

	HEPT	130	914	3%	2%	22%	72%
<b>Total</b>		573	5946	5%	12%	21%	62%
<b>Construction and Motor Vehicle</b>	FEFT	158	2534	9%	16%	18%	56%
	HEFT	25	315	0%	12%	16%	72%
	FEPT	269	1324	2%	3%	16%	79%
	HEPT	51	308	2%	0%	31%	67%
<b>Total</b>		503	4481	4%	7%	18%	70%
<b>Hospitality and Communities</b>	FEFT	169	2731	8%	17%	15%	60%
	HEFT	17	225	12%	0%	12%	76%
	FEPT	878	2020	3%	6%	16%	74%
	HEPT	6	36	0%	0%	67%	33%
<b>Total</b>		1070	5012	4%	8%	16%	72%
<b>Workforce Development</b>	FEPT	346	1948	0%	14%	1%	74%
	HEPT	322	3129	0%	15%	1%	84%
<b>Total</b>		668	5077	0%	15%	1%	79%
<b>Health, Social Care, Science &amp; SS</b>	FEFT	248	4194	6%	13%	7%	74%
	HEFT	129	1725	3%	7%	12%	78%
	FEPT	215	622	4%	2%	21%	72%
	HEPT	15	90	0%	13%	13%	73%
<b>Total</b>		607	6631	5%	8%	13%	74%
<b>College Total</b>		<b>5308</b>	<b>43219</b>	<b>4%</b>	<b>10%</b>	<b>13%</b>	<b>72%</b>

## West Lothian College

29 November 2017

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### Learning and Teaching Committee

Minute of the Meeting of the **Learner Attainment Sub-Group** of the Learning and Teaching Committee held on **Thursday 12 October 2017** at 10am in Pavilion B Burns Suite in the College.

**Present:** Sue Cook (Chair)  
Alex Linkston  
Graham Hope  
Moira Niven  
Mhairi Harrington

**In attendance:** George Hotchkiss (Vice Principal, Curriculum & Planning)  
Joanna Paterson (Board Secretary)

#### 17.01 Welcome & Apologies

The Chair welcomed everyone to the first meeting of the Sub-Group.

Apologies were noted from Norman Ross and Sarah Kerr.

#### 17.02 Draft Remit and Ways of Working

Members noted the decision of the Board at its last meeting to 'set up a sub-group to oversee work in the area of learner attainment and to learn from best practice in schools, other colleges and the national improvement programme being taken forward by the Scottish Government'.

It was agreed that the remit of the group should be 'to examine how to improve attainment and retention rates to optimise student success'.

It was agreed that the group should report to the Learning and Teaching Committee.

Membership of the group would be Sue Cook (who would act as chair), Alex Linkston, Graham Hope, Moira Niven, Norman Ross, Sarah Kerr and Mhairi Harrington.

It was noted that other Board members might be invited to contribute to particular items as the work programme was taken forward. It was also agreed that external speakers might be invited as appropriate to inform the work of the group, for example from other colleges or West Lothian Council.

It was estimated that the work of the group would be taken forward over a two year period.

The frequency and timing of meetings should be considered in relation to key events in the college timetable and the availability of relevant data.

**Action 1: Vice Principal, Curriculum & Planning**

Members discussed some of the issues that the group would need to consider as part of its work including:

- Consistency: how to ensure common standards of service and delivery across centres and courses – although there were many examples of good and excellent practice there was also evidence of variations in what would be considered to be core elements of the service provided
- Systems: making best use of systems to track attainment and early warning indicators such as patterns of non-attendance, and to respond intelligently and thoughtfully to what the data was indicating
- Positive outcomes: considering ways to capture and reflect positive outcomes such as a student leaving to take on permanent work, even if this sat outside the nationally required performance data
- Early success: looking at ways to give students early and tangible evidence of success to boost motivation and increase retention
- Inclusion: the objective was to optimise success for all students, reflecting the needs and demographics of the wider West Lothian community
- Common challenges: looking for opportunities to share best practice and take forward new initiatives in relation to common challenges shared locally and nationally, such as supporting students taking National 5 Maths

**17.03 West Lothian College Self Evaluative and Enhancement Report 2016-17 – Draft for Discussion**

Vice Principal, Curriculum & Planning set out the background and context to the preparation of the Self Evaluative and Enhancement Report and shared a draft with members of the group for discussion.

