West Lothian College

Learning and Teaching Committee

Wednesday 5 September at 9.15 am

Agenda		**Paper**
18.34	Welcome/Apologies	
18.35	Declarations of Interest	
18.36	Minute of Meeting of 6 June 2018	1
18.37	Matters Arising from Minute of Meeting of 6 June 2018	2
18.38	Student Association Report	Verbal
18.39	Initial Analysis of Key Performance Indicators 2017-18	3
18.40	Quality Assurance and Enhancement Report	4
18.41	Evaluative Report & Enhancement Plan Process	5
18.42	Learner Attainment Sub Group Minutes	6
18.43	College's Key Financial and Non-Financial Performance Indicators 2017-18	7
18.44	Any Other Business	
18.45	Review of Meeting, Supporting Papers and Development Plan	8
18.46	Date of Next Meeting: Wednesday 28 November 2018 at 9.15am	

West Lothian College

Learning & Teaching Committee

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

Present:	Sue Cook (Chair)
	Iain McIntosh
	Alan Morton
	Tom Bates
	Lorna Reid

In attendance:	Moira Niven (Observer) until 18.27
	George Hotchkiss (Vice Principal, Curriculum & Planning) until 18.28
	Simon Earp (Vice Principal, Curriculum & Enterprise) until 18.28
	Jenny Stalker (Quality Manager) until 18.28
	Karine McNair (Secretary to the Board)

Campus Visit – Student Support

The Committee were taken on a tour of the Student Support area of the College by Lorna Jenkins, Matt Farnham and Helen Wilson. The tour was followed with a question and answer session.

The Committee were shown the areas available for students both on a booked and a 'drop in' basis. Committee members spoke to staff from Student Support and discussed the challenges experienced by both staff and students.

Lorna Jenkins tabled a short paper which explained the composition of the Student Support Team and their remit for helping students in many areas. The paper also addressed the issues which can arise and the Committee commented on the range of matters being handled by Student Support.

Of particular note, the Committee heard how Student Support are trying to engage with more external agencies to obtain the right support for students and about the work in the College to train more teaching staff in supportive teaching styles.

Special mention was made of the Bursary Officer who has an excellent track record of supporting students in dire financial positions and responding flexibly to help students manage their finances.

West Lothian College

The Committee acknowledged the good work undertaken in Student Support and appreciated that a number of the issues they are dealing with are external social problems.

18.17   Welcome & Apologies

The Chair welcomed everyone to the meeting and in particular, Moira Niven (Board Member), who was attending as an observer.

Apologies were received from Mhairi Harrington.

18.18   Declarations of Interest

There were no declarations of interest.

18.19   Minutes of Meeting of 13 March 2018

The minutes of the meeting of 13 March 2018 were approved as a true record.

18.20   Matters Arising from Minute of Meeting of 13 March 2018

Members noted the paper detailing actions following the last meeting.

In respect of Action 2, Vice Principal, Curriculum & Planning stated that printing facilities were now available in all rooms where printing was necessary and a review was underway to establish the printing requirements for exams and assessments.

In respect of Action 3, Vice Principal, Curriculum & Planning noted that some other Colleges did have a more lenient approach to releasing students' funds where there were absences and the West Lothian College approach will be reviewed over the summer. The impact of the imminent introduction of Universal Credit was mentioned as it was expected that this could have an impact on student poverty.

Vice Principal, Curriculum & Enterprise, noted that the UCAS and Higher Education Applications information which should have been available at the end of April has not yet been released and he will endeavour to have this for the next Committee meeting.

Action 1 – Vice Principal, Curriculum & Enterprise

West Lothian College

18.21   **ROA Update 2017-18**

Vice Principal, Curriculum & Planning noted that there had not been any significant changes to the ROA since the last meeting with the College expected to attain its credit target and probably exceed the target by 500.

Further Education Full Time students are still a concern with a withdrawal rate of 24% and Student Support are engaging with at risk or fragile students to help support them through their studies.

Flexible Workforce programmes are looking very positive with the possibility of extending the number of eligible businesses able to pay into the Apprenticeship levy. The increase in eligible businesses should have a good impact on the Flexible Workforce programme but it also encourages further employer engagement which benefits the College in other ways, e.g. speakers, placements etc.

The Committee queried the source of the £4,000 for innovation funding which was allocated to the College and Vice Principal, Curriculum & Enterprise confirmed that this was a 'one-off' payment from the Scottish Funding Council in partial recognition for the considerable business development costs of running the new Flexible Work programme. A report would be sent to the Scottish Funding Council by December to account for the activity on the £4,000.

The Committee noted the paper.

18.22   **Applications & Recruitment Update**

Vice Principal, Curriculum & Enterprise presented paper 4 alongside a tabled supplementary paper which had an update of the key statistics at 5 June 2018.

It was noted that the Full Time programme opened for applications 4 weeks later than last year, which could explain the decrease in applications, however the offers made were at a similar point as in 2017-18.

Schools activity was very positive and the Committee were asked to note that the curriculum has changed in a few centres so again the figures could not be considered a direct comparison

Given the dynamic nature of the data, reports are currently being created on a weekly basis to track progress and marketing are meeting with Centre Heads to discuss anything that can be done to drive applications.

West Lothian College

The Applications Committee are currently producing a detailed report into the interview process which will result in an action plan with ideas for reducing the wait time for interviews, improving attainment and reducing withdrawal rates.

Vice Principal, Curriculum & Enterprise, stated that the schools induction programme had been moved forward to align with the school year ending. The first of these induction events had been held the previous evening and although every school in West Lothian was represented, approximately only 50% of those expected to attend the event actually attended. The reasons behind the poor turnout are being investigated.

Vice Principal, Curriculum & Enterprise, has met individually with all secondary head teachers in West Lothian to discuss their engagement with the College and improvements that could be made. Through these discussions, the transport links to the College were mentioned on more than one occasion as a barrier for students travelling to the College.

The Committee noted that there is a designated person at each secondary school tasked with College liaison, usually a deputy head. In addition, West Lothian Council have a College Link Officer to aid partnership with the College however it has been found that lately more the liaison emphasis has rested with the College with less Council support.

The Committee commented that perhaps some of the reluctance on the part of the schools is that they also have attainment targets and that by sending students to College, they have less control over the students' attainment thus jeopardising the school's own targets. It was acknowledged that there needed to be a better 2 way information flow between the schools and College so that both institutions were able to best serve their learners and each had comfort that the student's attainment was at the heart of their offering.

The Committee queried the 14.1% decrease in applications and wondered which courses were of most concern at this stage of the application process. Vice Principal, Curriculum & Planning, noted that there were more entry level jobs available locally as we were now post-recession and potential students were choosing employment over studying. In addition, there is competition for the College from Glasgow, Edinburgh and Forth Valley Colleges as transport links for some parts of West Lothian are better to those colleges.

On a positive note, Vice Principal, Curriculum & Enterprise, reported that approximately 40% of the students interviewed had been recommended by a friend and over 80% of those students interviewed had West Lothian College as their first or only choice.

West Lothian College

The Committee discussed the shape of the College in the future and it was recognised that there would need to be flexibility in the curriculum to meet demand and react to recruitment needs.

Vice Principal, Curriculum & Enterprise, noted that the next major project in the applications process would come after the Higher Results were issued and the College would be prepared to reconcile the effect of these results either by some students now being able to take up university places or by offering a positive choice to others.

The Committee agreed to note the report.

18.23   ROA Update 2018-21

Vice Principal, Curriculum & Planning, presented paper 5 noting that the final credit count for 2018-19 now reflects a 2% increase. The Scottish Funding Council have not committed to an ongoing increase, however following helpful discussions with the Scottish Funding Council the College were hopeful that credits would increase as an acknowledgement of the growth of the College.

The ROA had been redrafted in light of comments raised at the previous Committee and the targets are considered to be stretch targets but still achievable.

