

West Lothian College

Learning and Teaching Committee

Wednesday 7 June 2017 at 9.15 am

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Learning & Teaching Committee

Draft minute of the Meeting of the **Learning and Teaching Committee** of the Board of Governors held on **Wednesday 1 March 2017** at 9.15 am in Pavilion B Barbour Suite in the College.

Present: Sue Cook (Chair)
Mhairi Harrington
Iain McIntosh
Alan Morton
Jarmila Slodyczka

In attendance: Alex Linkston (Board Chair)
Jo Mayes (Shadow Board Member)
Joanna Paterson (Board Secretary)
George Hotchkiss (Assistant Principal, Curriculum & Innovation)
Jenny Stalker (Head of Quality and Learner Services)
Diane Mitchell (Manager, Workforce Development) - observer

17.01 Welcome & Apologies

The Chair welcomed all to the Committee meeting, in particular Jo Mayes who was joining the Committee as a Shadow Board Member, and Diane Mitchell, who would be attending this and the next three meetings of the Committee as an observer.

Apologies were noted from Colin Miller and Michael Allan.

Members reflected on the opening part of the meeting, which had been a visit to the new childcare playroom learning facility. It had been very encouraging to see this active learning environment, and in particular how engaged the students were in their work.

It was noted that many benefits flowed from bringing together theory and practice in this way, and giving students the opportunity to gain practical experience ahead of their work placements.

17.02 Declarations of Interest

There were no declarations of interest.

17.03 Minutes of Previous Meetings

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The minutes of the meeting of 30 November 2016 were approved as a true record.

17.04 Matters Arising from Previous Meetings

Members noted the paper detailing actions duly completed following the last meeting.

In relation to Action 2, options for gathering additional information on destinations, it was noted that discussions were ongoing with UCAS about the costs involved in changes to the current subscription arrangement. A further update would be brought to a future meeting.

In relation to Action 3, the Children's Hearing Training Unit, the Committee noted with pleasure that the College had just been advised of a year's extension to the contract.

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

17.05 Applications Report

The Head of Quality and Learner Services presented a report on applications for the Academic Year 2017-18. It was noted that these were snapshot figures as the figures were changing on a daily basis.

The Committee noted that offers were already going out, reflecting a decision to make offers at an earlier stage given evidence that students who applied and were accepted earlier were more likely to stay on the course to completion. Offers were now being made by email rather than letter given reported problems with the receipt of letters in previous years. There was already a high level of activity with applicants making arrangements to come in for interview.

Application levels would continue to be monitored on a course by course basis and remedial action taken as required, including additional and targeted marketing. Hard to recruit courses would be reviewed and programmes could be taken out or other adjustments made to bring courses together. Any such decisions would however need to take account of the need for choice and a breadth of offering, and the added value of some courses such as photography.

There was some discussion of on-going issues around recruitment to Foundation Apprenticeship courses. It was noted that this had been flagged up as a national issue. There were concerns that setting these courses at Level 6 had both created competition with Highers programmes offered by schools and continued the gap in provision for young people who were looking for opportunities at Level 5. This was being reconsidered by

national agencies but any changes might not come in time for the 2017-18 programme.

17.06 Student On Course Evaluation (SOCE) Report

The Head of Quality and Learner Services presented the analysis of the student feedback gathered through SOCE, the College's internal survey tool, from the survey completed in November / December 2016.

Improvements in satisfaction with arrangements for enrolment and matriculation were noted, reflecting changes in practice that had been introduced following issues raised by students in the previous year.

The Committee noted the 5% increase in awareness of the Student Association, reflecting both the restructuring and high levels of activity that the Association had been taking forward.

There was some discussion of areas that had emerged from the survey findings for action or improvement.

It was noted that a number of comments had come from the motor Vehicle and Construction workshops, highlighting a lack of and outdated equipment, and a limited range of vehicles to work on. Members noted that Health and Safety considerations had meant students were no longer gaining experience by servicing staff vehicles.

It was agreed that this was an issue that would need to be taken forward as a priority and that a variety of options should be explored including options to build on existing partnership arrangements with local garages as well as gathering intelligence on the approaches used by other colleges.

It was agreed that action to improve WIFI would also be a priority given both recurring comments about the quality of the service and that student expectations in this area would keep on increasing.

Members commented that in taking forward actions and improvements it would be important to build on areas that had been improved or were reporting high satisfaction rates, given increases in student expectations and the importance of maintaining a culture of continuous improvement.

17.07 Quality and Learner Services Report

The Head of Quality and Learner Services presented a report on the work carried out across the Quality and Learner Services function in the period November 2016 to March 2017.

Three commercial courses were presented for approval, on the basis of market demand and cost effectiveness. The Committee agreed to approve these courses.

It was noted that a new quality framework had been put in place by Education Scotland. It was agreed that Scott Anderson, Education Scotland contact, should attend the next meeting of the Committee and also have access to relevant agendas and papers.

The Committee noted that the core Credit target for 2016-17 had already been met, and that the College was on target to achieve the total.

It was noted that a destination analysis report would be brought for discussion to the next meeting of the Committee.

The Committee noted that work was underway to improve the alignment of statistics gathered internally with the requirements and practice of the SFC.

