

**West Lothian College  
Learning and Teaching Committee  
5 June 2019 @ 9.30am**

<b>Agenda</b>		<b>Paper</b>	
19.12	Welcome/Apologies		
19.13	Declarations of Interest		
19.14	Minute of Meeting of 11 March 2019	1	<b>For Approval</b>
19.15	Matters Arising from Minute of Meeting 11 March 2019	2	<b>For Discussion</b>
19.16	For Discussion		
	i) Student Association Report	3	<b>For Discussion</b>
19.17	For Regular Monitoring		
	i) Credit Update 2018-19	4	<b>To Note</b>
	ii) Recruitment Update	5	<b>To Discuss</b>
	iii) Outcome Agreement 2018-19 Progress Report	6	<b>To Discuss</b>
	iv) Enhancement Plan 2018-21	7	<b>To Note</b>
	v) College KPIs 2018-19	8	<b>To Note</b>
19.18	For Information		
	i) Quality Assurance and Enhancement Report	9	<b>To Note</b>
	ii) <a href="#">SFC Articulation Report</a>		<b>To Note</b>
	iii) <a href="#">SFC Allocation of Additional Credits</a>		<b>To Note</b>
19.19	Committee Remit Review	10	<b>To Discuss</b>
19.20	Any Other Business		
19.21	Review of Meeting, Supporting Papers and Development Plan	11	<b>To Discuss</b>
19.22	Date of Next Meeting: 4 September 2019 at 9.30 am		

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### Learning & Teaching Committee

Minute of the Meeting of the **Learning and Teaching Committee** of the Board of Governors held on **Monday 11 March 2019** at 12 noon in Barbour Room, Pavilion B of the College.

**Present:** Sue Cook (Chair)  
Jackie Galbraith (Principal & Chief Executive)  
Iain McIntosh  
Alan Morton  
Tom Bates  
Michelle Low  
Gemma Reynolds

**In attendance:** Alex Linkston (Chair of the Board of Governors)  
George Hotchkiss (Vice Principal, Curriculum & Planning)  
Jennifer McLaren (Vice Principal, Finance & Curriculum Services)  
Jenny Stalker (Head of Quality & Learner Services)  
Phillip McGuinness (Scottish Funding Council) from item 19.05 (i)  
Karine McNair (Board Secretary)

#### 19.01 Welcome & Apologies

The Chair welcomed everyone to the Committee and thanked them for accommodating the change of dates and times for the meeting.

Apologies were received from Scott Anderson. The Chair welcomed the college's SFC Outcome Agreement Manager, Phillip McGuinness, who arrived at item 19.05 (i).

#### 19.02 Declarations of Interest

There were no declarations of interest.

#### 19.03 Minutes of Meeting of 3 December 2018

Two amendments were requested to the minutes of the meeting of 3 December 2018. The last word of the third paragraph of 18.47 should read 'College' instead of 'committee'. On page 5, Abertay University should be described as 'one of the best *cyber security* degree courses in Scotland'.

#### Action 1 – Board Secretary

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The minutes of the meeting of 3 December 2018 were otherwise approved as a correct record.

### **19.04 Matters Arising from Minute of Meeting of 3 December 2018**

Members noted the paper detailing actions following the last meeting.

Action 1 – Vice Principal, Curriculum & Planning, confirmed that having investigated the early withdrawals from professional cookery, it had been established that 10 out of the 17 leavers had left to take up employment in the catering industry and financial difficulties had been a factor in their departure. No information was available on the other 7 leavers.

Action 2 – Vice Principal, Curriculum & Planning, confirmed that the articulation route with Napier permitted students with HNC qualifications to start in second year.

Action 3 – Vice Principal, Curriculum & Planning, noted that there had been some developments in STEM activity notably with Foundation Apprenticeships. The Principal also highlighted the recent Lego League, STEM Olympics, DYW Step into STEM and other STEM events. Vice Principal, Curriculum & Enterprise, will bring a paper to a future meeting outlining the wide range of STEM activities in 2018-19 and planned for 2019-20.

#### **Action 2 – Vice Principal, Curriculum & Enterprise**

Action 4 – Vice Principal, Curriculum & Planning, confirmed that the articulation agreements and progression routes for Computing & Engineering were aligned to Napier University.

All other actions were noted as duly complete.

### **19.05 For Discussion and/or Approval**

#### **i) Student Association Report**

The Student Association President provided more background to the Recharge trial project, which was beginning to have a positive impact on students showing symptoms of mental illness.

The Committee also heard about a proposal to change the Class Ambassador structure for next year since it has proven difficult to

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recruit and retain Class Ambassadors this year. The Student Association propose to recruit 10-15 Centre Ambassadors who will be given more extensive training and will cover the whole College. They will report to the Student Association on a monthly basis or on a weekly basis when the SPARKLE evaluations are underway.

The Committee supported the proposal and thought that the Centre Ambassadors should approach classes in pairs rather than alone which can be quite daunting. The Student Association may also want to approach Core Skills Lecturers to establish whether the volunteer Centre Ambassadors could receive unit credits for their roles which may incentivise students to undertake the roles and reward them for their contribution.

The Chair of the Committee thanked the Student Association for a very informative report and recorded their thanks to the Student Association for the important impact they are having on students and the College.

### ii) College Response to SPARKLE Feedback

Head of Quality & Learner Services confirmed that the first round of SPARKLE had been completed and reviewed at a January evaluation event. Since then, the second round of SPARKLE has been launched and the Student Association President confirmed that the “You Said, We Delivered” feedback has been read out to classes before their SPARKLE feedback has been taken.

The Committee commented that previous year students could take part in student inductions to help give current year students an insight into the courses.

The Committee wanted to note their appreciation of the work of the Student Association and Micole Cochrane as the amount of information collected is extremely helpful to improving the College.

### iii) Draft Regional Outcome Agreement 2019-22

The Principal confirmed that the draft Regional Outcome Agreement (“OA”) had been produced after extensive consultation with staff, the Student Association and external stakeholders. It is intended to be ambitious but has to also acknowledge the challenges faced by the College. The Finance & General Purposes Committee have suggested developing a College strategic plan at the next Board Strategy Day and the OA will feed into this as a rolling operational plan.

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The Committee commented that the plan assumes investment for infrastructure and the Principal confirmed that the College are actively seeking funding from the SFC as well as external sources.

It was noted that the plan was ambitious and the College would need to invest in staff to ensure that they had the right skills and resources to deliver it. The Principal stated that the OA reflected the ambitions of staff who have a good appetite to invest in their own skills to benefit students.

The Committee acknowledged that the OA had to comment on many areas stipulated by the SFC but wondered if the College could comment on the differentiation of West Lothian College to other colleges and focus on the priorities. The Principal commented that the priorities of the College were driven by the local labour market and STEM was one area in which investment was going to be made as well as ongoing investment into other areas. The aim to be an ACE aware, trauma Informed college is also a differentiator for West Lothian College.

Regarding equality, the Committee queried whether it was possible to engage more with external partners to help each other deliver for targeted disadvantaged students. The Principal commented that the College is looking to work more closely with universities regarding equalities targets and would articulate this in the OA.

Some minor amendments were also requested to page 3 and page 9

The Committee approved the draft OA to be presented to the Board.

### **Action 3 – Board Secretary**

#### iv) 2017-18 Sector KPIs Analysis

Vice Principal, Curriculum & Planning, presented paper 6 noting that benchmarking against sector average was a starting point but that the College's ambition is to go beyond average to excellent.

Regarding Table 6 – Partial Success and Withdrawals, it was suggested that the College's success in helping students with Protected Characteristics could be expanded across the student population to ensure fewer early withdrawals. The College are also currently working with students who have outstanding Block 2 work to ensure that this is completed as quickly as possible.

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Regarding Table 7 – Key Groups, Vice Principal, Curriculum & Planning highlighted that all care experienced students are offered a support interview. Student email addresses, introduced this year, will enable Support for Learning staff to communicate with students.