The Committee were concerned by the statement on page 11 of the report that SDS had removed funding for the Employability programme. Vice Principal, Curriculum & Planning, confirmed that the SDS had been requested to provide reasons for this withdrawal of funding but feedback had not been forthcoming. It was felt that SDS should be held accountable for their funding and the Committee requested that the matter be pursued for a reasonable answer.

Action 2: Vice Principal, Curriculum & Planning

The Committee noted that the credit targets on Table 6 remained the same from 2018-19 to 2020-21 which was not in line with the College's plans for growth. The Committee requested that the request for further credits to reflect the growth anticipated for West Lothian College be included in the covering letter accompanying the ROA to the Scottish Funding Council to emphasise the importance of the College's commitment to growth.

Action 3: Vice Principal, Curriculum & Planning

The Committee remarked that again the credits on page 21 remained the same except there was a need to address the gender imbalance on some

West Lothian College

courses. It was discussed that if the top level of credits remained static, any movement in one gender would logically mean it was at the expense of the other gender since an overall growth is not anticipated. The Committee queried whether this was the intention of the Scottish Funding Council and again requested that their concerns were fed back to the Scottish Funding Council.

Action 4: Vice Principal Curriculum & Planning

The Committee commended the hard work in getting the ROA in a final position and appreciated the more achievable targets now shown in the document.

The Committee recommended the ROA to the Board for approval.

Action 5: Board Secretary

18.24   **Equalities Update**

Head of Quality & Learner Services presented paper 6 highlighting that the Equalities Committee had consulted with external stakeholders in respect of Outcome 4.

After participating in the Equate Conference 'question time' format, Head of Quality & Learner Services commented that it was nice to hear that some of the West Lothian College initiatives were leading the way in many aspects for the College sector.

In respect of the Gender Action Plan, it had been proven that having staff as gender role models was very successful in encouraging under represented genders to enrol in courses. The Equalities Committee were hoping to encourage the recruitment of gender role model staff.

The Committee thanked the Head of Quality & Learner Services for a very comprehensive report.

18.25   **Quality Assurance & Enhancement Report**

Head of Quality & Learner Services presented paper 7 noting that the aim of the group was to find the best measure of curriculum offering for students.

One improvement which has been implemented is that the registers for all classes starting next academic year are available now and all timetables will be available on the website from next week so that everyone can start the new academic year with the information needed.

West Lothian College

It had been reported that students felt that they were given too much information at once on induction and this has now been changed to a 4 week process whereby priority information is delivered on day one and all other information can be obtained by booking into workshops.

Almost half of all students access student support services and the demand for these services is being reviewed in light of the resources available.

The Student Association will be judging the STAR awards and winners of the 'No Waste Campaign'.

It is hoped that there will be a more people centred approach next year now that all the systems have been endorsed and the focus will be on supporting people to engage with the systems.

The Committee noted the report.

18.26   **Student Association Report**

Student Association Vice President presented paper 8 highlighting the changes to the Sparkle process and also the change to the Student Association Constitution.

The Committee commented that 9.2 of the Student Association Constitution should change from *requiring* all committee members to be in attendance for a quorum. The Committee suggested that a quorum should be the all the committee members *who are in attendance*, one of whom must be the Student President.

The Committee approved the Student Association Constitution subject to the change noted above.

The Committee also queried whether the work of the office bearers of the Student Association could contribute to course work or a qualification and Vice Principal, Curriculum & Planning undertook to discuss this with relevant Centre Heads.

Action 6: Vice Principal, Curriculum & Planning

The Committee thanked the Student Association Vice Principal for a very thorough report and commended the Student Association for the good work that they undertake.

Since this was the final Committee meeting for the Student Association Vice President, the Chair formally thanked her for her valuable contribution to the Board and the Committee and wished her well for the future.

West Lothian College

18.27   **College Key Performance Indicators 2017-18**

Vice Principal, Curriculum and Planning presented paper 9 commenting that where the withdrawal rates are higher, the emphasis would now be on retaining students and successful completion.

The Committee noted the report.

18.28   **Learner Attainment Sub Group Minutes**

The Committee noted the Minutes of the Learner Attainment Sub Group.

18.29   **Committee Remit Review**

The Board Secretary presented the Committee Remit for annual review noting a small change to include the Learner Attainment Sub Group minutes review within the Committee Remit.

The Committee recommended the revised remit for approval to the Board.

Action 7: Board Secretary

18.30   **Self-Evaluation of Committee**

Board Secretary presented paper 12 and the Committee discussed the annual Committee self-evaluation questions. The main findings will be compiled into a Self-Evaluation Report to be presented to the Board in June.

Action 8: Board Secretary

18.31   **Any Other Business**

There were no other items of business.

18.32   **Review of Meeting, Supporting Papers and Development Plan**

West Lothian College

The Committee discussed the new Committee Development Plan for 2019 and requested that at the next meeting, the Committee undertook a "deep dive" into the recruitment and applications process with an examination of the 5 year trend and a projection of where this continuing trend could take the College compared with where the Management and Committee think the College should be.

The Board Secretary undertook to draft a request for the senior management team to ensure that the "deep dive" focussed on the issues the Committee wanted to examine. The draft would be circulated by email to Committee members for their input before sending to the senior management team to prepare for the meeting.

Action 9: Board Secretary

18.33   Date of Next Meeting

The next meeting would take place on Wednesday 5 September 2018 at 9.15am.

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

Learning & Teaching Committee

Action update from the Learning and Teaching Committee Meeting of 6 June 2018

Action 1: Vice Principal, Curriculum & Enterprise - Matters Arising from Minute of Meeting of 13 March 2018

Vice Principal, Curriculum & Enterprise, noted that the UCAS and Higher Education Applications information which should have been available at the end of April has not yet been released and he will endeavour to have this for the next Committee meeting.

This information has now been received (end of August). An analysis is being carried out and will be presented at the next Committee meeting.

Action 2: Vice Principal, Curriculum & Planning - ROA Update 2018-21

The Committee were concerned by the statement on page 11 of the report that SDS had removed funding for the Employability programme. It was felt that SDS should be held accountable for their funding and the Committee requested that the matter be pursued for a reasonable answer.

SDS, advised by the Scottish Government, is directing Employability Fund opportunities increasingly to third sector organisations and local authorities, and away from the college sector. Only a small number of colleges were successful in bids for 2018-19. Colleges are encouraged by SFC to use core credits for provision of employability courses for unemployed people.

Action 3: Vice Principal, Curriculum & Planning - ROA Update 2018-21

The Committee requested that the request for further credits to reflect the growth anticipated for West Lothian College be included in the covering letter accompanying the ROA to the Scottish Funding Council to emphasise the importance of the College's commitment to growth.

SFC is aware of the College's plans for growth. This was most recently stressed in a meeting with SFC at which they demonstrated their proposed demographic modelling for future funding. This model showed very clearly that significant population growth of 16-19 year olds over the next 5 years in West Lothian sharply bucked the trend across Scotland.

Action 4: Vice Principal Curriculum & Planning - ROA Update 2018-21

It was discussed that if the top level of credits remained static, any movement in one gender would logically mean it was at the expense of the other gender since an overall growth is not anticipated. The Committee queried whether this was the

West Lothian College

intention of the Scottish Funding Council and again requested that their concerns were fed back to the Scottish Funding Council.

SFC guidance of Regional Outcome Agreement targets on the overall gender make-up of students is that it should reflect the region's demographic profile. The gender profile of 2017-18 students at West Lothian College in 2017-18 was 63% female/37% male. This suggests a need to consider how the College can attract more males to ensure that we are meeting the needs of the whole population in the area.

Action 5: Board Secretary - ROA Update 2018-21
The Committee recommended the ROA to the Board for approval.

Duly completed – Board Meeting 19 June 2018

Action 6: Vice Principal, Curriculum & Planning - Student Association Report
The Committee also queried whether the work of the office bearers of the Student Association could contribute to course work or a qualification and Vice Principal, Curriculum & Planning undertook to discuss this with relevant Centre Heads.