It was agreed that it would be helpful to set aside time for a structured discussion about the KPIs at the next meeting of the Committee, supported by further analysis which broke down the available figures and helped to identify some of the factors that lay behind areas of concern such as early withdrawal, and any particular pressure points. This should help to support discussion around possible improvements and interventions.

It would also be useful to look at ways to express outcomes to more effectively reflect the student experience. For example, leaving a course early because a student had secured employment could be counted as a withdrawal despite representing a positive outcome for the learner.

Action 1: Assistant Principal, Curriculum & Innovation

17.08 Equalities Mainstreaming Report

The Head of Quality and Learner Services presented the draft Mainstreaming Report evidencing equalities work over the preceding two year period and including the four yearly Equal Pay and Occupational Segregation Statement.

It was agreed that the section on Pay Arrangements should be updated to provide an accurate description of national bargaining arrangements.

The Committee agreed that this was a very useful report and recommended it for approval to the Board.

Action 2: Head of Quality and Learner Services

Members commented that it would be helpful in the future to extend the equal pay analysis to include any gaps within the relevant sector (lecturing / support).

This would help to identify any patterns or unconscious bias in areas such as recruitment and selection arrangements or promotion opportunities.

Action 3: Head of Quality and Learner Services

17.09 Student Association Update and Constitution

The Student Association President presented the report on the work of the Student Association in the period from December 2016-February 2017.

The Committee noted the wide range of activities and initiatives that were being taken forward by the Association and the significant increase in awareness of their role amongst the student body as a result.

The Committee noted that the Student Association constitution had been revised following the restructuring and was now brought forward for approval. The revised constitution took account of comments made at the last discussion at the Committee and reflected the advice of HR in relation to the employment status of the President and Vice-Presidents.

The Committee agreed to approve the constitution.

17.10 Key Performance Indicators

Assistant Principal, Curriculum and Planning introduced the Key Performance Indicators for 2016-17. The Committee noted the learner performance indicators which had been covered in discussion in the earlier discussion.

It was agreed that the presentation of the report should be adjusted to show the relationship with the ROA targets and allow more effective monitoring to take place.

Action 4: Assistant Principal, Curriculum & Innovation

17.11 Women Into STEM Report

The Head of Quality and Learner Services presented a report on activities and outcomes around the Women into STEM programme. This followed discussion at the last Board meeting. It was noted that the report identified the potential for improvements in several areas and that work was now being taken forward to turn these into specific interventions.

The Committee agreed to note the report.

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17.12 Self-Evaluation of Committee

The Board Secretary introduced a paper to support the annual committee self-evaluation exercise, including questions (repeated from the previous year), the Committee remit, and progress on recommendations agreed in the previous year.

General issues and recommendations were noted in discussion to be fed back both to the Board and into the Effectiveness Review that was currently being undertaken.

It was agreed that a forward development plan for the Committee should include a structured discussion (or ‘deep dive’) into a key issue, at least once a year. It would also be useful to build into opportunities for visits to parts of the campus as part of Committee meetings to see the learning environment first hand.

Action 5: Board Secretary

Other Committees should be encouraged to build this into their practice. There might also be opportunities to build a campus visit into the next Board away day.

17.13 Any Other Competent Business

There were no other items of business.

17.14 Review of Meeting and Training Needs

No additional training or development needs were identified and members were content with the quality of papers provided.

17.15 Date of Next Meeting

The next meeting would take place on Wednesday 7 June 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

Learning and Teaching Committee

Action update from the Learning and Teaching Committee Meeting of 1 March 2017

Action 1 – Assistant Principal, Curriculum & Innovation - Quality and Learner Services Report – Key Performance Indicators – it was agreed that a structured discussion take place at the next Committee meeting , supported by further analysis.

Agenda item

Action 2 – Head of Quality and Learner Services - Equalities Mainstreaming Report - It was agreed that the section on Pay Arrangements should be updated to provide an accurate description of national bargaining arrangements.

Completed

Action 3 - Head of Quality and Learner Services - Equalities Mainstreaming Report- it would be helpful in the future to extend the equal pay analysis to include any gaps within the relevant sector (lecturing / support). This would help to identify any patterns or unconscious bias in areas such as recruitment and selection arrangements or promotion opportunities.

Noted

Action 4 - Assistant Principal, Curriculum and Planning - Key Performance Indicators- the presentation of the report should be adjusted to show the relationship with the ROA targets

This was duly completed.

Action 5 – Board Secretary - Self-Evaluation of Committee – Include structured discussion ('deep dive') and campus visits in the Committee Development Plan

Completed – agenda item

Learning and Teaching Committee

Deep Dive - Attainment

The attached slides will support a “deep dive” presentation with a focus on:-

- PI data
- Analysis and explanation of data
- Suggested workstreams within a programme of improvement and modernisation.

Action

The intention is to explore the figures and analyse with the Learning and Teaching Committee and consider perspectives from the Board which we can use to inform our actions.