The Principal acknowledged the good job being done by Learning Support and also the Student Association in identifying students in need.

**19.06 For Regular Monitoring**

## i) Credit Update 2018-19

Vice Principal, Curriculum & Planning, informed the committee that an additional 500 credits for 2018-19 has been agreed with SFC. These will support ICT skills for Workforce Development students and additional January start programmes.

## ii) Outcome Agreement Targets 2018-19

Vice Principal, Curriculum & Planning, commented that most targets had been delivered however male student recruitment had not been achieved. The recent introduction of Power-Bi is proving helpful in providing up-to-date and relevant data to managers to monitor performance and act on it.

It was noted that the target for 'work placement experience' in part 6 of the table was increasing from 10% in 2017-18 to 70% in 2018-19. Vice Principal, Curriculum & Planning, confirmed that discussions have been undertaken in the College to ensure a consistent interpretation of 'work placement' to ensure that proper records are taken. It is considered that most courses have some element of 'work placement' and once this is properly recorded the target is very achievable.

## iii) 2018-19 Early Withdrawals

Vice Principal, Finance & Curriculum Services, confirmed that at 11 March the early withdrawal part time figures were 3.1% (FE) and 2.8% (HE). The message to all staff is to focus on full completion and this is being undertaken on a student by student basis to ensure the correct support is in place. Student Advantage was introduced this year which allows students to see their current status for each unit and it will be interesting to see if this has any impact on helping students obtain full completion.

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The Committee queried whether there was any information regarding the number of students at risk of partial completion currently receiving remediation support to help them complete Block 2 work with a view to supporting them to full completion. It was requested that this information be provided to the Learner Attainment Sub Group.

### **Action 5 – Vice Principal, Curriculum & Planning / Head of Quality & Learner Services (Learner Attainment Sub Group)**

iv) Applications Update

Vice Principal, Curriculum & Planning, confirmed that at 11 March applications totalled 3,219 and there is a focus on securing interview dates for applicants as soon as possible. Recent recruitment activities have included a Computing & Engineering recruitment event, hospitality interviews and an Open Day will take place at the College on 16 March.

There has been a drop in students applying for Business & Creative courses and it is felt that perhaps the titles of some courses are not obvious to students. Some course titles are being reconsidered.

The Committee was content with the recommendations put forward.

v) 2018-19 Student Funds Update

Vice Principal, Finance & Curriculum Services, presented paper 11 and noted that although the indicative funding allocation has increased from last year, the funding will be required to finance the weekly £5 increase in student bursaries and the transfer of some EMA students to bursary support.

vi) Enhancement Plan 2018-21 Update

The Committee was content with the information presented outlining progress being made on the College's Enhancement Plan actions.

### **19.07 For Information**

i) Quality Assurance & Enhancement Report

The Committee noted the report.

ii) Learner Attainment Sub Group Minutes

The Committee noted the above minutes.

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iii) Income Generation Report

The Committee noted the report.

**19.08 Self-Evaluation of Committee**

Management left the room and the Committee discussed the various prompts for self-evaluation. A separate paper will be produced showing the feedback from this exercise at the next meeting.

**Action 6 – Board Secretary**

**19.09 Any Other Business**

There were no other items of business.

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

The Committee were content with the information received and the Development Plan.

**19.11 Date of Next Meeting**

The next meeting would take place on Wednesday 5 June 2019 at 9.30am.

**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 & Teaching Committee**

Action update from the Learning and Teaching Committee Meeting of 11 March 2019.

### **Action 1 – Board Secretary Minutes of Meeting of 3 December 2018**

Two amendments were requested to the minutes of the meeting of 3 December 2018. The last word of the third paragraph of 18.47 should read 'College' instead of 'committee'. On page 5, Abertay University should be described as 'one of the best *cyber security* degree courses in Scotland'.

Duly completed

### **Action 2 – Vice Principal, Curriculum & Enterprise Matters Arising from Minute of Meeting of 3 December 2018**

Vice Principal, Curriculum & Enterprise, will bring a paper to the next meeting outlining the wide range of College STEM activities in 2018-19 and planned for 2019-20.

Ongoing

### **Action 3 – Board Secretary 19.05 (iii) Draft Regional Outcome Agreement 2019-22**

The Committee approved the draft ROA to be presented to the Board.

Duly completed

### **Action 4 - Principal 19.06 (i) Credit Update 2018-19**

The Principal stated that the College have to submit a justification of additional credit claims and this can be circulated to the Committee.

Verbal Update

### **Action 5 – Vice Principal, Curriculum & Planning / Head of Quality & Learner Services (Learner Attainment Sub Group) 19.06 (iii) 2018-19 Early Withdrawals**

The Committee queried whether there was any information regarding the number of students at risk of partial completion currently receiving remediation support to help them complete Block 2 work with a view to supporting them to full completion. It was requested that this information be provided to the Learner Attainment Sub Group.

Ongoing

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### **Action 6 – Board Secretary**

#### **Self-Evaluation of Committee**

Management left the room and the Committee discussed the various prompts for self-evaluation. A separate paper will be produced showing the feedback from this exercise at the next meeting.

Duly Completed – Agenda Item 19.21

**Learning and Teaching Committee**

**STUDENT ASSOCIATION REPORT**

This paper provides the Learning and Teaching Committee with an update on the range of work being taken forward by the Student Association.

**Action**

The Learning and Teaching Committee is invited to discuss the paper.

**Jenny Stalker**

Head of Quality and Learner Services

5 June 2019

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Paper 3

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**Learning & Teaching Committee****Student Association Report****Summary of activity**

The Student Association has had an excellent year, working on a range of campaigns, achieving a number of awards and collating evidence for a number of charters. We were recognised by being awarded Student Association of the Year 2019 at the NUS Scotland conference in March 2019.

Our main focus over the past three months has been on our Healthy Body Healthy Mind Award, LGBT Charter status, our Student Mental Health Agreement, Recharge, welfare and mental health campaigns, and SPARKLE. We submitted our report for the Healthy Body Healthy Mind Awards and the outcome will be announced in June 2019. We will submit evidence for achieving LGBT Charter status in June. If successful, the Charter will be awarded to the college at the West Lothian Pride rally in July. NUS Scotland will showcase our work at the *Bologna Process Beyond 2020: Fundamental Values of the EHEA* event in Italy in June.

**SPARKLE evaluation process**

This year we have been working more collaboratively with the college to strengthen the SPARKLE process. We have adapted and improved the process to enhance student feedback and concluded that there will no class representatives next year. Instead we will recruit a cohort of volunteers will meet independently with every class to support students with SPARKLE feedback. The Student Association is updating and reducing the question set to simplify the process for students and to align the questions with the professional standards for lecturers.

In 2018-19, the Student Association collected feedback from 1,000 students in block one, and 1,000 students in block two. The feedback is now discussed formally at each meeting of the Quality and Compliance Committee, which strengthens our partnership approach with the college. Actions are documented at committee meetings and then followed up. Feedback on actions is provided to the Student Association so that we can inform students.

The Student Association has been approached by a number of colleges to discuss the SPARKLE process and was invited to present at the SPARQS Conference to showcase our work to the wider sector. The Student Association was runner up in the *College Impact* category at the Student Engagement Awards in March 2019 for our partnership approach with the college providing evidence of the effectiveness of SPARKLE.

## **Student Association elections**

Elections are now underway for the new Student Association team for 2019-20. The current team decided to run for a second year to provide continuity, sustainability and strength for the Student Association. Although other students showed interest in these roles, when they discovered that Michelle and Gemma were running again they chose not to run against them. Voting concluded on 27 May 2019, at which point Michelle was confirmed as Student President 2019-20 and Gemma as Vice President 2019-20.

We are currently having discussions with NUS Scotland as we believe that two-year terms for elected posts are preferable.

## **Evaluation work**

It has been essential to evaluate the impact and effectiveness of our campaigns this year and have an understanding of where we can best support our students.