The Student Association President and Vice President hope to be re-elected for year two. When a decision has been arrived at in terms of further study this action will be addressed.

Action 7: Board Secretary - Committee Remit Review
The Committee recommended the revised remit for approval to the Board.

Duly completed – Board Meeting 19 June 2018

Action 8: Board Secretary - Self-Evaluation of Committee
Board Secretary presented paper 12 and the Committee discussed the annual Committee self-evaluation questions. The main findings will be compiled into a Self-Evaluation Report to be presented to the Board in June.

Duly completed – Board Meeting 19 June 2018

Action 9: Board Secretary – Any Other Business
The Board Secretary undertook to draft a request for the senior management team to ensure that the "deep dive" focussed on the issues the Committee wanted to examine. The draft would be circulated by email to Committee members for their input before sending to the senior management team to prepare for the meeting.

Duly completed

L&T/050918/ishare

West Lothian College

Learning and Teaching Committee

Initial Analysis of Key Performance Indicators 2017-18

The Scottish Funding Council (SFC) requires colleges to improve retention and attainment of students and has stated a target for all colleges to achieve 75% successful outcomes for full time FE and HE students by 2020-21. The College Outcome Agreement illustrates how we aim to achieve that target over the next three years.

The main performance indicators for students undertaking further education full-time (FEFT), further education part-time (FEPT), higher education full-time (HEFT) and higher education part-time (HEPT) qualifications are:

Category	Definition
Completed successful	Students who completed their course and achieved the qualification they were working towards
Partial success	Students who completed their course but did not gain the full qualification (they may have passed some units on their course)
Early withdrawal	Students who withdrew before 25% of their course had elapsed (colleges are not funded for students who withdraw early)
Further withdrawal	Students who withdrew from courses after the 25% point

As figures are still being finalised in preparation for the final FES return to SFC, this paper focuses on the *Completed successful* performance indicator. More detailed analysis on withdrawals and partial success will be reported to the next Learning and Teaching Committee. This will include key findings and understandings from the self-evaluation process which concluded on 30 August, actions for improvement being taken forward this year and finalised KPI information for 2017-18.

As of 29 August 2018, completed success was as follows:

West Lothian College

Table 1: KPIs over 3 years

West Lothian College	2015-16	2016-17	2017-18	Change on year	Change over 3 years
FE full-time (FEFT)	64.1%	61.9%	**66%**	+4.1%	+1.9%
HE full-time (HEFT)	66.3%	72.5%	**68%**	-4.5%	+1.7%
FE part-time (FEPT)	74.6%	77.7%	**78%**	+0.3%	+3.4%
HE part-time (HEPT)	65.5%	74.6%	**72%**	-2.6%	+6.7%
Overall success	N/A	72%	**72%**	0%	N/A

Table 1 shows that there has been improvement over three years in all four indicators. There has been good progress on FEFT (4.1%) over the year and it is likely that the College will be close to, or above, the sector average based on the average figure for each of the last six years (see Annex B).

For HEFT, there has been a disappointing decline in with a 4.5% drop on 2016-17 and it is likely, based on average figures for each of the last six years in Annex C that the College will be below the sector average.

Annexes B and C detail successful outcomes at FEFT and HEFT for non-UHI colleges over the past six years. The heat map illustrates the pattern of success over the period, with red representing the most successful and blue representing the least. It also show the sector average for each year.

The sector figures for 2017-18 will not be known until SFC publishes KPI reports in February/March 2019.

For awareness, Annex D shows the change over the year from 2015-16 to 2016-17 for all colleges.

Analysis by Subject Area

There has been very good overall improvement in some curriculum areas over the year. Of the 19 areas listed in Annex A, eight improved over the year, one remained the same and ten declined. The most improved areas were:

- Motor Vehicle improved by 16 percentage points
- Construction improved by 14 percentage points
- Creative improved by 12 percentage points.

The areas which saw the greatest decline over the year were:

- Social Science dropped by 20 percentage points
- Sport and Fitness dropped by 12 percentage points
- Hairdressing dropped by 11 percentage points.

Paper 3

West Lothian College

5 September 2018

The recently completed self-evaluation process has captured the reasons for the variation in progress on successful outcomes across all curriculum areas. Actions emerging from this will be captured in the College's Enhancement Plan for 2018-21, as well as in Centre enhancement plans. The presentation from the Vice Principal of Curriculum and Planning will illustrate some of these findings.

Action

The Committee is invited to discuss the contents of this paper.

Jackie Galbraith
Principal & Chief Executive
5 September 2018

ANNEX A – 2017-18 COMPLETED SUCCESS BY MODE AND CURRICULUM AREA

Curriculum area	FEFT Enrolled	FEFT Success	HEFT Enrolled	HEFT Success	FEPT Enrolled	FEPT Success	HEPT Enrolled	HEPT Success	Overall Success
Assisted Programmes	46	87%	-	-	58	62%	-	-	73% (-2)
Beauty Therapy	62	55%	44	66%	99	79%	-	-	69% (+5)
Business	76	55%	109	70%	26	92%	77	73%	69% (-4)
Childhood Practice	175	69%	115	74%	111	86%	56	77%	75% (+2)
Computing	51	59%	84	75%	-	-	26	65%	68% (+1)
Construction	93	77%	18	67%	112	88%	90	86%	83% (+14)
Creative	29	69%	61	72%	92	79%	27	96%	78% (+12)
Engineering	87	64%	64	59%	55	18%	127	72%	59% (+/-0)
Hairdressing	102	57%	-	-	62	58%	-	-	57% (-11)
Healthcare	195	70%	45	62%	36	25%	-	-	63% (-6)
Hospitality	138	41%	16	69%	152	82%	9	0%	64% (-3)
Motor Vehicle	58	79%	-	-	80	88%	-	-	84% (+16)
Science	19	84%	24	75%	95	63%	-	-	68% (-7)
Social Care	22	68%	41	68%	-	-	26	58%	65% (-7)
Social Science	24	75%	49	59%	37	70%	-	-	66% (-20)
Sport and Fitness	104	61%	90	64%	-	-	-	-	62% (-12)
Communities	33	91%	-	-	397	71%	-	-	73% (-5)
Work-based*	-	-	-	-	477	84%	671	82%	83% (+6)
Skills Development Scotland*	-	-	-	-	249	90%	10	100%	90% (+12)
West Lothian College		**66%**		**68%**		**78%**		**77%**	**72% (+/-0)**

*Outcomes for apprentices and employees completing SVQs are typically high as they directly impact on their current employment, which means that students are more highly motivated to succeed.

ANNEX B – FEFT COMPLETED SUCCESS HEAT MAP

College	2016-17				Rank 2016-17	Rank 2015-16	Rank 2014-15	Rank 2013-14	Rank 2012-13	Rank 2011-12
	FE Full-time success number	FE Full-time Outcome	Rank 2016-17							
Newbattle	41	77.4%	1		1	5	1	9	1	17
Forth Valley	1,516	73.5%	2		2	4	5	5	6	4
Dundee & Angus College	2,359	70.8%	3		3	1	2	2	4	5
South Lanarkshire	1,107	70.2%	4		4	6	4	6	2	3
SRUC	647	70.1%	5		5	3	7	3	3	2
City of Glasgow	1,892	69.1%	6		6	2	3	4	16	7
West College Scotland	3,173	68.7%	7		7	13	15	11	11	9
Ayrshire College	2,666	66.9%	8		8	15	17	8	7	8
NE Scotland	2,649	66.2%	9		9	7	13	7	10	14
Borders	651	65.9%	10		10	9	6	1	5	1
Edinburgh College	3,259	62.9%	11		11	10	16	10	8	6
Dumfries & Galloway	646	62.5%	12		12	16	9	17	14	12
Glasgow Clyde	2,403	62.1%	13		13	11	8	15	15	15
West Lothian	**788**	**61.9%**	**14**		**14**	**12**	**11**	**14**	**9**	**10**
Glasgow Kelvin	1,000	60.8%	15		15	8	10	12	13	13
New College Lanarkshire	2,659	59.4%	16		16	17	12	16	12	11
Fife College	2,168	57.4%	17		17	14	14	13	17	16
Sector Average		**65.3%**			**65.3%**	**65.5%**	**64.0%**	**66.0%**	**65.4%**	**63.6%**