It was noted that many of the action points reflected points that the group would want to track as part of its forward agenda.

Members noted that the report would need to be redrafted in the light of the most recent guidance and feedback from Education Scotland and SFC.

# West Lothian College

29 November 2017

It was noted that the external timetable did not allow time for Board discussion and approval and that the report should therefore be submitted in final draft form at the end of October, with the final version to be signed by the Board Chair and submitted following the December Board meeting.

## 17.04 Priority Action Points

It was agreed that three priority areas should be developed ahead of the next meeting:

- a) Learner attainment action plan: distilling the action points from the Self-Evaluative and Enhancement Report into an action plan, which in turn would be monitored by this group;
- b) Data analysis: presentation of the most recent performance data, to be broken down by course as well as centre to allow any unanticipated variations to be identified;
- c) Front facing system: presenting options for the introduction of a front facing system which could give managers the option to interrogate existing data in turn allowing earlier and better informed interventions; to be informed by the work of other colleges and any early issues emerging from the national pilots as part of the Scottish Government improvement programme.

It was agreed that Vice Principal, Finance and Curriculum Services should join the next meeting to inform discussion of this item.

### Action 2: Vice Principal, Curriculum & Planning

## 17.05 Any Other Business

There were no other items of business.

## 17.06 Date of Next Meeting

To be arranged.

Signed .....  
Chair, Learner Attainment Sub-Group

Date .....

## **West Lothian College**

29 November 2017

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### **Learning and Teaching Committee**

#### **Key Performance Indicators (KPIs) 2016-2017**

The attached paper shows the College's Key Financial and Non-Financial Performance Indicators for the period 2013-2014 to 2016-2017.

The Non-Financial KPI targets for 2016-2017 were set within the Regional Outcome Agreement (ROA) planning cycle. Good progress has been made in relation to three targets with Further Education full-time requiring further improvement.

The Committee is reminded that whilst the Non-Financial indicators cover an academic year, the Financial Indicators only cover an academic year in 2015-2016 and 2016-2017. Periods 2013-2014 and 2014-2015 cover 8 months and 16 months respectively.

In addition, and for benchmarking purposes, Financial KPIs have been obtained from Borders College, Dumfries & Galloway College and Forth Valley College.

#### **Action**

For information

**George Hotchkiss**

Vice Principal, Curriculum & Planning  
29 November 2017

West Lothian College -Key Financial Performance Indicators 2016-17

	Target 2016-17	Actual For the year ended 31 July 2017 **	Actual For the year ended 31 July 2016	Actual 16 month period ended 31 July 2015	Actual 8 month period ended 31 March 2014
College Surplus (£'000)	86	453	41	492	(39)
Operating Surplus (£'000)	(556)	647	(1,891)	76	(264)
Non SFC Income as % of total income	28%	30%	31%	29%	28%
Trading Surplus on commercial activities as % of income from commercial activities	27%	35%	28.0%	29.0%	28%
Staff costs as % of total income (excludes exceptional costs)	67%	65%	67%	61%*	64%
Ratio of Current Assets to Current Liabilities	0.6: 1	0.7	0.5 :1	0.7: 1	0.9: 1
Days Cash to Total Expenditure	9	35	14	8	105

\* Excludes £1.6m income adjustment following revaluation

\*\* 2016-17 Excludes £1.9m deferred capital grant release as a result of an impairment loss following interim revaluation of assets