- Appendix A – Evaluation of the Recharge Pilot
- Appendix B – Evaluation of the Free Soup Initiative
- Appendix C – Evaluation of the Welfare Pack Initiative
- Appendix D – Smoking Cessation Evaluation

## **Recommendation**

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

**Michelle Low**  
Student President  
5 June 2019

**Gemma Reynolds**  
Student Vice President

## **APPENDIX A – EVALUATION OF THE RECHARGE PILOT**

### **Recharge pilot mental health student referral**

Recharge is a self-help tool for students who present signs, symptoms or behaviours relating to poor mental health, such as stress, anxiety, depression, poor hygiene or a mental health medical diagnosis. The aim of the referral is to promote activity which supports student health and wellbeing. Any student is eligible and can self-refer via the Student Association.

Referred students receive:

- Free college gym membership
- Information on mindfulness, seated yoga and other activities
- Advice in the form of local and national support helplines and numbers
- A welfare pack if necessary which includes toiletries and sanitary products
- Information on breakfast happy hour and free soup at lunchtime
- Information on how to stop smoking
- A free hair and beauty appointment

Eight students trialled the pilot and all completed evaluation forms and left anonymous feedback to provide evidence of the impact of the trial.

- All students declared that they had poor mental health when starting the pilot
- 7 out of 8 students had never attended a gym or taken part in physical activity with the exception of school
- None of the students had ever had a beauty treatment, other than a haircut, because of the cost involved and not being aware of the health and wellbeing advantages. Students provided feedback of increased energy, good emotional health and felt relaxed and energised.
- 7 out of 8 students confirmed that Recharge improved their mental health and wellbeing
- All students have been attending the gym or taken part in physical activity on a weekly basis since starting the project, some more than once per week.
- All students accessed two or more of the self-help resources and reported them to be a benefit
- All students have taken positive steps to improve their own health and wellbeing and feel the benefit of this
- 7 out of 8 students are progressing onto further education courses in August – one has even skipped a course level and been accepted onto a higher level course.

The cohort of students participating in the trial supported each other and arranged regular gym sessions. This provides evidence of creating a positive community, where students support each other in improving their health and wellbeing.

One student had suicidal thoughts before starting on the Recharge pilot. Since then, she has lost three stones, improved her mental health, is on track to complete her qualification successfully and has been accepted to progress to another course next year.

## **Student feedback**

*"I didn't have any confidence to go to the gym before. Recharge has helped me so much. It has helped my mental health a lot and lets me focus on good things. The gym has helped me to feel better and I go with people, so I feel a part of something."*

*"Recharge has been a positive outcome for me since I got referred 8 weeks ago. Recharge has not only helped me physically but also mentally. I'm so glad I got referred and thank the staff for giving me help with my health and weight. I would definitely recommend Recharge to anyone who feels down or just needing a wee boost."*

*"It has given me a purpose in life by making my life brighter and having a positive attitude to choices I make. It has definitely helped my mental health"*

*"Recharge has helped me. I used one of the phone numbers, Breathing Space, which helped. I feel healthier within myself. Going to the gym with people has made it easier to go. I am losing weight and feel more confident. It has improved my mental health and that means that I can be in class more."*

*"The gym has helped with my mental health and made me feel better about myself. I have not ever thought about going to the gym until Recharge"*

Recharge provides evidence that good health and wellbeing is a vital component to everyday living, providing students with tools to look after their own health and wellbeing which promotes success, achievement and builds relationships.

We would like to roll out this scheme to all students in the 2019-20 academic year. Evaluation forms will be issued when students take part and students will be sent a reminder to complete these, so we can continue to evaluate the ongoing effectiveness of Recharge.

## **APPENDIX B – EVALUATION OF THE FREE SOUP INITIATIVE**

The Student Association conducted a number of evaluations relating to student poverty and health and wellbeing to establish the need and impact on student finances, health and wellbeing, physical activity and smoking status of students and how we best support them.

A survey of 190 students was carried out in which students were asked gender, age, if they receive any benefits, if they received EMA/SAAS/bursary or were self-funding, if they accessed the free soup or the 30p breakfast; did soup and a roll help them financially, did it benefit their health and wellbeing and did it help them concentrate whilst at college.

- 134 females completed the survey
  - 45 aged 16-20
  - 69 aged 21-35
  - 20 aged 36+
  
- 40 male students completed the survey
  - 18 aged 16-20
  - 17 aged 21-35
  - 5 aged 36+
  
- 2 students selected Other category with regards to gender – one in the 16-20 age range, the other aged 36+
  
- 12 students chose not to specify a gender 2 students ages 16-20, 10 students ages 21-35
  
- 37 students advised that they claimed benefits including Universal Credit, child tax credits, income support, working tax credit, housing benefit and child benefit
  
- 40 students are claiming EMA, 40 are claiming SAAS, 86 claim Bursary, and 30 are self-funding
  
- 136 students have accessed the free soup, and 79 students have accessed the 30p breakfast
  - 143 said that this helped them financially.
  - 143 advised it helps their health and wellbeing
  - 142 advised it helped them to concentrate on their learning.

### **Conclusion**

Based on this evaluation, the Student Association is recommending that the college continues to offer free soup and a roll for students. This will be considered by the senior management team as part of the 2019-20 budget setting process.

## APPENDIX C – EVALUATION OF THE WELFARE PACK INITIATIVE

The Student Association has been recording the number of packs issued and also speaking to students when they have collected the packs. We also spoke to staff who had referred students or had witnessed the impact of the student receiving a welfare pack. We felt that this was the best way to evaluate the welfare packs/hub without being intrusive.

To date, a total of 120 welfare packs have been given to students – 46 to males, 69 to females, and 5 children's packs.

### Staff feedback

*"I have seen an incredible difference with my group, many whom are living in poverty. I can physically see the difference not only in terms of personal hygiene but in terms of confidence and positive self-esteem"*

Marion Darling Health and Social Care lecturer

*"We work with lots of students with poor mental health and homelessness. These students are already in a crisis situation and the welfare packs provide relief and remove one element of concern for the students so they can concentrate on their studies."*

Rhonda Brown, Support for Learning Assistant

*"I have issued a few of these packs to students in need. One student was trying to get money from finance but had reached their limit and couldn't afford everyday essentials. The student was so appreciative for the pack as it freed up money for food"*

Helen Stark, Support for Learning Assistant

*"I have supported students in accessing the welfare packs. To provide access to free toiletries and foodbank vouchers to students in need is a real asset. This clearly had a positive impact and the relief was clearly visible."*

Matthew Farnham, Support for Learning Assistant

*"I recently brought a student over to the Student Association area to discuss the various resources that were available. I was aware that they had been made homeless some time before and was living in temporary accommodation. Micole provided an instantly trusting and secure environment for us to chat openly about the difficulties they were experiencing and what might help. One of the main positives to come out of the experience was that the student was provided with hygiene products that would let them take care of their personal needs and a list and help guide detailing places to get further support. The student was blown away with the help that the college could provide and commented how there is very little to access out in the community and that the college was so supportive of him. Now that I know what is available within the Student Association I will be promoting the service to many more students. It is such a valuable resource and can provide a lifeline for students in their most difficult times."*

Susan McSeveney, Construction and Motor Vehicle Deputy Manager

## **Student feedback**

*"I found the pack very useful, shampoo condition and deodorant are expensive and it's great the Student's Association is here to help, especially with people that don't have very much money."*

Childcare student

## **Student Association feedback**

*"We have issued a large number of welfare packs to students who clearly are experiencing poverty. We try and speak to all students accessing this facility. Some are on Universal Credit and have had their money reduced. Some are young students on EMA and only get £60 a fortnight which includes cost of living and food, some of these students don't have any help or support from family members. In addition, we have issued packs to a number of homeless students. We have issued 15 of these packs to this cohort of students alone. Other students have had to give up jobs as working along with college is too much and feel the real drop in finances, so this provision allows them to access every day essentials. We are not issuing top of the range products, just the basics to help them with health and hygiene."* Michelle Low, Student President

## **Conclusion**

This feedback is evidence of the need for these welfare packs for our students. We have decided to relocate our welfare hub from the Student Association office to a central point, so that students can access these provisions without having to speak to anyone which eliminates embarrassment and preserves their dignity. We will continue to evaluate the impact by creating an evaluation tool which we are going to pilot for the Scottish Government. This has been proposed by a member of our board whom is working in collaboration on this Scottish Government project.