ANNEX C – HEFT COMPLETED SUCCESS HEAT MAP

College	2016-17				Rank 2016-17	Rank 2015-16	Rank 2014-15	Rank 2013-14	Rank 2012-13	Rank 2011-12
	HE Full-time success number	HE Full-time Outcome	Rank 2016-17							
NE Scotland	2,135	75.0%	1		1	2	8	9	8	12
South Lanarkshire	649	74.8%	2		2	1	3	4	3	1
City of Glasgow	5,145	73.8%	3		3	5	2	3	11	10
Glasgow Clyde	2,137	73.8%	4		4	9	6	5	2	5
Dundee & Angus College	1,507	73.2%	5		5	3	7	1	11	8
Edinburgh College	2,735	73.1%	6		6	7	5	6	4	2
West Lothian	**525**	**72.5%**	**7**		**7**	**12**	**9**	**12**	**12**	**3**
Glasgow Kelvin	1,050	70.8%	8		8	8	11	15	5	11
Forth Valley	930	70.3%	9		9	6	1	7	7	4
Dumfries & Galloway	366	70.2%	10		10	10	10	8	10	7
Borders	149	69.6%	11		11	4	4	2	6	9
West College Scotland	1,849	68.7%	12		12	14	13	11	15	13
Fife College	1,555	68.4%	13		13	11	12	10	14	15
Ayrshire College	1,636	68.0%	14		14	15	15	14	13	14
New College Lanarkshire	1,876	66.5%	15		15	13	14	13	9	6
Sector Average	**71.6%**				**71.6%**	**71.7%**	**70.8%**	**71.4%**	**70.4%**	**68.9%**

ANNEX D - IMPROVEMENT IN FEFT AND HEFT FROM 2015-16 TO 2016-17

SFC statistics demonstrate that West Lothian College was one of only five to improve performance in 2016-17 for HE full-time students. However, it was also one of nine which declined for FEFT over the year.

West Lothian College
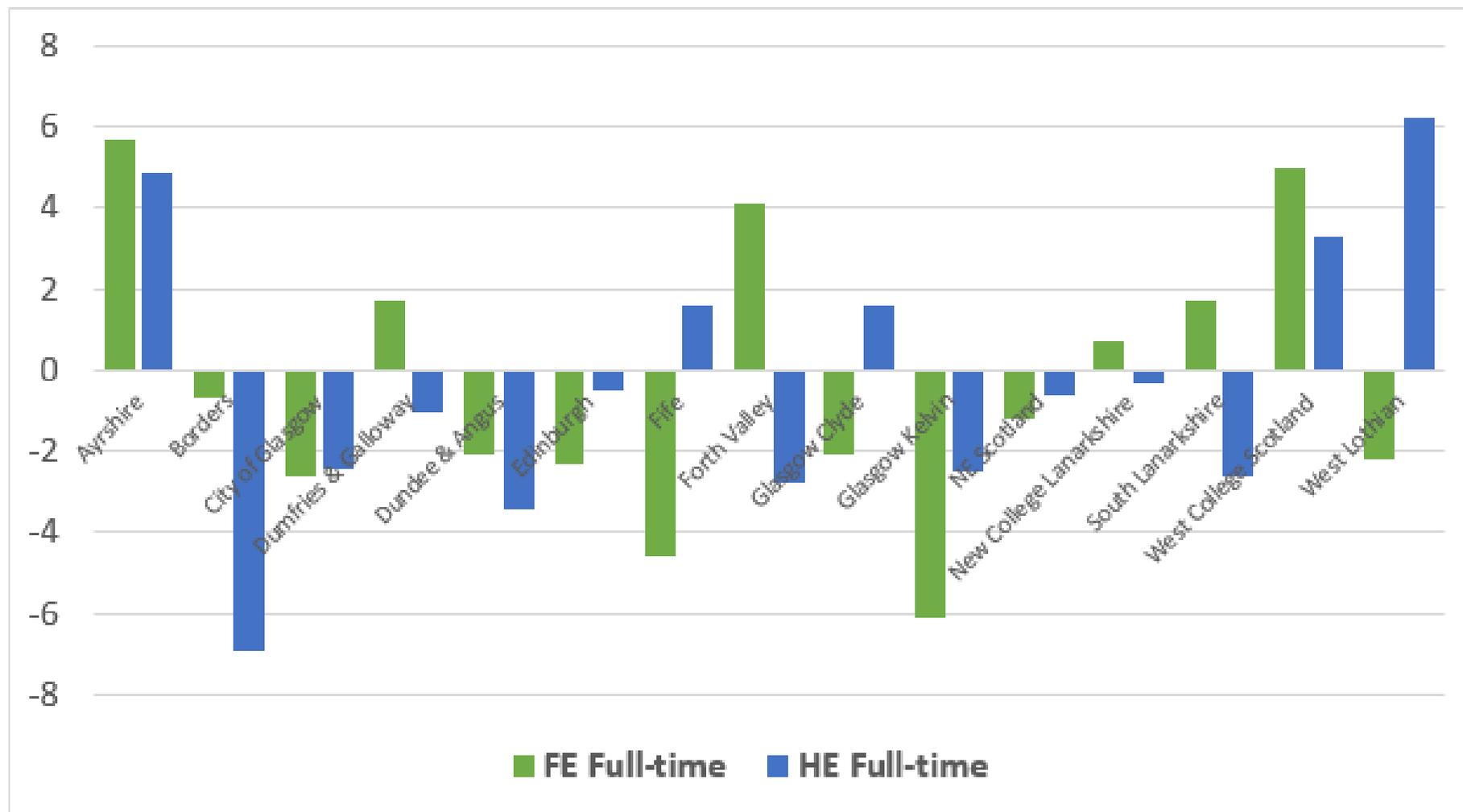
Learning & Teaching Committee

Quality Assurance and Enhancement Report

This report provides an overview of Quality and Learner Services activities in the period June to August 2018.

Work has been ongoing over the summer period to assure the quality of curriculum planning and implementation of the revised student induction process. There has also been a focus on driving forward evaluation events to gather information to inform preparation of the College Evaluative Report and Action Plan.

Action:
The Learning and Teaching Committee is asked to note the report.

Jenny Stalker

Head of Quality and Learner Services
5 September 2018

Quality Assurance and Enhancement Report

September 2018

Jenny Stalker
Head of Quality and Learner Services
5 September 2018

Contents

Introduction

This report provides the Learning and Teaching Committee with an update on Quality and Learner Services activities in the period June to September 2018.

Activity has focused on completing student results in order to obtain an early indication of performance results and on the first round of evaluation meetings to inform completion of the College Evaluation Report and Enhancement Plan (EREP) for 2017-18.

Curriculum Planning and Development

Curriculum managers presented a draft portfolio plan for the academic year 2019-20 at a Curriculum Plan Review Day on 12 June 2018.   Plans were critically evaluated with regard to how well we are working towards meeting external government drivers and current industry needs.   Discussion was robust with regard to courses that may be removed from the 2019-20 portfolio offering because the demand has fallen or the course has come to the end of its life cycle.   The next planning meeting will discuss possible new courses that will replace these.

Quality check on Course Frameworks

The Quality Team carried out a check on all course frameworks during July and August 2018.   The aim was to check FES codes and curriculum framework content to pick up roll-over errors from 2017-18 to minimise system errors in this academic year.   The overall impact of this will be to reduce any potential reduction in the credit count through inaccurate FES reporting and to minimise negative impacts on learners who may not achieve the group award through inaccurate course planning or administration.

Analysis of Performance Indicators

The College performance indicators are still being finalised and there are a number of queries being addressed at this stage. Centres have made good progress conducting evaluations based on the results to date but we are not yet at the final stage in this process.