George Hotchkiss

Vice Principal, Curriculum & Planning

7 June 2017

Key Performance Indicators: Trends

	2013-14	2014-15	2015-16
Full Time FE Programmes			
Student Numbers	1,315	1,354	1,340
Withdrawal	24%	26%	26%
Partial Success	13%	10%	9%
Completed Successfully	63%	64%	64%
Full Time HE Programmes			
Student Numbers	687	744	775
Withdrawal	20%	18%	17%
Partial Success	12%	11%	14%
Completed Successfully	68%	71%	70%

Key Performance Indicators: Trends

	2013-14	2014-15	2015-16
Part Time FE Programmes			
Student Numbers	2,615	2,824	3,362
Withdrawal	4%	4%	6%
Partial Success	21%	22%	24%
Completed Successfully	75%	74%	71%
Part Time HE Programmes			
Student Numbers	874	991	1,521
Withdrawal	8%	6%	6%
Partial Success	17%	21%	28%
Completed Successfully	74%	74%	66%

2015-16 Part Time HE

66% completed successfully

13% below the national average

- Engineering 64% of 129 students completed successfully (17% below national average)
- Hospitality and Tourism 18% of 11 students completed successfully (schools) (37% below national average)
- Education and Training of 12 learners - none achieved
- Construction 42% of 29 completed successfully (13% below national average)

2015-16 Part Time FE

71% completed successfully

3% below the national average

- Social Subjects 36% of 25 students completed successfully
- Science 64% of 67 students completed successfully
- Business 98% of 122 learners completed successfully

2015-16 Full Time FE

64% completed successfully

2% below the national average

- Business 53% of 75 learners completed successfully (12% below national sector)
- Special Programmes 65% of 79 learners completed successfully (7% below national sector)
- Science 82% of 17 learners completed successfully (28% above national sector)

2015-16 Full Time HE

70% completed successfully

2% below the national average

- Engineering 58% of 107 learners completed successfully (10% below national average)
- Care 82% of 101 learners completed successfully (5% above the national average)

Partial Success 2015-16

	Beauty & Hair No of students 362	Business & Creative No of students 696	Childhood & Sport No of students 736	Computing & Eng No of students 757	Construct & MV No of students 584	HSCSSSC No of students 657	Hospitality & Comms No of students 1,250
Zero passes	3	21	4	29	21	8	35
<25% passes	6	8	12	34	8	6	13
<50% passes	9	13	27	38	13	7	6
<75% passes	10	15	20	22	24	4	7
Over 75% passes	1	5	1	15	11	0	6

Partial Success

Partial Success (PS) (zero achievement)

Sample of 24 PS students from engineering:-

- 6 should have been withdrawn
- 10 were located on an additional award and not withdrawn

All were identified as having experienced difficulties, none were referred for support or guidance.

Partial Success (Full Time)

Of Course Team minutes reviewed:

- Of 25 sets of minutes from 46 courses, 4 included evidence of planned remediation.
- No evidence was established of partial success triggering referral to learning support or guidance.

Withdrawal 2015-16

Withdrawal Reasons:-

Not known	-	51	} 256
Other	-	205	
Health	-	56	
Domestic	-	23	
Financial	-	54	
Personal	-	99	
Programme Inappropriate	-	42	
		<u>530</u>	

Withdrawal (FT FE)

Of 25 course team minutes, from 46 courses, reviewed:

- No evaluation of withdrawals/causes were identified.
- Of the withdrawals/PS - very difficult to correlate to offer of support.

Withdrawal: Age and Gender 2015-16

Under 16	Success	Sector
Female	58%	-6%
Male	55%	-9%
16 - 19	Success	Sector
Female	68%	+1%
Male	65%	-6%
20 - 25	Success	Sector
Female	66%	-3%
Male	66%	-9%

Full Time Further Education Factors of Vulnerability

- Age (young)
- Level (introductory)
- Gender (male)
- Area of Study in College

Withdrawals – Other Factors

Administration:

Any student entered for any unit will become a

- Success
- Withdrawal
- Fail

Effective administration of this is vital.

Key Performance Indicators

	2014-15	2015-16
Full Time FE Programmes		
Withdrawal	26%	26%
Partial	10%	9%
Full Time HE Programmes		
Withdrawal	18%	17%
Partial	11%	14%
Part Time FE Programmes		
Withdrawal	4%	6%
Partial	22%	24%
Part Time HE Programmes		
Withdrawal	6%	6%
Partial	21%	28%

Class Size

Positive correlation between successful completion and:

- High demand
- Placement element (or focus)
- Class size of 18 - 22

Guidance Demands by Level

	2014-15	2015-16
Level 4	175	239
Level 5	161	206
Level 6	109	148
Level 7	110	127
Level 8	14	10
Totals	569	730

Successful Completions by Centre/Subject

	FE	HE
Engineering	72.3%	59%
Care	70.4%	76.2%
Hair & Beauty	68.4%	73.5%
Business	65.7%	66.3%
Art & Design	64.7%	52.9%
Hospitality & Tourism	63.9%	50%
Special Programmes	60.5%	
Sport & Fitness	59.9%	73.3%
Science	58.5%	85.7%
Construction	54.1%	69.2%
Computing	51.1%	69.1%

Employability Programmes 2015-16

47% successfully completed

- The most disengaged students
- Attending a purpose built programme
- Staff selected for this group
- Teaching method developed around student need

Improvement Workstreams

- Course and Centre design
- Student Support
- Adapt and improve learning experience (materials, group management, methodology, assessment)
- Administration
- Potential focus on FE and HE Construction, Computing and Photography

Learning and Teaching Committee

Quality Assurance and Enhancement Report

The attached report provides an overview of quality activities during the period March 2017 to June 2017.