## **APPENDIX D – SMOKING CESSATION EVALUATION**

### **Smoking and Exercise Survey**

199 students completed our smoking and exercise survey.

#### **Smoking**

Responses to the survey provided will help determine how we target students using prevention work. The survey showed that most students started smoking under the age of 18, and that 60% of students didn't smoke. Over 85% of students knew about the clean air campus and policy, which demonstrates that when we discuss *Clean Air Campus* and *Healthy Body Healthy Mind* at induction students are paying attention!

We plan to continue to target those smokers with support and cessation workshops, and ensure that the majority of students who don't currently smoke don't start. We will do this by continuing to host workshops and promote the health benefits via Recharge, offering ASH online workshops to staff and students, hosting WLDAS (West Lothian Drug and Alcohol Service) events and no smoking day events. WLDAS will also continue to support students on a weekly basis with drop-in sessions and we will continue to promote the Smoke Line number in all resource packs.

#### **Exercise**

This information enabled us to find out what activities students already do and what they may consider to encourage them to become more active. Until recently, we had not produced a poster so students are aware of all college activities. Instead, single activities were advertised. Now they are all on one poster.

Students wanted free gym memberships and we are currently in discussions about that. We have started to offer free gym memberships through Recharge. Seated yoga is offered and yoga will be considered for next academic year. The daily mile has been introduced and step competitions to encourage students to take part in exercise. The free soup has helped students participate in sport without fainting.

For next year we will analyse all of this information to drive forward student health and wellbeing in a way that is student led and student focused.

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Paper 4

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**Learning & Teaching Committee****Credit Update 2018-19****Background**

Achieving our activity target is a key Outcome Agreement measure agreed each year with the Scottish Funding Council (SFC). An activity target of 44,431 credits was agreed for 2018-19 and the college has already achieved this. As reported at the previous Learning and Teaching Committee SFC allocated a further 551 credits to the college, bringing the overall target for 2018-19 to 44,982 credits.

**Current Position**

The college expects to achieve the revised target and the following table illustrates the current position.

<b>SFC target credits</b>	<b>44,982</b>
Actual credits delivered at 27 May 2019	45,284
Planned activity to be delivered by 31 July 2019	300
<b>Total estimated credits</b>	<b>45,584</b>
<i>Variance on SFC target</i>	<i>602</i>
Shortfall on curriculum planning target of 46,499	(915)

The credit position is monitored closely by the senior team and curriculum centres.

**Recommendation**

The Committee is invited to note the credit position presented in this paper.

**Jennifer McLaren**

Vice Principal, Finance and Curriculum Services

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### **Learning and Teaching Committee**

#### **Recruitment Update**

#### **Background**

This report presents a short summary of applications for full time and school programmes for 2019-20.

#### **Action**

The Learning and Teaching Committee is invited to discuss the report.

**Simon Earp**

Vice Principal, Curriculum & Enterprise

5 June 2019

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**Learning and Teaching Committee****Recruitment Update****Introduction**

This report presents a summary of applications for full time and school courses for 2019-20. Applications are reviewed by managers on a daily basis, and the introduction of the Power BI business intelligence tool has greatly assisted this activity.

**Table 1 – 2019-20 Applications (at 25 May 2019)**

<b>Curriculum Centre</b>	<b>2019-20</b>
Beauty Therapy and Hairdressing	598
Business and Creative	506
Childhood Practice and Sport and Fitness	976
Computing and Engineering	582
Construction and Motor Vehicle	523
Health, Social Care, Science & Social Science	1,009
Hospitality and Communities	485
<b>Total</b>	<b>4,679</b>

- 72% of applications are for FE courses
- 19% of applicants are current students
- 61% of applicants are female
- 9% of applicants live in SIMD10 areas
- Age of applicants is:
  - Under 16      19%
  - 16-19        43%
  - 20-24        13%
  - 25+            26%

Comparison with previous years presented in Tables 2 and 3 use actual numbers and do not make adjustments for changes in the curriculum. For example, we would expect to have received more applications for schools programmes as we have expanded Foundation Apprenticeship provision.

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**Table 2 – Full time comparative position over 3 years**

Centre Name	2017-18		2018-19		2019-20		% diff 2017-18 vs 2019- 20
	Apps	Offers	Apps	Offers	Apps	Offers	
Beauty Therapy and Hairdressing	479	165	436	126	421	204	-12%
Business and Creative	526	272	404	246	364	251	-31%
Childhood Practice and Sport & Fitness	898	580	855	556	829	561	-8%
Computing and Engineering	469	287	401	264	448	337	-4%
Construction and Motor Vehicle	448	159	353	173	324	173	-28%
Health, Social Care, Science & Social Science	1031	511	876	458	900	502	-13%
Hospitality and Communities	391	178	363	189	407	219	+4%
<b>Total</b>	<b>4242</b>	<b>2152</b>	<b>3688</b>	<b>2012</b>	<b>3693</b>	<b>2247</b>	<b>-13%</b>

- Full time applications are down 13% compared to 2 years ago but up by 1% on last year.
- Offers made are up 4% compared to 2 years ago, and up by 12% on last year.

**Table 3 – Schools comparative position over 3 years**

Centre Name	2017-18		2018-19		2019-20		% diff 2017-8 Vs 2019-20
	Apps	Offers	Apps	Offers	Apps	Offers	
Beauty Therapy and Hairdressing	133	39	147	65	177	83	+33%
Business and Creative	105	24	118	87	132	97	+26%
Childhood Practice and Sport & Fitness	85	0	90	54	130	68	+53%
Computing and Engineering	53	6	56	29	106	74	+100%
Construction and Motor Vehicle	128	30	122	51	192	87	+50%
Health, Social Care, Science & Social Science	35	21	70	33	98	53	+51%
Hospitality and Communities	43	18	66	29	74	42	+72%
<b>Total</b>	<b>582</b>	<b>138</b>	<b>669</b>	<b>348</b>	<b>909</b>	<b>504</b>	<b>+56%</b>

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- School applications are up 56% compared with two years ago and up 36% on last year.
- Offers made are up 265% compared with two years ago and up 45% on last year.
- The main contributing factor is the expansion of our Foundation Apprenticeship offer.

Table 4 – Overall full time target vs applications and offers by subject area

Centre Name	Target	Apps	Offers Made	% of applications to target	% offers made to target
Beauty Therapy	114	247	118	217%	104%
Hairdressing	90	174	85	193%	94%
<b>Beauty Therapy and Hairdressing</b>	<b>204</b>	<b>421</b>	<b>203</b>	<b>206%</b>	<b>96%</b>
Business	200	244	180	122%	90%
Creative	88	122	71	139%	81%
<b>Business and Creative</b>	<b>288</b>	<b>366</b>	<b>251</b>	<b>127%</b>	<b>87%</b>
Childhood Practice	286	565	370	198%	129%
Sport & Fitness	178	266	191	149%	107%
<b>Childhood Practice and Sport &amp; Fitness</b>	<b>464</b>	<b>831</b>	<b>561</b>	<b>179%</b>	<b>121%</b>
Computing	196	238	186	121%	95%
Engineering	204	211	151	103%	74%
<b>Computing and Engineering</b>	<b>400</b>	<b>449</b>	<b>337</b>	<b>112%</b>	<b>84%</b>
Construction	124	248	137	200%	110%
Motor Vehicle	46	77	36	169%	78%
<b>Construction and Motor Vehicle</b>	<b>170</b>	<b>325</b>	<b>173</b>	<b>191%</b>	<b>102%</b>
Health & Social Care	288	640	353	222%	123%
Science & Social Science	116	261	149	225%	107%
<b>Health, Social Care, Science &amp; Social Science</b>	<b>404</b>	<b>901</b>	<b>544</b>	<b>223%</b>	<b>135%</b>
Assisted Programmes	46	86	34	187%	74%
Communities	44	101	44	230%	100%
Hospitality	154	221	141	144%	92%
<b>Hospitality and Communities</b>	<b>244</b>	<b>408</b>	<b>219</b>	<b>167%</b>	<b>90%</b>
<b>Total</b>	<b>2174</b>	<b>3701</b>	<b>2246</b>	<b>170%</b>	<b>103%</b>