Positively, we have moved from calculating complete success on the 70% attainment rule to the required calculation based on attainment of the Group Award framework.

Results available to date have been calculated on attainment of the Group Award and have been cross checked against certificated awarding body results with the aim of minimising any reduction in success once results are processed by the Scottish Funding Council.

Quality Assurance

External Verification

The College had a very positive outcome from our external verification in 2017-18 with 88% of external verification visits resulting in a High Confidence rating. There were many points of good practice noted from the visits that will be shared across curriculum teams. Of the visits that resulted in required actions, all actions were completed and we successfully proceeded to certification.

iShare (Sharepoint) Project update

Quality control documentation was reviewed in 2017-18 and is now uploaded to iShare. We have made good progress over the summer holiday period setting up course and unit control folder structures for every course across all curriculum centres.

The Executive and Administration team carried out a series of workshops as part of August staff development to train staff on the use of iShare. We will transfer generic documentation over to the new system on an incremental basis and staff will be enabled to upload course and unit specific documentation to control folders as prior verification activities are completed.

Quality Improvement and Enhancement

Specific Measures update

Specific measures were implemented in May 2018 to support Engineering, Construction and Automotive Industries and Hairdressing staff to apply quality processes effectively and consistently.

A series of eight Quality sessions were put in place during May and June 2018 to support staff to improve assessment decisions and to participate in internal and external verification. During these sessions, staff were able to discuss points of procedure and explore opportunities for different learning, teaching and assessment approaches. We are now working with staff in these areas on a systematic review of Course and Unit Control Folders for Block 1 delivery. The aim is to assure prior verification using up to date quality documentation and consistent application of procedures.

In addition to these specific measures, the Quality Team engaged with all curriculum teams during the Pause for Quality weeks at the start of the academic year. The team delivered a Quality Update Workshop covering the following procedures:

- Prior verification
- Internal verification
- Early identification of additional support needs
- National qualifications update
- Changes to marking for Graded Units
- Student and Centre Malpractice

This was a useful exercise enabling us to target new and temporary staff who would not normally be in College until student study commenced at the end of August 2018. In keeping with our plan to make quality more people centred, we are planning to engage regularly with curriculum staff throughout the academic year to build supportive working relationships and robust working practices.

It is encouraging to note that initial (non-validated) performance indicators for FT FE learners in Construction and Automotive Industries and Engineering have improved overall on last year with some significantly improved results in specific courses. This evidences the commitment of managers and staff in both centres to improve results for learners and is a very positive end to the year for these teams.

Evaluation Reports and Enhancement Plans (EREP)

Evaluation activity is well under way across the College. Service and Curriculum Centres participated in evaluation events in June and engaged in a second round of evaluation in August using draft performance indicators for 2017-18 to validate decisions and inform action plans. In keeping with the revised process for endorsement, which now includes a much higher level of scrutiny and engagement with both the Scottish Funding Council and Education Scotland, August 2018 evaluation events were supported by representatives from Education Scotland who acted as a critical friend and provided an external perspective.

A whole College evaluation event was held on Tuesday 14 August 2018 where all staff participated in a World Café Evaluation event providing evaluative feedback across the undernoted seven quality indicators which we are required to report on this year:

1.1 Governance and leadership of change
1.4 Evaluation leading to improvement
2.2 Curriculum
2.3 Learning, teaching and assessment
2.4 Services to support learning
3.1 Wellbeing, equality and inclusion
3.2 Equity, achievement and attainment for all learners

In addition, the College Management Team participated in an evaluation exercise on 24 August 2018 to arrive at an agreed set of actions for the Enhancement Plan and overall grades for the three Key Principles of:

- Outcomes and Impact
- Delivery of learning and services to support learning
- Leadership and quality culture

Overall, there has been enthusiastic, College-wide engagement in evaluation activities and very positive outputs from this work which will be reflected in Centre EREPs and in the College EREP. There is high confidence that staff are invested in evaluating for improvement and that this will be reflected in College outcomes.

The College EREP will be presented in October to the Scottish Funding Council and Education Scotland for endorsement.

Learning and Development

Whole College Staff Development

Learning and development activities commenced with the Whole College Staff Development Day on 14 August 2018. Staff attended a presentation given by our new Principal on the theme of Going Further, Aiming Higher. Lunch was followed by a whole College world café evaluation event which generated evidence to inform our College EREP. In addition to support from Education Scotland, this event was positively supported by the Chair of the Board of Governors and the Chair of the Learning and Teaching Committee.

Pause for Quality: 14-24 August 2018

A full programme of learning and development events was prepared for the first two weeks of term.   The programme included a variety of events including:

- On-line GDPR training (General Data Protection Regulations)
- Schools: Preparing for Delivery to School Pupils
- Equate Unconscious Bias Training
- iShare
- Quality Support Workshops
- Best Practice in delivery of Essential Skills
- Best Practice in use of the VLE to support Learning and Teaching
- Introduction to Autism
- Using Turnitin to support the assessment process

Personal Learning Reviews (PLP)

Managers are currently completing personal learning reviews for staff. To date we have 50% completed across the College.   The College Learning and Development plan will be compiled using identified developments from these reviews along with the results of training needs analysis conducted with each curriculum and service centre.

Teaching Qualification in Further Education (TQFE)

The decision was taken to defer TQFE enrolments for this academic year while national bargaining arrangements around support for TQFE were settled.   The College has now received clarification which provides for 150 hours of remission time for staff participating in TQFE as well as a requirement to enable staff to undertake TQFE within two years of commencing employment.   The arrangements also provide for staff, who have achieved TQFE, to move up to a higher point on the salary scale.

The new arrangements present a financial challenge for the College but are more supportive for staff who currently complete all of their studies in their own time.   The

arrangements present an opportunity for the College to consider moving to another TQFE provider and, with this in mind, we have been in discussion with Stirling University to explore whether their blended model of TQFE delivery might be a better solution for our quality needs than the current distance model provided by Dundee University.

Whatever model is adopted, we will continue to provide staff with an in-house mentor and we will continue, in this academic year, to support staff through the PDA in Teaching in Further Education at levels 7 and 9.

Teaching Observations

We ended 2017-18 with 91% of staff having completed teaching observations, 84% of which have now been uploaded to Moodle.   This is a very positive outcome from this project.

Key findings from this project were:

- Generally, lesson planning featured a good variety of activities, but, in some cases, did not clearly identify a student groups' specific learning needs
- Most lecturers collected some form of learner feedback on their observed lesson (although in a few cases the observer didn't address this during the professional dialogue)
- Most lecturers wanted development in gathering effective learner feedback that would help them meaningfully develop practice
- ICT integration into learning across the College is patchy, although there were some excellent examples of use observed
- Most lecturers use extended questioning techniques very effectively as part of their teaching "toolkit", but there were often instances of "asking the room" rather than targeting learners with questions to check learning
- Lecturers used current contexts effectively to engage learners, and allowed learners to relate their own experiences with topics, helping engagement with complex topics
- Good evidence of cross-unit integration of learning was observed, with learning from other/previous units regularly featuring, although cross-unit assessment was not as high
- Communication between staff and learners was respectful, friendly and professional in the majority of lessons observed

Evaluation conducted with Observers and Observees has highlighted areas for improvement for this year:

- The process should include an option for drop-in observations to take place, if agreed for that curriculum centre
- Evaluation for improved teaching practice should be monitored in 2018-19

The process has now been revised for 2018-19 to strengthen reflection on the impact of teaching practices on the learning experience linked to positive outcomes for learners.

Equalities

British Sign Language (BSL) Plan

Equalities work over the last few months has focused on the production of the College British Sign Language (BSL) Plan. The plan was prepared after wide consultation with a range of external partners including College Development Network, Advance HE, Deaf Action and West Lothian Council. Our draft plan was produced in both written and signed formats and is open for feedback from the general public.

We are currently collating feedback from the consultation exercise to inform the final version of the plan.