The format of this report has been adapted and the intention is to produce reports in future which are more impact orientated, analytical and evidence based to drive up the quality of the learning experience.

Action

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

George Hotchkiss

Vice Principal, Curriculum & Planning
7 June 2017



Quality Assurance and Enhancement Report

Learning and Teaching Committee June 2017

Author: Jenny Stalker, Head of Quality and Learner Services
Date: 7 June 2017

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Introduction

This report provides an overview of Quality activities carried out in the period March 2017 to June 2017 including progress made on actions from the Education Scotland review of March 2016.

The report also discusses progress made to embed the new Education Scotland quality framework and the Quality Improvements in Learning, Teaching and Services (QUILTS) quality model.

Quality Assurance Update

Internal Audit:

A two-phase Internal Audit in December and February focused on control folders and was timed to be able to pick up on folders which should have just undergone prior verification and therefore should have been up to date and containing the new internal verification and standardisation documentation.

We experienced problems conducting the audit because the Columbus report used to generate timetabling information to inform the sample, did not reflect what was actually being taught. Apart from the concern this raises about the quality of timetabling information, the audit has flagged up a concern around the general quality of control folders and potential slippage in the quality of standardisation work being carried out within and across course teams. This has also been backed up by feedback and recommendations received from a few external verification visits. However, where the refreshed documentation was being used, we received positive feedback from external verifiers.

We are currently working on a quality plan for AY 2017-18 to address these concerns and raise the quality of control folders across the College generally. This will be one of the key priorities for the quality team from August 2017 and will be a cross college collaborative quality project.

Internal audit will be reported on in future reports to the Learning and Teaching Committee, with findings and follow-up actions.

External Verification (EV):

External verification activity has included development events, external verification events, central verification and graded unit verification events. There are currently 63 logged visits, 38 of which have been completed.

Number to date – 33, including 2 centrally verified units

Number with positive feedback and negative example of – not all EVs give examples of good practice, nor do they all put in recommendations. Three visits have generated amber scores, one of which (H Chemistry) resulted in a hold which was

successfully resolved within the timeframe. The rest have been graded with Significant Strengths.

Good practice noted by EVs has included:

- Candidates commented on the high degree of support provided to them throughout the learning and assessment process leading to a very positive experience.
- Good teaching material on power point giving learners a sound understanding of requirements for this unit.
- The centre has provided very clear, detailed evidence demonstrating how the Assessment Standards have been achieved.
- Annotations by both the assessor and internal verifier on candidate evidence gave a clear indication of the assessment decisions which aided the process of external verification.
- The internal verification process was effective and well documented.

Feedback to date indicates that we need to improve standardisation. This will be subject to action planning and the Learning and Teaching Committee will be advised of actions and outcomes at the next meeting.

Internal Verification (IV)

The on line internal verification environment (OLIVE) continues to be used by curriculum centres to capture IV data. We have also supplemented the system with a refreshed set of IV documentation. A lack of feedback to assessors was identified within OLIVE and it was felt that, in lieu of Capita enhancements to the system, documentary support was required at this point. A Standardisation template was developed to be used during four meeting occurrences in the year and space created in the College Operating Calendar for these meetings to take place. We have already had positive feedback from external verifiers who have reviewed the documentation as part of their visit.

Formal Appeals

We have received one request for an Exceptional Circumstances appeal for a student on National 5 Maths. The appeal is lodged on the grounds of a bereavement situation. The College is supporting the student's appeal and has submitted supporting evidence to SQA.

External Quality Systems Audit

The SQA full Systems Verification event took place on 25 April 2017. The Systems Verification checked the full range of quality strategies, policies and procedures for validity and reliability and also triangulated documented evidence with evidence gathered from focus group interviews with staff and students. Triangulated feedback gave the SQA verifiers assurance that, not only are our policies and procedures robust, staff understand and apply policies and procedures accurately and consistently in their work. The verification was successful and the College received a statement of Significant Strengths.

The following required actions were noted from the External Quality Systems Audit:-

Criteria - Candidate complaints must be handled in line with a documented complaints procedure which meets SQA requirements.

Required Action - The updated Complaints Policy and Procedure 2016 must be updated to include the escalation process candidates have to SQA Awarding Body and to SQA Accreditation for those on regulated qualifications. The Flowchart that explains the Complaints Process will require to be updated accordingly. Course Handbooks will also have to be updated to reflect the escalation process.

Criteria - Internal assessment appeals must be handled in line with a documented procedure which meets SQA requirements.

Required Action 1 - The policy should be updated to reflect that the responsibility for the escalation of appeals to SQA awarding body and/or SQA Accreditation lies with the student not the college.

Required Action 2 - Reference to escalation to SPSO should be removed as this does not apply to appeals against assessment decisions, only complaints.

The Learning and Teaching Committee will be appraised of action planning at future meetings.