Comments	Actions
Ahead of target due to additional fees income from part time provision, articulation students, SDS Contracts and Workforce Development Activity	None
Ahead of target due to actuarial gain from pension revaluation	None
Ahead of target due to additional fees income from part time provision, articulation students, SDS Contracts and Workforce Development Activity and Hall hire	None
Ahead of target due to additional MA and FA income and staff cost savings from the replacement Business & Growth post and the closure of the Children's Panel Inverness Office	None
Staff costs below target due to additional income generated not fully matched by additional staff costs and savings due to delays in replacement of posts	None
Above target due to improved trading position	None
Above target due to improved trading position and late receipt of SFC Energy Efficiency Project money.	None

	2014-15 (16 months)			
	Borders	Forth Valley	West Lothian	Dumfries & Galloway
Non SFC Income as % of total income	27%	27%	29%	24%
Staff costs as % of total income (excludes exceptional costs)	64%	67%	61%	58%
Ratio of Current Assets to Current Liabilities	2.35: 1	01:01	0.7: 1	1.31: 1
Days Cash to Total Expenditure	90	14	8	60

	2015-16			
	Borders	Forth Valley	West Lothian	Dumfries & Galloway
Non SFC Income as % of total income	26%	31%	31%	20%
Staff costs as % of total income (excludes exceptional costs)	68%	70%	67%	64%
Ratio of Current Assets to Current Liabilities	1.5:1	0.65:1	0.5:1	0.82:1
Days Cash to Total Expenditure	76	11	14	59

**Key Performance Indicators 2014-2017**  
**Learner Performance**

<b>West Lothian College</b>	<b>2014-15 Actual</b>		<b>2015-16 Actual</b>	<b>Sector Averages 15-16</b>	<b>2016-17 Target</b>	<b>2016-17 Actual</b>
<b>Activity WSUMS</b>	<b>53,665</b>	<b>Activity Credits</b>	<b>44,390</b>		<b>43,499</b>	<b>44,085</b>
<b>Full Time FE Programmes</b>		<b>Full Time FE Programmes</b>				
Early Withdrawal	8%	Early Withdrawal	8%	9%	below 8%	9%
Further Withdrawal	18%	Further Withdrawal	19%	17%	below 18%	17%
Partial Success	10%	Partial Success	9%	9%	below 10%	12%
Completed Successfully	64%	Completed Successfully	64%	66%	68%	62%
<b>Full Time HE Programmes</b>		<b>Full Time HE Programmes</b>				
Early Withdrawal	8%	Early Withdrawal	5%	5%	below 8%	5%
Further Withdrawal	10%	Further Withdrawal	12%	13%	below 10%	11%
Partial Success	11%	Partial Success	14%	11%	below 11%	11%
Completed Successfully	71%	Completed Successfully	70%	72%	75%	73%
<b>Part Time FE Programmes</b>		<b>Part Time FE Programmes</b>				
Early Withdrawal	1%	Early Withdrawal	2%	3%	below 1%	2%
Further Withdrawal	3%	Further Withdrawal	4%	6%	below 4%	6%
Partial Success	22%	Partial Success	24%	16%	below 20%	15%
Completed Successfully	75%	Completed Successfully	71%	74%	78%	77%
<b>Part Time HE Programmes</b>		<b>Part Time HE Programmes</b>				
Early Withdrawal	4%	Early Withdrawal	2%	3%	below 3%	1%
Further Withdrawal	2%	Further Withdrawal	4%	6%	below 2%	10%
Partial Success	21%	Partial Success	28%	12%	below 21%	11%
Completed Successfully	74%	Completed Successfully	66%	79%	78%	79%

## **Learning and Teaching Committee**

### **Learning and Teaching Committee Development Plan – Version 4**

June 2017 – May 2018

#### **Membership**

No current issues

#### **Remit**

Annual review of remit – reviewed June 2017, next review June 18

#### **Visits to Parts of the Campus**

Campus visit (playroom) - March 2017

Campus visit including briefing on extended learning support: November 2017

#### **Opportunities for Strategic Discussion**

Structure agenda for June meeting around 'deep dive' in relation to KPIs, possible improvements and interventions - completed

#### **Development Issues Identified in Meetings**

No current issues

#### **Self-Evaluation**

Annual self-evaluation of Committee – March 2018

Include opportunity for reflection on new approaches (campus visits, deep dive)