West Lothian PRIDE 2018

The College hosted the 2018 West Lothian PRIDE march in July. The event is supported by our Student Association and by college facilities staff who set up the marquees and stalls and ensure that health and safety procedures are followed.

This is a major event that is growing in popularity year on year, attracting 1200 people onto the College campus this year. There were two marquees erected in College square to house the special Pride Village with information stalls and live entertainment. This is an excellent marketing and promotional opportunity for the College, with the College credited on West Lothian Council's website and in Pride promotional literature.

Unconscious Bias Training

We have been working with Equate to deliver Unconscious Bias training for all staff. The training has raised general awareness of how unconscious bias can impact on our behaviours. This training has been followed up during the August Pause for Quality weeks with a bespoke workshop preparing staff to be able to adapt learning and teaching materials and behaviours in the classroom setting.

The Equate workshop is now available on the Staff Learning Academy for staff who were unable to attend the workshop or wish to use the materials to support teaching.

Train the Trainer – Mentoring Women in STEM

The College has developed a training programme, in partnership with Equate Scotland and funded by Skills Development Scotland, which aims to help employers' support and mentor female apprentices in sectors like Motor Vehicle, Construction and Engineering.

Support for Learning

The first run of performance results for ELS supported learners show an 11% improvement in attainment for full time FE learners and 8% improvement in

attainment for full time HE learners.   This is a very positive outcome validating the successful work being done in this area.

While these results are not finalised, there is additional validation evidence from evaluation of the pilot that supports the roll out of the project to additional class groups in the current academic year.

Student Induction

Student Inductions commenced on 15 August 2018 with over 1400 full time student enrolments processed within the scheduled induction dates.   Student Systems and Quality and Learner Services staff worked together to ensure that all students who attended induction are enrolled and attached the appropriate register for day one of the course.

The revised induction process has been effective and students have progressed through planned events smoothly. Student Systems and Centre Managers continuously assessed numbers of students choosing not to take up their offer of place, or who did not turn up for enrolment, and immediately back filled places from waiting lists.

We are currently evaluating the process and reviewing bookings for centralised events to make sure every class has had the opportunity to participate fully.

Student Association

The new Student Association structure is in place and we welcomed our new full time sabbatical President and Vice President in August 2018.

It was straight in at the deep end for both Michelle and Gemma who participated in the whole College world café evaluation event and attended centre evaluation events to lend the learner perspective to evaluation discussions.   Both Michelle and Gemma were full time learners in 2017-18 and, as class representatives, were engaged in gathering learner feedback through the Student Association SPARKLE tool. They have been instrumental in revising SPARKLE for more effective reporting in 2018-19 and have been able to bring a wealth of knowledge to inform evaluation discussions.

In addition, both Michelle and Gemma have been busy giving presentations at student inductions and promoting the work of the Student Association to our incoming learners.

Fresher's Fair is planned this year for 13 September 2018 from 1000-1300 pm.

The Association is moving to Class Ambassadors this year who will be elected by 22 September and training completed by 5 October 2018. The Association is looking for three executive members to work with the President and Vice President as key decision makers. These are elected positions and will be voted for by students through Moodle.

SPARKLE has been improved and will be completed twice per year. Feedback from SPARKLE will be issued to Managers through the Quality Compliance and Learner Services Committee. Two committee meetings in the year will have SPARKLE as the substantive agenda item to support evaluation of student feedback.

We look forward to working closely with the Student Association this year and being able to work together as partners for improvement.

Conclusion

The academic year has commenced with real energy and enthusiasm.

While performance indicators are by no means finalised at this stage, and we are not able to confirm overall FE and HE results, there are encouraging signs of significant improvements in a number of subject areas and in the overall full time FE result.

The College EREP will present a positive picture of a College focused on improving attainment for all learners and a College staff who are indeed Going Further and Aiming Higher for their students, for themselves and for the College.

West Lothian College

5 September 2018

Learning and Teaching Committee

Evaluative Report and Enhancement Plan Process

Evaluation activities across the College commenced in June 2018 and are on-going. The report provides the Learning and Teaching Committee with a progress update and proposed process and timeline for completion and endorsement of the College Evaluative Report and Enhancement Plan.

Action:

The Learning and Teaching Committee is asked to note and comment on the quality update report and to agree the process and timeline for Board approval of the Evaluative Report and Enhancement Plan.

Jenny Stalker
Head of Quality and Learner Services
5 September 2018

West Lothian College

___

Learning & Teaching Committee

Introduction

The process of endorsement and publication of the College Evaluation Report and Enhancement Plan in 2017-18 has been reviewed for reporting in light of the formal evaluation of the first year of implementation carried out by the Scottish Funding Council (SFC) and Education Scotland.

The main findings from this evaluation were:

- A need for better alignment between Outcome Agreement reporting and quality
- Clearer guidance on reporting requirements
- Consideration of timescales and cycle
- Greater consistency of approach by Education Scotland and the SFC

Due to the timing of this evaluation, there has been no change to the reporting timeline for 2017-18 and the College will submit our finalised Evaluation Report and Enhancement Plan by 31 October 2018.   This presents a challenge for the College in terms of presentation to Learning and Teaching Committee and Board of Governors meetings in time for the final report to be signed off and submitted.

As noted in the Quality Assurance and Enhancement Report, for 2017-18, the College is required to report on the following 7 quality indicators:

- Governance and leadership of change
- Evaluation leading to improvement
- Curriculum
- Learning, teaching and assessment
- Services to support learning
- Wellbeing, equality and inclusion
- Equity, achievement and attainment for all learners

and is also required to publish grades for the three key principles of:

- Outcomes and impact
- Delivery of learning and services to support learning
- Leadership and quality culture

Evaluation Process

The process of evaluation was discussed and agreed between the College and Education Scotland and a timeline of evaluative activities was set out.

College managers were involved in discussions to agree involvement by Education Scotland in individual centre evaluation events in June and August 2018.

West Lothian College

The College participated in a scrutiny meeting with Education Scotland and the SFC in June 2018 to review progress against the College Enhancement Plan 2016-17. Scrutiny meetings will be a key feature of our engagement with both Education Scotland and SFC for 2018-19 evaluation.

In the lead up to the end of the academic year, Curriculum and Service teams participated in college-wide initial evaluation events, which formed a general picture of performance over the year.

In August 2018, teams conducted a second round of evaluation using early performance indicators.   Education Scotland representatives supported these events and provided an external perspective to teams to improve effective action planning.   Centre events were followed by a College Team exercise which evaluated our performance as a management team against Education Scotland quality indicators and also informed an initial assessment of college grades. Evaluative reports are still coming in from Centres.

Further evaluative work will be carried out by the College Team over the coming weeks and we will also be working in partnership with our Student Association to ensure the report takes student feedback into account and to plan quality improvements.

Endorsement of the College Evaluative Report and Enhancement Plan

A pre-endorsement meeting will take place between College senior staff, Education Scotland and SFC on 14 September 2018.

The purpose of this meeting is to discuss the content of the Evaluative Report and Enhancement Plan and to discuss the College decision on grades.   This will inform the final report and grades to be presented to the Board of Governors meeting of 18 September 2018 for approval prior to final submission to Education Scotland and SFC for endorsement and publication by January 2019.

Timeline

7 Sept 2018	Draft report to Senior Team
14 September 2018	Pre-endorsement meeting with Education Scotland and SFC
18 September 2018	Board of Governors endorsement of draft report
25 September 2018	Report finalised for sign off
5 October 2018	Chair of the Board of Governors sign off
12 October 2018	Education Scotland and SFC endorsement meeting
31 October 2018	Endorsed Evaluative Report and Enhancement Plan Submitted

West Lothian College

Grades

Initial discussion on where we should land with grades took place at the College Team evaluation event in August 2018.   Further discussion is needed to arrive at a final decision on grades and college managers will be meeting again to review performance indicators in depth to inform this decision.