Follow through on main points for actions from the Education Scotland Report of 25 March 2016:

Key Performance Indicators:

A deep dive into College Performance Indicators has been conducted by the Vice Principal Curriculum and Planning and is a main agenda item for this meeting.

Learning and Development

To date we have seen high levels of engagement with learning and development activities. At the beginning of May over 14,207 hours of learning activity had taken place. This includes activity around events delivered by College Development Network, formal qualifications and meetings and conferences.

During AY 2016-17 we planned and held two whole college professional learning and development events:

February 2017: Opening Doors: Widening Access to Success

This event was opened by the Principal's keynote speech on the newly developed Regional Outcome Agreement, College Aspirations for 2020, our Vision Aims and Values and future challenges for the College.

This event included a presentation from Education Scotland around the new quality framework and introduced the QUILTS initiative with two sessions specifically arranged for curriculum and support staff.

Equalities

Gender Action Plan

As we progress towards the end of this academic year, the focus for equalities work is on completion of the Access and Inclusion Strategy and the Gender Action Plan. A meeting has been arranged in June to discuss our Gender Action Plan targets with our Regional Outcome Agreement Manager prior to submission by the deadline date of end June 2017. The focus of gender action plan targets will be on positively impacting on the gender balance of traditionally male or female dominated courses.

Impact of EIS Industrial Action

The Industrial Action has had minimal impact to date on quality activities. We are liaising with SQA and other awarding bodies with regard to completion of External and Central Verification events all of which have gone ahead as planned. an impact on entering student results and ultimately certification and progression to higher level study for some students.

Conclusion

We have made sound in year progress on actions from the Education Scotland Report of March 2016.



Student Association Learning and Teaching Report March to June 2017

Over the past three months the Student Association have actively been involved in running a number of events, campaigns, awareness days, projects and meetings.

March saw our annual Fair Trade event. The Student Association worked in partnership with the Emeal Café and Andy Mount our external partner who promotes Fair Trade throughout West Lothian. Our aim was to educate Students on how Fair Trade focuses on ensuring decent working conditions and a fairer deal for farmers and workers in developing countries. We hosted a stall, ran a competition and promoted and sold Fair trade products explaining what Fair Trade is about. This allowed Students to actively engage in Fair Trade and its purpose.

In March we also organised a fundraising event for a local eleven year old boy PJ, who was suffering from a medical condition meaning he requires a triple organ donation. The purpose was to raise money to support the local family and raise awareness of Organ Donation and the Children's Liver Disease Foundation. The Student Association decided to 'Walk a Mile for PJ' inviting staff, students and pupils from PJs local primary school to attend. In addition raffles were held and cakes were sold and beauty students assisted with nail treatments. The event was a big success raising £429.13, in just a few hours.

March 8th was National No Smoking Day. We worked in partnership with West Lothian Drug and Alcohol (WLDAS) in order to support Students who wish to stop smoking. WLDAS brought in aging technology which allows Students to see the affects that smoking has on the skin in a bid to show students the harsh reality of damage. We will continue to work with WLDAS in order to offer weekly smoking cessation support for Students.

In April we raised money and took donations for the Dogs Trust. We sold cakes and raised £60.30.

In May the Student Association worked with NUS (National Union of Students) to encourage Students to Vote at the local and national elections. Advice and instruction was provided to students on how to register to Vote.

On 16 May the Student Association worked in partnership with the employer engagement team to host a large Volunteer and Jobs Fair for Students looking for part time and full time employment and volunteer opportunities. Over 33 employers

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and volunteer organisations attended making this our biggest event yet. Unfortunately it was not as busy as it should be due to some classes being cancelled due to industrial action. However, Students that did attend found it very beneficial. Most organisations have also agreed to attend our Freshers Events in September offering more opportunities at this time too.

The Students Association have been involved in driving and supporting a number of surveys and campaigns some of which have been specifically focusing on Student Health and Wellbeing. Others include Evaluative and equality work. These include the Clean Air Campus survey; gender neutral/accessible toilet survey, Study/Down Week preference survey and Student Satisfaction and Engagement Survey.

Smoking and cigarette littering has been a constant discussion over the past while. The Student Association have been working with WLDAS, NHS Lothian and Ash Scotland in order to discuss ways in which we can better support Students by addressing the culture of tobacco use on campus. By doing this we can positively impact on students and staff members' physical health, mental health and financial wellbeing. The Student Association ran a Clean Air campus survey. The survey was conducted in February 2017 surveying 200 students, 120 were smokers and 80 non-smokers. 55% of smokers and 100% of non-smokers surveyed felt that a Clean Air Campus would be beneficial to their health and wellbeing. Sadly the survey also showed that 80% of those students who do smoke did not use the designated smoking area or assumed that the designated smoking area was the whole area at Pavilion C/D. This information suggests that students are pointed in the direction of the designated smoking area and assumptions are made of its exact location.

Students are also not aware of current smoking policies and current policy does not incorporate e-cigarettes.

Recommendations were then proposed by the Students Association which were taken to the Student Association Committee. These recommendations have been approved and changes which include appropriate signage and policy location will be implemented and promoted. In addition we have signed up to the Tobacco Free Generation Charter and are working closely with NHS Lothian, WLDAS and Ash Scotland. Making minor changes to how the College addresses tobacco use, we can gain Clean Air Campus status and gain national recognition for our commitment to smoking prevention and cessation and in turn, student wellbeing.