*Areas of concern flagged in red indicate:*

- Application rate less than 140% of target
- Offers made less than 100% of target

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- Areas of concern for applications are for Business, Creative, and Engineering.
- Areas for concern in relation to offers are for Hairdressing, Business, Creative, Computing, Engineering, Motor Vehicle, Assisted Programmes and Hospitality.
- A list of at risk courses has been drawn up and decisions will be taken week commencing 27 May on which courses will be withdrawn and additional programmes added. Where programmes are cancelled applicants will be offered alternative options.

### **Simon Earp**

Vice Principal, Curriculum and Enterprise

6 June 2019

## West Lothian College

5 June 2019

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### Learning and Teaching Committee

#### Outcome Agreement 2018-19 Progress Update

This report provides an update on progress against targets in the 2018-19 Outcome Agreement.

The key target is achieving the volume of credits agreed and National Measures 1(a), 1(b), 1(c) and 1(d) relate to this. In summary:

- The college is on track to achieve the original target of 44,431, as well as the revised target of 44,982 (see Paper 4)
- A lower than planned proportion of credits has been delivered to young students (aged 16-24)
- A significantly higher proportion of credits has been delivered to young students (aged 16-24)
- The proportion of credits delivered to students in the most deprived 10% postcode areas is significantly higher than planned which is a positive development
- The proportion of credits delivered to students with a known disability is significantly higher, in large part due to an increasing number of students suffering from poor mental health
- The proportion of credits delivered to students who are care experiences is significantly higher.

While it is positive that a higher number of students than anticipated are declaring a need for additional support, this has placed additional demand on finite human and financial resources in the college.

In relation to National Measure 2(a) the number of senior phase pupils studying vocational qualifications is significantly less than planned. This appears to be due to a planning assumption based on an incorrect interpretation of SFC guidance.

The college is under target on the proportion of credits delivered to students enrolled on STEM courses, National Measure 3

#### Action

The Learning and Teaching Committee is invited to discuss the report.

**Simon Earp**

Vice Principal, Curriculum & Enterprise

5 June 2019

## SFC OUTCOME AGREEMENT TARGETS FOR 2018-19

OA National Measure	Target 2017-18	Actual 2017-18	Target 2018-19	November 2018-19	February 2019	May 2019
<b>1(a)* The volume of Credits delivered</b>						
Core Credits target (region)	43,016	44,106	43,646		43,646	43,646
% towards core Credits target (region)	-	101%	-		99.1%	100.0%
The volume of Credits delivered (ESF)	972	1,188	785		1,109	906
The volume of Credits delivered (core + ESF)	43,988	45,294	44,431	41,525	44,373	44,950
Proportion of Credits delivered to learners aged 16-19	44%	41%	44%	44%	43.6%	42.9%
Proportion of Credits delivered to learners aged 20-24	17%	16%	17%	15%	14.4%	14.1%
<b>1(b)(ii) The proportion of Credits delivered to full-time learners aged 16-19 and 20-24</b>						
Proportion of Credits delivered to full-time learners aged 16-19	37%	51.9%	38%	51.1%	51.9%	52.0%
Proportion of Credits delivered to full-time learners aged 20-24	13%	15.6%	10%	16.7%	15.7%	15.5%
<b>1(c)* The proportion of Credits delivered to learners in the most deprived 10%</b>						
Proportion of Credits delivered to learners in the most deprived 10% postcode areas	6%	8%	6%	7.9%	8.2%	8.5%
<b>1(d) The proportion of Credits relating to learners from different protected characteristic groups and Care Experienced</b>						
Proportion of Credits delivered to Male learners	42%	38.4%	44%	39.5%	39.5%	39.02%
Proportion of Credits delivered to Female learners	58%	61.6%	56%	60.4%	60.4%	60.9%
Proportion of Credits delivered to BME learners	3.5%	3.7%	3.5%	3.8%	3.8%	3.8%
Proportion of Credits delivered to students with a known disability	20%	19.0%	18%	21.7%	22.2%	22.5%
Proportion of Credits delivered to students with Care Experience	0.6%	1.2%	0.3%	4.7%	4.5%	4.3%
<b>2(a)* The number of senior phase pupils studying vocational</b>						
Proportion of Credits delivered to senior phase age pupils studying vocational qualifications delivered by colleges	339	554	550	592	159	164
Proportion of Credits delivered to learners at S3 and above as part of 'school-college' provision <sup>*a</sup>	3.1%	4.2%	3.7%	4.1%	2.0%	2.2%
Proportion of Credits delivered to learners at S3 and above as part of 'school-college' provision <sup>*a</sup>	4.0%	4.4%	4.4%	4.2%	4.5%	4.6%
Proportion of Credits delivered at HE level to learners from SHEP schools	5.9%	13.6%	2.0%	15.7%	14.9%	12.2%
<b>3. The proportion of Credits delivered to learners enrolled</b>						
Proportion of Credits delivered to learners enrolled on STEM courses	25.5%	22.2%	26%	23.6%	24.3%	23.1%
<b>4(a)* The proportion of enrolled students successfully achieving a recognised</b>						
Percentage of FTFE enrolled students achieving a recognised qualification	66%	65.5%	65%	-	-	-
Percentage of PTFE enrolled students achieving a recognised qualification	75%	78.7%	79%	-	-	-
Percentage of FTHE enrolled students achieving a recognised qualification	73%	69.8%	73%	-	-	-
Percentage of PTHE enrolled students achieving a recognised qualification	75%	78.5%	76%	-	-	-

<sup>\*a</sup> Figures for 2(a) adjusted into percentages for consistency

2(a) Number and percentage corrected to meet with SFC ROA technical guidance specification, Previous figures incorrectly showing all qualification aims, technical guidance limits this to a small range of qualification aims.