Feedback from evaluative activities to date suggests that our grades should be as follows:

High Level Principle	Grade 2016-17	Grade 2017-18
Leadership and Quality Culture	Very Good	Good
Delivery of learning and services to support learning	Good	Good
Outcomes and Impact	Good	Good

Conclusion

In quality terms, we have made very good progress increasing the level of meaningful staff engagement in evaluation and action planning and we should see the outcomes from this reflected in actions for improvement.

The Learning and Teaching Committee is asked to note projected grades for consideration at a Board of Governors meeting and to discuss and agree the timeline for Board endorsement of the College Evaluative Report and Enhancement Plan.

Learning & Teaching Committee

Minute of the Meeting of the **Learner Attainment Sub Group** of the Learning and Teaching Committee held on **Thursday 23 August** at 9.30am in Pavilion B Barbour Suite in the College.

Present:	Sue Cook (Chair) Alex Linkston Norman Ross Michelle Lowe Jackie Galbraith
In attendance:	George Hotchkiss (Vice Principal, Curriculum & Planning) Jennifer McLaren (Vice Principal, Finance & Curriculum Services) to Item 18.28 only Karine McNair (Board Secretary)

18.21   Welcome & Apologies

The Chair welcomed Jackie Galbraith and Michelle Lowe to their first meeting of the Sub-Group. In particular, the Chair stressed that the views of the student body were very important to both the Learner Attainment Sub Group and the Learning & Teaching Committee.

Apologies were received from Moira Niven and Graham Hope.

18.22   Declarations of Interest

There were no declarations of interest.

18.23   Minute of Meeting of 10 May 2018

The minutes of the meeting of 10 May 2018 were accepted as a true record.

18.24   Matters Arising from Minute of Meeting of 10 May 2018

Making a general observation, the Sub Group were concerned that the progress of some actions were not being tracked. It was therefore requested that for future meetings a 'Rolling Action Plan' be developed to keep track of actions from previous meetings and provide a status update. The 'Rolling Action Plan' would replace the 'Matters Arising' paper.

Action 1: Board Secretary

West Lothian College

Regarding Action 3, Vice Principal, Curriculum & Planning confirmed that the MIS system had been adjusted to trigger an earlier alert on the student absence systems. In addition, work had been undertaken to identify groups of students who are most at risk, e.g. level 4 and 5 students where attendance is crucial, and an even earlier alert system had been put in place.

Regarding Action 4, Vice Principal, Curriculum & Planning noted that the Personal Learning Plans ('PLPs') for teaching staff were 75% complete and there had been a direct correlation between improving teacher technique and classroom observations. For example, the team self-evaluations showed an improved level of staff engagement in course development, teams taking more responsibility for improvements and an increased quality of analysis.

The Sub Group queried whether the PLPs addressed any absence issues and it was noted that there was a lack of consistency regarding how absences were not only included in the PLPs but also in the individual lecturers' behaviours. The Principal commented that she was keen to issue a note to all lecturers emphasising the need to log attendance and absence promptly and to take responsibility for absence follow up.

Action 2: Principal

Regarding Action 6, the Sub Group agreed that a presentation to the Board on attainment issues was still relevant and important. It was thought that this should be offered to all Board Members before the Board Meeting in December and the exact content would be decided on at the next Sub Group meeting.

Action 3: Sub Group

Regarding Action 11, the Sub Group reiterated that it was interested to know the capacity of each course so that a comparison could be made against the enrolment on each course. Vice Principal, Curriculum & Planning confirmed that generally courses enrol to capacity which is limited to the classroom size of 20-22 students.

The Sub Group requested that a full analysis of recruitment vs. capacity be made available in order to identify under capacity and equally over capacity in any courses. The Principal confirmed that the information was provided on a weekly basis to managers and it was decided that the high level data be provided to the Learning & Teaching Committee with a drill down by course being provided to the Learner Attainment Sub Group.

West Lothian College

Action 4: Vice Principal, Curriculum & Planning

Item 18.28 was tabled next.

18.28   Front Facing System: Update

Vice Principal, Finance & Curriculum Services provided an update on the data systems being investigated by the College. The Senior Team will receive a presentation next week on PowerBI after which a decision will be made regarding its suitability for the College.

The main benefit of PowerBI would be that it provides a dashboard with immediate data in a user friendly interface. It is not a Capita product but PowerBI links to Capita data. The licence fee is less than £1,000. The data can be benchmarked against the sector and drilled down to show details such as male students in hairdressing or the geographical demographic of the College. Up to date information would be available to managers and lecturers allowing them to take ownership for their own statistics rather than having to ask MIS staff to produce a report for them.

The Sub Group commented that any system would only be as good as the data input and Vice Principal, Finance & Curriculum Services confirmed that the MIS team have been very diligent reconciling current data which gives every confidence that they would be able to input quality data into any new system. Vice Principal, Finance & Curriculum Services also commented that more than one member of staff would be trained in using the system thus ensuring that the College was not left exposed should a single person be unavailable.

The Sub Group thanked Vice Principal, Finance & Curriculum Services for their update.

18.25   Partial Success Initiatives – Case Studies

Vice Principal, Curriculum & Planning presented Paper 3 noting that since the Paper had been written many Centres had been through the self-evaluation process which had highlighted effective improvements in many areas. It was also pointed out that some of the data produced in Paper 3 had been provided from departments rather than centrally so there may be some slight discrepancies.

The Sub Group noted the Case Studies and commented that they were encouraged by many of the initiatives particularly in Computing & Engineering and Childhood Practice & Sports & Fitness. The Sub Group expressed some concern over the lack of progress in Construction & Motor Vehicle. In particular, the Sub Group appreciated that each course may

have slightly different measures of success and would like some benchmarking used to allow more scrutiny of the targets and statistics.

The Sub Group requested that Vice Principal, Curriculum & Planning provide a more dynamic 'Target Paper' showing the following detail for each subject area:
- Class capacity
- Number of applications
- Number of accepted students
- Number of students who actually enrolled
- Subsequent student withdrawals
- Success rate

Each subject area should then have a 2018-19 success rate target explaining the logic for the target, benchmarked against the top performing Colleges, and the Centre Heads need to be able to explain to the Sub Group the actions they intend to take in order to achieve the target. The report should be set up at Sub Group level and then monitored through the Learning & Teaching Committee for reporting to the Board.

For example, the Sub Group appreciated that on some Childhood Practice courses 80-90% might be a realistic target whereas some Motor Vehicle courses would be pushed to achieve 60%. Therefore targets need to be tailored to the course. The point was made that currently the Sub Group are unable to identify whether the performance of the Centres is good or even excellent when compared to the sector and a 'Target Paper' may help them to have an overview of the College's position.

Action 5: Vice Principal, Curriculum & Planning

The Sub Group expressed some concern that Communication modules were not always embedded into the courses and the Principal stated that more work needed to be done around integrating core skills into the context of the courses.

The Principal is having meetings with all Centre Heads in October to set realistic targets for all courses and noted that sometimes students unavoidably leave courses due to changing aspirations or a lack of aptitude. The Sub Group suggested that the College could look into ways of better preparing students for the reality of courses through taster courses or class observations.

The Sub Group appreciated that statistics were only part of the success of the College and stressed that their interest was not in always taking the best students to show good results. Rather the College may sometimes

have to accept lower pass rates to include all learners but everyone who wants to learn should be facilitated to learn.

A query was raised about aligning the proposed CITB assessment changes within courses so that the courses remain SQA compliant. Vice Principal, Curriculum & Planning confirmed that this is a national issue which is being investigated by Colleges Scotland and he will provide more information at the next meeting.

Action 6: Vice Principal, Curriculum & Planning

The Sub Group noted the report.

18.26   **SQA National Qualification Examination Results**

Vice Principal, Curriculum & Planning presented Paper 4 noting that in general external exams are a less fundamental part of the College's curriculum than in schools where results are generally better.

The SQA National Qualifications offered at the College are under review as some courses may not be offered in 2019-20 although it was recognised that where there is demand for courses, the College has a responsibility to serve the Community.