The Student Association has run a number of campaigns focussing of equality and equity. The College toilet facilities were discussed and what provision was available. A survey was created in order to gauge Student and Staff opinion on the consideration of gender neutral toilets. 153 staff, 160 full time students and 20 part time students took part in this survey. The outcome was 87 people liked the idea (that includes staff and students) 161 did not like the idea, and 26 were not sure. The outcome from the survey was clear that staff and students were not happy with this proposal. However, further options were then discussed to ensure that the

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College has facilities available for all based on equality and equity. A decision was taken to implement change on the disabled toilets to make them accessible toilets.

The Student Association also surveyed a number of Students in relation to their preference on when the most suitable time is for their Study/Down week. 223 Students were surveyed. 64 Students preferred November, 126 preferred December and 31 were unsure. Staff were also surveyed by the College in a separate survey. The outcome is next academic year the Study/Down week will occur in December.

The Student Association promoted the SSES, Scottish Funding Council survey. Academic Centres were taking lead on this national survey to ensure a high Student engagement rate. However, there was a very low engagement rate and due to this the Student Association spent time handing out physical paper surveys to over 600 Students. After these were completed they had to be individually input which was very time consuming and increased the possibility of human error. This was very disappointing as it would only take each lecturer 5 minutes to ask their class to complete the online survey with a large return. This is the second year that the Student Association has had to collect physical responses.

A Student survey was also completed to evaluate the need for a Student Food Bank and free sanitary products. It was concluded that there was great poverty within the Student body. A proposal was taken to the Student Association Committee and it is waiting for Senior Management discussion and approval. Sanitary provision was agreed and the Student Association purchased provision with money raised from NUS Student card sales. This has been used by a number of Students providing evidence of its benefit.

As mentioned above the Students Association have had a real focus on Student Health and Wellbeing this year. We have been working towards our Healthy Body Healthy Mind Award with a hope of gaining accreditation. We have been working very hard all year focusing on providing a holistic approach which focuses on body, mind and soul. Our report has been submitted and the star rating will be awarded on 13th June at the Scottish Student Sport conference.

The Student Association Team attended a number of events and meetings over the past three months. The Student president has been involved in an ESOL committee which encompasses representatives from Edinburgh College, Glasgow College and West Lothian. ESOL classes were visited and feedback gathered on Learning and Teaching from the students, with the aim to improve ESOL provision. All feedback will be analysed so improvements can be taken forward next academic year.

The Student Association were shortlisted for a Student Engagement Award at the annual SPARQS conference. Unfortunately we did not win; however, this depicts the excellent work of the Student Association which is recognised with external partners across the sector.

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In addition a number of Vice Presidents attended the NUS conference in Dundee, which was an excellent networking event for the team.

On the 20 April the Student Association website was launched. The aim of the website was to provide West Lothian College Students with access to all information relating to College life. The website enables students to access clubs, societies, volunteering and jobs, support provision available whilst at College and information on the Student Association. This acts as a support mechanism for Students and allows them to access information from home or in College.

The Student Association ran a STOP campaign for all Students in March and April. This campaign was designed to get students to STOP what they are doing in order to assess their current situation. Are they on track to pass their course, do they know what their results are so far and what have they still got to do in order to achieve their qualification? Students can be so busy that this campaign was designed to encourage Students to STOP and ensure they are on track to pass. If they are not or don't know this is an opportunity to ask for assistance and support.

The Student Association team attended a number of meetings over the past few months, some which include meeting new board members. This provided an excellent opportunity for the team to talk about the Student Association our campaigns and achievements. This is the second opportunity the team have had to meet new members of the Board. This presents the team with great opportunity to meet Board members and have informal open discussions sharing best practice and ideas.

The Team also met with Scott Anderson from Education Scotland to discuss Learning and Teaching evaluation and our proposed SPARKLE document.

The Student Association Development Officer has been working with the team to in order to develop an effective way to evaluate learning and teaching throughout the College. From discussions with SPARQS, Education Scotland and Senior Managers within the College a document was produced. The document was called SPARKLE meaning Support, Partnership, Alliance, Representation, Knowledge, Learning and Evaluation.

This document will add structure to the Class Representative system and add value and definition to their roles. The document explains how Students will be recognised as experts in their own learning and teaching evaluation and how Students can act as partners instead of information providers. The document will be rolled out to all Class Representatives in 2017/2018 for trial.

Student Association Elections are now underway in order to find out new 2017/18 team. We received 26 completed nomination forms, of which four Students withdrew after explanation of the role as they couldn't commit to the required tasks. Last year 2016/17 we received 18 nomination forms with one withdrawal. This provides

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evidence of Student engagement and the excellent work of the Student Association this year.

All candidates had to write a 100 word campaign statement which was published on Moodle, to enable students to vote for their most suitable candidate.

This is the second year that Moodle has been used for a Student Vote as was a success last year.

The elections went live on Monday 15 May at 12 noon will close on Monday 29 May at 12 noon, where all votes will be counted and verified and the successful candidates will be announced on 1 June.