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OA National Measure	Target 2017-18	Actual 2017-18	Target 2018-19	November 2018-19	May 2019
<b>4(b)* The proportion of enrolled MD10 students successfully achieving a recognised qualification</b>					
Percentage of MD10 FT FE enrolled students achieving a recognised qualification	80%	74%	61%	-	-
Percentage of MD10 PT FE enrolled students achieving a recognised qualification	75%	80%	74%	-	-
Percentage of MD10 FT HE enrolled students achieving a recognised qualification**	75%	63%	75%	-	-
Percentage of MD10 PT HE enrolled students achieving a recognised qualification**	55%	87%	50%	-	-
<b>4(c)* The proportion of senior phase age pupils successfully achieving a vocational qualification delivered by colleges</b>					
Percentage of senior phase FT FE pupils achieving a vocational qualification	65%	53%	-	-	-
Percentage of senior phase PT FE pupils achieving a vocational qualification	65%	67%	70%	-	-
Percentage of senior phase FT HE pupils achieving a vocational qualification	-	-	-	-	-
Percentage of senior phase PT HE pupils achieving a vocational qualification	65%	76%	71%	-	-
<b>4(d)* The proportion of full-time enrolled Care Experienced students successfully achieving a recognised qualification</b>					
Percentage of CE FT FE enrolled students achieving a recognised qualification**	n/a	69%	53%	-	-
Percentage of CE FT HE enrolled students achieving a recognised qualification**	n/a	67%	67%	-	-
<b>4(e)* The proportion of full-time FE enrolled students aged 16-19 successfully achieving a recognised qualification</b>					
Percentage of FT FE enrolled students aged 16-19 achieving a recognised qualification	n/a	68%	65%	-	-
<b>5. The number of starts for contracted apprenticeships (including industry bodies such as CITB and SECTT)</b>	70	138	75	-	-
<b>6. The proportion of full-time learners with substantial 'work placement experience' as part of their programme of study</b>					
Proportion of full-time learners with substantial 'work placement experience' as part of their programme of study	n/a	10%	70%	-	-
<b>7.* The proportion of successful students who have achieved HNC or HND qualifications articulating to degree level courses with advanced standing</b>					
Proportion of successful students who have achieved HNC or HND qualifications articulating to degree level courses with advanced standing	45%	-	50%	-	-
<b>8.* The proportion of full-time college qualifiers in work, training and/or further study 3-6 months after qualifying</b>		2016-17 actual			
Proportion of full-time FE college qualifiers in work, training and/or further study 3-6 months after qualifying	96%	95%	96%	-	-
Proportion of full-time HE college qualifiers in work, training and/or further study 3-6 months after qualifying	98%	98%	98%	-	-
<b>9. The percentage of students overall, satisfied with their college experience (SSES survey)</b>	85%	2017-18 actual			
Percentage of FT students overall, satisfied with their college experience	n/a	93%	95%	-	-
Percentage of PT students overall, satisfied with their college experience	n/a	n/a	95%	-	-
Percentage of distance learning students overall, satisfied with their college experience	n/a	n/a	98%	-	-
<b>10 Gross carbon footprint (tCO2e)</b>	29 tons CO <sup>2</sup>	-	1,326	-	-

## **Learning & Teaching Committee**

### **Enhancement Plan 2018-21**

#### **Background**

This paper provides the Learning and Teaching Committee with an overview of work completed from March to May 2019 to achieve Enhancement Plan milestone actions for 2018-19.

#### **Action**

The Learning & Teaching Committee is invited to note this paper.

**Jenny Stalker**

Head of Quality and Learner Services

5 June 2019

**West Lothian College**

5 June 2019

**Learning and Teaching Committee****Enhancement 2018-21****Monitoring of the Enhancement Plan**

The Enhancement Plan has been an agenda item as part of Quality Improvement in Learning, Teaching and Services (QUILTS) evaluations in December 2018 and will be an integral part of forthcoming end of year QUILTS evaluations.

The plan is included as an agenda item for discussion at Quality Compliance and Learner Services Committee and Curriculum Committee meetings, and progress is reported to Senior Team and the Board of Governors. A Quality Enhancement Steering Group, comprising Education Scotland, the Scottish Funding Council (SFC), the Student Association and senior managers meets quarterly to review progress on the plan. The next Quality Enhancement Steering Group will take place in June 2019.

The table below highlights high level progress made to date to achieve the strategic actions identified in the Enhancement Plan.

**AREA FOR DEVELOPMENT – DATA QUALITY AND USAGE****Progress on milestone actions for 2018-19**

- Power BI business intelligence tool is now in place and was rolled out to managers in December 2018. Additional training has taken place to enable more detailed analysis of real time data and there is clear evidence of curriculum and service managers using the tool to monitor student performance, applications and to inform curriculum planning. Additional dashboards have been added by the Student Systems team as managers' awareness of the potential of the tool increases.
- Online pre-enrolment is scheduled to launch for full time and senior phase school pupils in June 2019.
- The roll out of Student Advantage to all full time students commenced in January 2019. The Student Association is gathering student feedback on usability. The facility will be extended to part time students in 2019-20. Current level of use by students to enhance course progress and career management has yet to be evaluated.
- Data analytics are being used to plan course recruitment and improve gender balance. The *Women into STEM* course is on track to produce a high successful completion with almost all students progressing on to further study in 2019-20.

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- The overall response rate for the Student Satisfaction and Engagement Survey for full time FE and HE students was 61% - a 30.7% increase on the previous year's return. Engagement in the survey was tracked on a weekly basis and reported to curriculum centres for progress. Survey responses will be included in the Power BI dashboard in 2019-20, using the 2017-18 data set as a baseline.
- The Student Engagement Committee meets monthly and the Student Association meets monthly with the Principal to evaluate student feedback.
- Workforce Development has completed an equality plan for Skills Development Scotland reporting on equality actions.
- SPARKLE reports reflecting the second in-year student evaluation have been completed and circulated to all curriculum centres and will inform QUILTS end of year evaluations.
- Curriculum planning has not yet made full use of the availability of data analytics for the 2019-20 cycle. Data systems allow for improved sector benchmarking to be explored and used for action planning but we are not yet making full use of this to inform decisions on curriculum planning and design.

**AREA FOR DEVELOPMENT – CURRICULUM PLANNING AND PORTFOLIO REVIEW****Progress on milestone actions 2018-19**

- While the curriculum plan for 2019-20 was developed to deadline, we did not plan effectively to meet a number of in-year changes that have required further work on the plan.
- Improved statistical data and data analytic tools are now available and are supporting improved curriculum analysis and decision making. There has been improved engagement with schools at strategic and operational levels. Schools courses will commence on 4 June 2019.
- The Regional STEM Hub has been established and includes work on tackling gender imbalance in STEM subjects. Fourteen women were recruited to the *Women into STEM* course in January 2019 and all are on track to progress to further study in 2019-20. The DYW regional group is represented on the Regional STEM Hub with joint events with the college planned.
- The Workforce Development team is delivering a Train the Trainer course mentoring women apprentices into STEM areas at a national level and to support

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gender balance in apprenticeship recruitment.

- The Equalities and Gender action plans include priorities to work towards improving gender balance on identified courses. The Lego League Challenge held on 2 February 2019 included a team of Girl Guides and primary and high schools teams with a male/female balance.
- The Childhood Practice curriculum centre has initiated a project to support the recruitment of men into early years and tackle gender stereotypes amongst S3 male pupils. Lecturers have participated in Forest Walk Training, established a Forest Classroom on the campus, and introduced an accredited unit as part of learning and teaching. Supported by the Men into Early Years Challenge Fund (one of just two such projects funded by SFC), the college is challenging gender perceptions of S3 boys, is 50% achieved.
- A *Girls into Football* course has been introduced for schools pupils for 2019-20.
- The Childhood Practice Centre Head and Depute Centre Head continue to engage with the West Lothian and Forth Valley Regional Improvement Collaborative.
- In collaboration with curriculum staff, the Support for Learning model has been reviewed for 2019-20 to bring learning support closer to students.
- An articulation agreement is now in place with Queen Margaret University for HNC Childhood Practice graduates with advanced standing to year 2 of the university's new primary education degree. Business and Creative graduates now have articulation to year 2 in accounting at Heriot Watt University.
- Employer engagement events have taken place across all curriculum centres. The Business and Creative Centre held its inaugural Employer Advisory Group in March.

#### **AREA FOR DEVELOPMENT – IT INFRASTRUCTURE AND ESTATES DEVELOPMENT**

##### **Progress on milestone actions 2018-19**

- See Annex A
- Refurbishment of the Street Building will go ahead in July 2019. Plans have been finalised and the decanting phase will commence 10 June 2019. Services will be in place for students commencing August 2019.

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- A 10-year strategic planning process is underway. The Principal has conducted a series of consultations with employers, stakeholders and staff. Board members and college managers participated in a strategic planning workshop on 23 May 2019.
- Staff are largely using Moodle as a repository for teaching materials and we are making insufficient progress in real development of online learning.
- A substantial part of employee induction is now delivered through Moodle.
- A student handbook is being developed for 2019-20 to be available through Moodle.
- The college is working with Edinburgh Napier University to correct weaknesses in the IT infrastructure. This work will be completed by July 2019.
- WIFI upgrade will be implemented by July 2019.
- The shared service agreement with West Lothian Council is being reviewed but will continue for a further three years.