The Sub Group requested that a 'deep dive' be presented at the next meeting for the courses with a less than 50% pass rate, namely;
- Care Higher
- Human Biology Higher
- Mathematics National 5
- Psychology Higher

The 'deep dive' should include information on the national average pass rate, sector average pass rate, whether the courses are embedded or stand alone, if the course is linked to university progression and the general motivation for students taking the courses.

Action 7: Vice Principal, Curriculum & Planning

The Sub Group noted the Schools Participation information and were surprised that Bathgate Academy did not have more students at the College given that it was one of the nearer schools. Vice Principal, Curriculum & Planning stated that West Lothian Council is reviewing the schools' curriculum to identify any overlaps with the College, which is particularly relevant given the need to work closer together to deliver the Foundation Apprenticeship programme.

West Lothian College

Work is being undertaken within the College to provide Schools KPIs as a separate data set and this should allow further analysis later in the year.

The Sub Group noted the report.

18.27   KPIs 2017-18

2017-18 KPIs Summary

Vice Principal, Curriculum & Planning noted that the current KPIs are subject to change as the FES return has not been signed off by the Scottish Funding Council and therefore there has been a delay in obtaining the final data. A supplementary paper was tabled at the meeting with more up to date information.

Vice Principal, Curriculum & Planning explained that the measures of 'success' can be different for different courses. Further Education courses can be a completion of 70% of the course units or a Group Award, so each course needs to be looked at individually to ascertain successful completion. The Sub Group thought that it would be interesting for the Learning & Teaching Committee to have a presentation by the MIS Manager to explain the 'success' criteria for different courses.

Action 8: MIS Manager/Board Secretary

KPI Trends & 2017-18 KPIs by Centre

The Sub Group were disappointed with the figures presented to them which showed an overall 72% success rate for the College in 2017-18 representing no improvement over the year. It was acknowledged that some Centres have made progress but with static progression, therefore other Centres had fallen behind. The Sub Group felt that more improvements were needed across the board.

The Principal noted that there is a sector wide SFC target of 75% success for 2021 and the College will need to undertake a fundamental review of all course structures to achieve this target. The Principal is meeting with all Heads of Centre on Friday to start the discussion.

It was requested that Vice Principal, Curriculum & Planning bring updated KPI information to the next Learning & Teaching Committee meeting along with the Evaluative Report.

Action 9: Vice Principal, Curriculum & Planning

The Sub Group noted the report.

18.29   Key Events in College Timetable & Future Meeting Dates

Vice Principal, Curriculum & Planning presented the Sub Group with the 2018-19 Curriculum calendar which the Sub Group noted.

18.30   Migration of Sub Group Business to Learning & Teaching Committee Proposal

The Sub Group discussed the proposal and agreed that there needed to be a meeting before the end of October. The next meeting(s) thereafter would be decided on a 'one in advance' basis with possibly 2 meetings being required before the March Learning & Teaching Committee meeting.

18.31   Any Other Business

There was no other business.

18.32   Date of Next Meeting

Proposed as Thursday 25th October at 9.30am – to be confirmed.

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

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

Date   ……………………………………………

Paper 7

West Lothian College

5 September 2018

Learning & Teaching Committee

College's Key Financial and Non-Financial Performance Indicators 2017-18

The attached paper shows the College's Key Financial and Non-Financial Performance Indicators for the period 2015-16 to 2017-18. The Key Financial Performance Indicators provide a forecast for the year ended 31 July 2018 and for the 11 month period ended 30 June 2018. The non-financial KPIs show the actual position for 2017-18.

In addition, and for benchmarking purposes, Financial KPIs have been obtained from Borders College, Dumfries & Galloway College and Forth Valley College for 2015-16 and 2016-17.

Action

For information

George Hotchkiss
Vice Principal, Curriculum & Planning
5 September 2018

West Lothian College -Key Financial Performance Indicators 2017-18

	Target 2017-18	Forecast outturn For the year ended 31 July 2018	Forecast For the 11 months ended 30 June 2018	Actual For the year ended 31 July 2017**	Actual For the year ended 31 July 2016	Comments	Actions
College Surplus (£'000)	61	120	94	453	41	Above budget as a result of improved trading surplus from Commercial activities and underspend on supplies budget	None
Operating Surplus (£'000)	(699)	(897)	94	647	(1,891)	Lower than budget largely as a result of an increase in depreciation charge not matched by deferred capital grant following an interim revaluation of assets and revised pension forecasts following the actuarial report for the 2016-17 financial statements. These additional costs are mostly covered by a release from the Revaluation and Pension Reserves.	None
Non SFC Income as % of total income	30%	29%	31%	30%	31%	Slightly below as SFC Income has increased as a result of receiving additional childcare funds and the grant for the Carbon Efficiency Energy Pathfinder Project (CEEP)	None
Trading Surplus on commercial activities as % of income from commercial activities***	27%	29%	37%	35.0%	28.0%	On target to exceed budgeted trading surplus largely as a result of Flexible Workforce Development Fund	None
Staff costs as % of total income (excludes exceptional costs)	67%	64%	63%	65%	67%	Although Staff costs are above budget the increase in total income has not been absorbed by additional costs	None
Ratio of Current Assets to Current Liabilities*	0.8 :1	0.6: 1	0.9: 1	0.8:1	0.5 :1		None
Days Cash to Total Expenditure*	17	17	18	35	14		None

	2016-17			
	Borders	Forth Valley	West Lothian	Dumfries & Galloway
Non SFC Income as % of total income	27%	32%	30%	19%
Staff costs as % of total income (excludes exceptional costs)	70%	68%	65%	65%
Ratio of Current Assets to Current Liabilities	1.23:1	0.76:1	0.7:1	0.73:1
Days Cash to Total Expenditure	76	29	35	49

	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

*as per Financial Strategy 2015-2018
**Total income excludes £1.9m release of Deferred Grant on revaluation and total expenditure excludes exceptional impairment loss of £1.9m
***Target as per Regional Plan & Outcome Agreement

West Lothian College - Key Performance Indicators Trends on Learner Performance

	2015-16 Actual	2016-17 Actual	Sector Average	2017-18 Target	2017-18 Actual
Further Education Full Time (FEFT)					
Early Withdrawal	8%	9%	25%	<8%	9%
Further Withdrawal	19%	17%		below 10%	16%
Partial Success	9%	12%	10%	below 10%	6%
Completed Successfully	64%	62%	65%	66%	66%
Higher Education Full Time (HEFT)					
Early Withdrawal	5%	5%	17%	<8%	5%
Further Withdrawal	12%	11%			12%
Partial Success	17%	11%	11%	below 11%	10%
Completed Successfully	66%	73%	72%	73%	68%
Further Education Part Time (FEPT)					
Early Withdrawal	2%	2%	15%	<5%	2%
Further Withdrawal	4%	7%		N/A	4%
Partial Success	24%	13%	12%	N/A	11%
Completed Successfully	71%	78%	74%	75%	76%
Higher Education Part Time (HEPT)					
Early Withdrawal	2%	1%	7%	<5%	1%
Further Withdrawal	4%	8%		below 2%	8%
Partial Success	28%	16%	13%	below 2%	7%
Completed Successfully	66%	75%	81%	75%	75%
Credits	44,390	44,085		43,988	45,386

West Lothian College

Learning & Teaching Committee

Learning and Teaching Committee Development Plan 2019

June 2018 – May 2019

Membership

No current issues

Remit

Annual review of remit – reviewed June 2018, next review June 2019

Visits to Parts of the Campus

Campus visit including briefing on extended learning support - June 2018
Campus visit to Business – November 2018 (tbc)
Student Presentation – March 2019 (tbc)
Construction & Motor Vehicle Presentation – June 2019 (tbc)

Opportunities for Strategic Discussion

Board Away Day – May 2018
Deep Dive 'Applications & Recruitment' – postponed to November 2018

Development Issues Identified in Meetings

No current issues

Self-Evaluation

Annual self-evaluation of Committee – scheduled for March 2019

Update 2: September 2018