Student Association training has been arranged for 15 June and SPARQS and our Student Association Development Officer will be leading on this and a share good practice day so a handover can be established from the current team to the new team.

All those in the current Student Association roles have shown great interest in running for positions for next year or offering to volunteer. This again shows the commitment and engagement from our students to make a real positive difference.

This has been a great year for the Student Association and we have achieved so much. Onwards and upwards.

Student Association President

June 2017

Learning and Teaching Committee

College Key Performance Indicators 2016-17

The Learner Performance Indicators for 2016-17 are Regional Outcome Agreement targets. Final resulting for 2015-16 is to enable analysis of actual Learner Performance which is in the attached paper.

The attached paper shows the College's Key Financial and Non-Financial Performance Indicators for the period 2013-14 to 2016-17. The Key Financial Performance Indicators provide a forecast for the year ended 31 July 2017 and for the 9 month period ended 30 April 2017.

The Committee is reminded that whilst the Non-Financial indicators cover an academic year, the Financial Indicators only cover an academic year in 2015-16 and 2016-17. 2013-14 and 2014-15 cover an 8 month period and 16 month period respectively.

In addition, and for benchmarking purposes, Financial KPIs have been obtained from Borders College, Dumfries & Galloway College and Forth Valley College for the 16 month period ended 31 July 2015 and 2015-16.

Action

For information

George Hotchkiss

Vice Principal, Curriculum & Planning

7 June 2017

West Lothian College -Key Financial Performance Indicators 2016-17

	Target 2016-17	Forecast outturn For the year ended 31 July 2017	Forecast For the 9 months ended 30 April 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	584	712	41	492	(39)
Operating Surplus (£'000)	(556)	(176)	721	(1,891)	76	(264)
Non SFC Income as % of total income	28%	30%	33%	31%	29%	28%
Trading Surplus on commercial activities as % of income from commercial activities	27%	32%	37%	28.0%	29.0%	28%
Staff costs as % of total income (excludes exceptional costs)	67%	69%	66%	67%	61%*	64%
Ratio of Current Assets to Current Liabilities	0.6: 1	0.9: 1	0.9: 1	0.5 :1	0.7: 1	0.9: 1
Days Cash to Total Expenditure	9	16	36	14	8	105

* Excludes £1.6m income adjustment following revaluation

	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 %	26%	31%	31%	20%
Staff costs as % of total	68%	70%	67%	64%
Ratio of Current	1.5:1	0.65:1	0.5:1	0.82:1
Days Cash to Total	76	11	14	59

Comments	Actions
	Ahead of target due to additional fees income from part time provision,articulation students, SDs Contracts and Workforce Development Activity
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 additional fees income from part time provision,articulation students, SDS Contracts and Workforce Development Activity	None
Ahead of target due 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 slightly above target due to the costs of delivering additional activity and sickness cover in the curriculum Centres	HR Business Partners Working with Curriculum Centres on minimising sick absence levels
Above target due to improved trading position	None
Above target due to improved trading position	None

Key Performance Indicators 2014 - 2017
Learner Performance

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

Learning and Teaching Committee

Destination Analysis

The attached reports provide summary details of learner destination from academic year 2015-16 based on research conducted in 2016-17. The full reports are available for members in the Moodle folder for information.

The data feeds into and informs curriculum planning. Work is underway to review processes of negotiating articulation routes to higher education and the Learning and Teaching Committee will be kept apprised on work and progress in this area.

Action

For information

George Hotchkiss

Vice Principal, Curriculum & Planning

7 June 2017

Destination Report (FE)
AY2015-2016 (Research conducted 2016-2017)

SUMMARY

What does the report tell us?

- Of the 914 students with a known destination, **95%** of West Lothian College FE Graduates are either in employment or further study
- **75%** of graduates are undertaking further study
 - **89%** of those in further study continued at West Lothian College
 - **6%** of those in further study progressed to a University
- **20%** of graduates are in employment
 - **89%** in full-time employment
 - **11%** in part-time employment
 - **54%** of graduates have a job related to the qualification gained
- **5%** of graduates are unemployed

What are the positives from this report?

- Internal progression is strong at **89%** - this suggests our learners are having a positive learning experience with us and prefer to continue their studies at West Lothian College rather than elsewhere
- The amount of graduates entering into employment relevant to their chosen qualification has increased by **9%**

What could we improve?

- Although unemployment among our FE graduates is **5%**, meaning it is in line with the Unemployment rate for the area of West Lothian, improvements should be made to reduce this
- Although the percentage of graduates entering into employment relevant to their chosen qualification has increased, still only **54%** of graduates in employment are in a position related to the qualification they gained at West Lothian College – this suggests improvements could be made to ensure all courses provide learners with the necessary skills and knowledge to obtain employment within their chosen field of study, should they not progress onto further education

What are the key recommendations?

Focus needs to be on continuing to create strong industry links to provide students with a pathway into employment to reduce the percentage unemployed, and increase the percentage of those finding employment within their chosen field.

The strong links into further study either at West Lothian College, or at a University, should be highlighted to prospective students as it shows the possible positive progression routes for those students who would be looking to continue into further education.