**AREA FOR DEVELOPMENT – ATTAINMENT****Progress on milestone actions 2018-19**

- The support for learning model has been reviewed and bespoke models agreed with curriculum centres.
- Curriculum centres continue to make good use of course risk assessments to review FE and HE course progress.
- 86% of planned learning and teaching observations have been completed with 48% of those completed uploaded to Moodle. Eleven observations have not been planned due to staff absence.
- The Student Association has completed the second SPARKLE survey. Feedback has been completed and circulated to all curriculum and service staff to influence continuous improvement.
- The college health and wellbeing strategy was completed after consultation with staff.
- Student Attainment short life working group completed a Learner Attainment Plan

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for 2019-20. The purpose of this short life working group was to identify added value actions to be implemented in-year with a view to enhancing opportunities for student attainment. One key action identified is the production of a Student Handbook that will provide clear, user friendly and accessible information for students on support services.

- External verification visits are progressing well with 23 reports of High Confidence to date.

While progress is good, we have received two negative reports, one of reasonable confidence with required actions for Communications and, more seriously, one minimal confidence report for Applied Science Graded Unit 1. Both of these issues have arisen from the use of outdated unit specifications and a failure in the prior and internal verification process. In both cases, students had been assessed against out of date standards and assessor decisions were not valid and reliable. The impact of this is that students are currently being re-assessed resulting in additional work for them at a critical point in their studies.

- Revised Professional Standards for lecturing staff have been embedded in the Professional Learning Review progress for teaching staff. Staff will participate in a review between now and September 2019.
- The Student Association has achieved significant success this year through development of its Student Mental Health Strategy, winning the NUS Scotland *Student Association of the Year* award and being runner up in the SPARQS *Student Engagement* award. The Student Association has made a submission for the Healthy Body Healthy Mind Awards in June 2019 and LGBT Charter.

**Conclusion**

Progress on enhancement actions is generally good and we are on track to complete all milestone actions by June 2019. The areas noted below will continue to be developed and worked on in 2019-20, as will evaluation of the impact of this work on the student experience:

- Application of data analytics to curriculum planning and design
- Systems and infrastructure development
- Embedding quality assurance processes
- The establishment of Employer Engagement Advisory Groups

**Jenny Stalker**

Head of Quality and Learner Services

5 June 2019

## West Lothian College

5 June 2019

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### ANNEX A – UPDATE TO STAFF ON INFRASTRUCTURE DEVELOPMENTS

Dear Colleague

I want to update you on progress being made on a range of concerns you have raised with me since September 2018. At the all-staff conference in February I mentioned that feedback from staff and students had influenced a number of decisions on investment in IT, estates, and curriculum resources. This email provides more detailed information on what we are doing.

#### Background

Feedback from postcards from colleagues at the all-staff meeting in August 2018, my *Getting to know you* sessions in September, and the *Shaping our Outcome Agreement* sessions in January was very useful in understanding some of the challenges we face. These concerns were reinforced by students in the first round of SPARKLE evaluation in November. Three of the most commonly raised issues were:

- 1 Poor configuration of space on the campus, in particular the co-location of the *Support for Learning* team and the teaching pods on the first floor of the Street building
- 2 Dated computer equipment, absence of student email accounts and poor WiFi connectivity
- 3 The age and condition of many of our curriculum resources.

Through a combination of prudent financial management, existing college funds, and additional funding from SFC and others, we have managed to allocate over £500,000 to improve IT and curriculum resources in this academic year. Further funding will be used in the remainder of this financial year to reconfigure the Street building and create additional classrooms in Pavilion A.

Planned improvements are summarised below.

#### Improving our Campus Buildings

At my drop-in sessions many of you told me that there are areas of the college that are no longer fit for purpose. From these meetings and feedback from students it was clear that the main area of the college that needed immediate attention was the Street building. In particular, many of you said that the *Support for Learning* team did not have enough work space for staff and insufficient private space for supporting students. We also received negative student feedback about the pod teaching areas.

I asked Jennifer McLaren (Vice Principal of Finance and Curriculum Resources) and Paula White (Facilities Manager) to meet all curriculum and support managers to find out what they viewed as priorities for improving the configuration of space on our

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campus. Managers were encouraged to engage with their teams in this process and their feedback confirmed the Street building as the main priority.

As we don't have the funding to do everything we need to do in one year, we will spread the work over two years. Phase one will focus on reconfiguring the first floor over the next few months. Phase two will modernise the ground floor to create more flexible, modern, informal spaces for learning in the library. Therefore, over the next few months the Estates team will lead work to reconfigure and refurbish the top floor of the Street building which we hope to complete prior to the return of curriculum staff. The changes are as follows:

### The Street Building – Phase 1

- *Support for Learning, Student Funds, and Student Advice* teams will be located at the right-hand side of the first floor (formerly known as Spectrum) to create a one-stop shop for student services.
- *Support for Learning* staff will have access to private rooms in that area and will have additional private meeting room space for students at the back of the library (the ECDL facility will be relocated).
- Staff in the *Commercial and Marketing, Schools and Employer Engagement, Workforce Development* and *CHS Learning Academy* teams, and the Procurement and GDPR Officers, will move to the left-hand side of the first floor (formerly known as the Access Centre) in the space currently occupied by the teaching pods.
- The *Facilities Management (FM)* team will move to the space vacated by the *Support for Learning* team and the area currently occupied by the *Estates* team will be converted into meeting rooms.
- The *Finance* team will move to where the *HR* team is currently located, which will free up space to create additional seating for students waiting to be supported by staff supporting the one-stop student services area.
- The IT team will remain where they are.
- Additional meeting rooms will be created on the left-hand side of the first floor.

### Pavilion A

- Three/four (two with adjoining folding door) new classrooms will be created Pavilion A to replace the two pod teaching areas in the Street building.
- The *HR* team will move to the Doyle Room on the first floor of Pavilion A to provide a more private and confidential environment in which to support staff.

Paula is currently drawing up plans and applying for building warrants to allow us to complete the project. When the plans are finalised we will place a copy in the staff room for you to view.

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### The Street Building – Phase 2

The second phase of work on the Street building will take place in summer 2020 and, subject to available funding, we aim to:

- Reconfigure the library as a state-of-the-art learning resource centre.
- Refurbish the foyer space to be more usable as a social space for students, and improve the reception area.
- Modernise the Email Café and Coffee Pod spaces to support informal learning outwith break times.

### 1 Modernising Curriculum Resources

Our *FM* team have done, and continue to do, an excellent job in maintaining the fabric of our buildings and open spaces. It is clear, however, that some of our workshops, classrooms and curriculum resources need to be transformed into modern learning and teaching spaces, properly supported by up-to-date AV equipment and computers.

To initiate a rolling programme of ongoing investment in curriculum resources, we allocated approximately £300,000 in this financial year to achieve the following priorities across curriculum areas:

- Centre for Health and Social Care, Social Sciences and Science
  - Complete the healthcare suite
  - New manikins and AV equipment
- Centre for Childhood Practice and Sport and Fitness
  - Replace dated and broken gym equipment
  - Create an outdoor forest classroom for the Childhood Practice curriculum
- Centre for Computing and Engineering
  - Establish a new bespoke Cyber Security Lab in room PAG16
  - Replace dated and broken machines in the engineering workshop
- Centre for Construction and Motor Vehicle
  - A hybrid car and safety testing system to support the Motor Vehicle curriculum
  - Upgrade plumbing and carpentry and joinery equipment
  - New chairs in classrooms
- Centre for Hair & Beauty
  - New lockers and chairs for the nail bar and hair salon
  - IT equipment for the dispensary
- Centre for Business and Creative
  - Replace ageing Apple Macs in the art classrooms
  - Completed the collaboration teaching space (in Studio 3)
- Centre for Hospitality and Communities

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- New combi oven and industry-standard ice cream maker for the training kitchen
- Support for Learning/Library
  - IT equipment, and new software and tools to support students who have additional learning needs.