Destination Report (HE)

AY2015-2016 (Research conducted 2016-2017)

What does this report tell us?

- Of the 477 students with a known destination, **98%** of West Lothian College HN Graduates are either in employment or further study
- 75% of graduates are undertaking further study
 - 39% of those in further study continue at West Lothian College
 - 53% of those in further study progress to University
- 23% of graduates are in employment
 - 85% in full-time employment
 - 15% in part-time employment
 - 60% of graduates have a job related to the qualification gained
- 2% of graduates are unemployed

What are the positives from this report?

- The number of students entering further study has **increased by 10%** from AY2013-2014 and 3% from AY2014-2015, of which 53% now attend University after completion of their course
- Only 2% of students are unemployed 6 months after completion of their course, a 3% drop since 2012-2013, portraying that the course now better prepares students for employment or further study overall

What could we improve?

- **40%** of students cite that they are not working in an industry related to their chosen qualification. This suggests that although unemployment is low, 4 out of 10 students are not using their qualification for the purpose it was intended or in the industry intended
- Compared to AY2014-2015 there has been a **drop by 7%** of people entering full-time employment, with 15% now working in part-time employment. This suggests that there may be a shift in opportunities and working patterns within the local area, or that due to the increased demand for skilled employees, graduates are being forced to take part-time employment

What are the key recommendations?

Although there has been an increase in students entering further study year on year since AY 2013-2014, emphasis should be on ensuring continuous improvement in preparing students for higher level study at University or College. This could be through strengthening links with Universities and providing clear pathways from HE courses to a University or higher level College courses, such as done in HND Business, where 100% of students' staying in further study progress to a University level course in Business or similar.

It is important to use the figures gained from this report to portray the positive student progression when recruiting for subsequent years. For example, portraying that 98% of students are in a positive destination and 3 out of 4 students continue studying after completion of their course.

Learning and Teaching Committee

Learning and Teaching Committee Development Plan

The recent internal audit review of corporate governance recommended that Committee Development Plans should be created for all improvement actions to be recorded, monitored and tracked to completion.

A simple template for these plans has been developed and is attached.

This plan (updated as appropriate) will be included at the end of each agenda, ensuring previously agreed actions are kept in view.

The Committee is invited to note the plan.

Joanna Paterson

Secretary to the Board of Governors

7 June 2017

Learning and Teaching Committee Development Plan

June 2017 – May 2018

Membership

No current issues

Remit

Annual review of remit – June 2017

Visits to Parts of the Campus

Most recent visit (playroom) - March 2017

Arrange a visit to part of the campus at the start of September 17, November 17 or March 18 meeting

Opportunities for Strategic Discussion

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

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)

Update 1: June 2017

Learning and Teaching Committee

Annual Review of Committee Remit

The remit of the Committee is scheduled for review at this meeting.

The remit was last (comprehensively) reviewed in November 2015; an annual review cycle will be followed in future.

One minor amendment is recommended, taking into account the role of all main Committees in the monitoring of KPIs (item 7i).

This is shown as a tracked change against the current remit for ease of reference.

The Committee is invited to consider and recommend the revised remit to the Board.

Joanna Paterson

Secretary to the Board of Governors

7 June 2017

West Lothian College Board of Governors

Learning and Teaching Committee

Terms of Reference

CONSTITUTION AND MEMBERSHIP

1. The Board will establish a Committee of the Board to be known as the Learning and Teaching Committee.
2. The Committee and its Chair will be appointed by the Board. There shall be not less than four members. A quorum shall be one half of the members entitled to vote on the question before the meeting.
3. At least one member should have a background in learning and teaching, but membership should not be drawn exclusively from Board members with such a background. The Committee may, if it considers it necessary or desirable, co-opt members with particular expertise.

AUTHORITY

4. The Committee is authorised by the Board to investigate any activity within its terms of reference. It is authorised to seek any information it requires from any employee and all employees are directed to co-operate with any requests made by members.
5. The Committee is authorised by the Board to obtain independent professional advice, with any costs of such advice to be paid for by the College, and to secure the attendance of non-members with relevant experience and expertise if it considers this necessary.

PROCEEDINGS

6. The Committee will normally meet at least four times per year.

DUTIES

7. The duties of the Committee shall include:
 - a. Reviewing and approving the College's strategy for learning and teaching;
 - b. Approving new courses for the annual curriculum portfolio;
 - c. Approving the annual institution led review of quality including self-evaluation;

- d. Recommending the Regional Outcome Agreement for approval to the Board;
- e. Approving the College Annual Equalities Mainstreaming Report and Action Plan;
- f. Monitoring the effectiveness of learning and teaching quality policies and procedures;
- g. Receiving reports and regular updates from the Student Association on the learner experience
- h. Receiving reports on benchmarking, best practice and curriculum design;
- h.i. Reviewing the College's key performance indicators
- i.j. Reviewing relevant recommendations from external monitoring and awarding bodies.

REPORTING PROCEDURES

- 8. The Committee shall provide the minutes of its meetings to the Board.
- 9. The Committee shall highlight any matter which it feels is of particular importance to the Board.

Last reviewed by Committee: November 2015
Last approved by the Board: December 2015
Date for next review: June 2017