## 2 Upgrading our Digital Infrastructure

It is clear that the college needs a significant boost in IT resources – human, physical and digital – to enable you to deliver the best possible learning and teaching experience for our students. The following summarises what we have done in recent months and what we plan to do in the months ahead:

- In September, we separated the ICT team from the Estates team to enable Brian Smillie to focus solely on addressing IT problems across the college. We also recruited an additional technician to the ICT team.
- After receiving a report from Napier University on what we need to do to strengthen and build the resilience and security of our network, we submitted a successful bid to the Scottish Funding Council for funding. The ICT team will work with IT experts from Napier over the next few months to make the necessary improvements.
- We completed a wireless survey and are now in the process of making sure we have a fit for purpose wireless network installed prior to the new session in August.
- We introduced a range of student resources including access to WiFi, college email accounts, and Student Advantage which enables students to check their attendance and unit progress.
- We rolled out the business intelligence tool, PowerBI, to provide better live access to recruitment, retention and attainment data for managers to make more informed decisions.
- We have started a rolling programme of replacing the oldest computers on the campus –
  - 400 new computers have been purchased, mainly for classrooms but including 55 laptops for *Social Science* and *Support for Learning* staff
  - 60 new monitors have been located in Computing classrooms PBF2, PBF3 and PBF4
  - PCG9 science has a Promethean Panel fitted and PCF9 will have a new Samsung 75" TV
  - PDG3 and T2F7 will have new Promethean panels fitted which means that each building will have a modern Promethean panel accessible to different curriculum centres
  - New PC's for staff in *HR, MIS, Finance, Student Advice* and *CHS Learning Academy*.

## West Lothian College

5 June 2019

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### Conclusion

I hope you will see from what is included in this update that we have taken very seriously the feedback you have given me over the past few months. While I acknowledge that there is much more to do, the work that will be carried out over the next four months is a good start.

It is going to be a very busy few months for the *Estates* and *ICT* teams. There will be some disruption for those of you who work in the Street building and we will do our best to minimise this.

If you have any questions on anything in this update, please feel free to contact me.

**Jackie Galbraith**

Principal and Chief Executive

7 May 2019

**West Lothian College**

5 June 2019

**Learning and Teaching Committee****College Key Performance Indicators***Credit Activity*

	2016-17	2017-18	2018-19 Target	2018-19 Actual (at 27/5/19)
<b>Credits delivered</b>	44,085	45,326	44,431	45,284

*Student Performance*

	College 2016-17	Sector 2016-17	College 2017-18	Sector 2017-18	2018-19 (at 27/5/19)
<b>FE Full Time</b>					
Withdrawals	26.4%	25.1%	24.7%	25.1%	23.3%
Partial success	11.7%	9.6%	9.8%	8.8%	-
Completed success	61.9%	65.3%	65.5%	66.1%	-
<b>HE Full Time</b>					
Withdrawals	16.2%	17.2%	17.3%	18.4%	17.0%
Partial success	11.3%	11.1%	12.9%	10.3%	-
Completed success	72.5%	71.6%	69.8%	71.3%	-
<b>FE Part Time</b>					
Withdrawals	8.9%	10.0%	7.8%	10.2%	6.8%
Partial success	13.4%	12.9%	13.5%	11.6%	-
Completed success	77.7%	77.1%	78.7%	78.2%	-
<b>HE Part Time</b>					
Withdrawals	9.3%	8.1%	10.6%	8.4%	6.7%
Partial success	16.1%	13.4%	10.9%	11.2%	-
Completed success	74.6%	78.6%	78.5%	80.4%	-

At this stage, all key performance indicators are positive compared with the previous year. However, it is likely that there will be further withdrawals.

**Action**

The Learning and Teaching Committee is invited to note the report.

**Jennifer McLaren**

Vice Principal, Finance &amp; Curriculum Services

5 June 2019

## **Learning and Teaching Committee**

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

This paper provides an overview of quality activities in the period March to June 2019.

The attached report is supported by two separate papers:

- Enhancement Plan Progress Update
- Student Association Report.

### **Action**

The Learning and Teaching Committee is invited to note the report.

**Jenny Stalker**

Head of Quality and Learner Services

5 June 2019



# **Quality Assurance and Enhancement Report**

**May 2019**

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## **Introduction**

This report provides the Learning and Teaching Committee an update on quality activity carried out from March to June 2019. Our current focus is on ensuring students are being positively supported to complete the academic year having achieved their qualification. Centres are working hard to ensure student success is not negatively impacted by ongoing EIS industrial action.

The second round of Student Association SPARKLE surveys have been completed and circulated to curriculum centres to inform evaluation activities taking place during June.

## **Curriculum Planning**

A short life working group was established in January 2019 to develop a Learner Attainment Plan by evaluating current practices in academic and support centres with a view to developing quality improvement actions that will impact positively on student attainment. The plan has identified 5 key areas to be targeted:

- Pre-entry and student induction services
- Building relationships
- On course support
- Course engagement and motivation
- Self development supporting student success

The plan has been circulated for action and is being monitored through the Quality Compliance and Learner Services Committee.

## **Quality Assurance**

### *External Verification*

The college has experienced 26 external verification visits to date, with 42 still to take place mainly in the next three weeks. From the 26 completed visits we received 23 reports of High Confidence, one Not Accepted report and two reports of Reasonable Confidence.

Issues resulting in sanctions have arisen from the use of outdated unit specifications and a failure in the prior and internal verification process. In two cases, Communications and Applied Science, students had been assessed against out of date standards and assessor decisions were not valid and reliable. The impact of this is that students are currently being re-assessed resulting in additional work for them at a critical point in their studies.

The third reasonable confidence report is for SECTT Electrical courses and has been queried by the college as inaccurate. We await a response from the awarding body but are confident that sanctions in this case will be lifted.

Curriculum staff are working to meet the required actions from these reports and are confident that there will be no negative impact on student results.

Notes of good practice included:

*“Candidates have access to a key lecturer in addition to the subject lecturer, who can be approached at any time to address queries or concerns regarding assessment” (Accounting and Finance)*

*“Students are given time to complete question banks in a quiet environment and receive any support required” (Professional Cookery)*

As noted in the March report, with the exception of Workforce Development, we hope to have all verification activity completed by 31 May as the student year ends on 5 June 2019. We are monitoring the effects of industrial action to ensure this work is completed to schedule and to mitigate against any negative impact on student results.

## **Quality Improvement and Enhancement**

### *Evaluative Report and Enhancement Plan*

The second quality enhancement steering group will be held between the college, Education Scotland, the Scottish Funding Council (SFC) and the Student Association on 17 June 2019. Progress on our Enhancement Plan will be reviewed at this meeting. A separate paper detailing progress on the Enhancement Plan is included for the Committee’s information.

### *QMS4VET (Quality Management Systems for Vocational Education and Training) project update*

The best practice sharing event took place from 13 to 16 May 2019. Fifteen partners attended the event from the Netherlands, Austria, Finland, Portugal and Scotland. College staff from the Construction and Motor Vehicle, Support for Learning, Student Association, Childhood Practice, Workforce Development, and Quality teams participated in presentations and discussions, and worked with European partners to carry out a SWOT analysis of our processes. The report will be received in due course and will inform quality improvement actions for student support services for 2019-20.

## **SFC Student Satisfaction and Engagement Survey**

The college has returned a Student Satisfaction and Engagement Survey result for 2018-19 of 49% of full time FE students to the SFC, an improvement on the 2017-18 return of 30.3%. The results of this survey, when published, will be used to triangulate internal student feedback.

## **Investors in People**

The Investors in People assessment week takes place from 27 to 30 May 2019. Thirty per cent of staff will be interviewed as part of the assessment. The final Investors in People Report will give the college feedback

## Learning and Development

### *College-wide Learning and Development Plan*

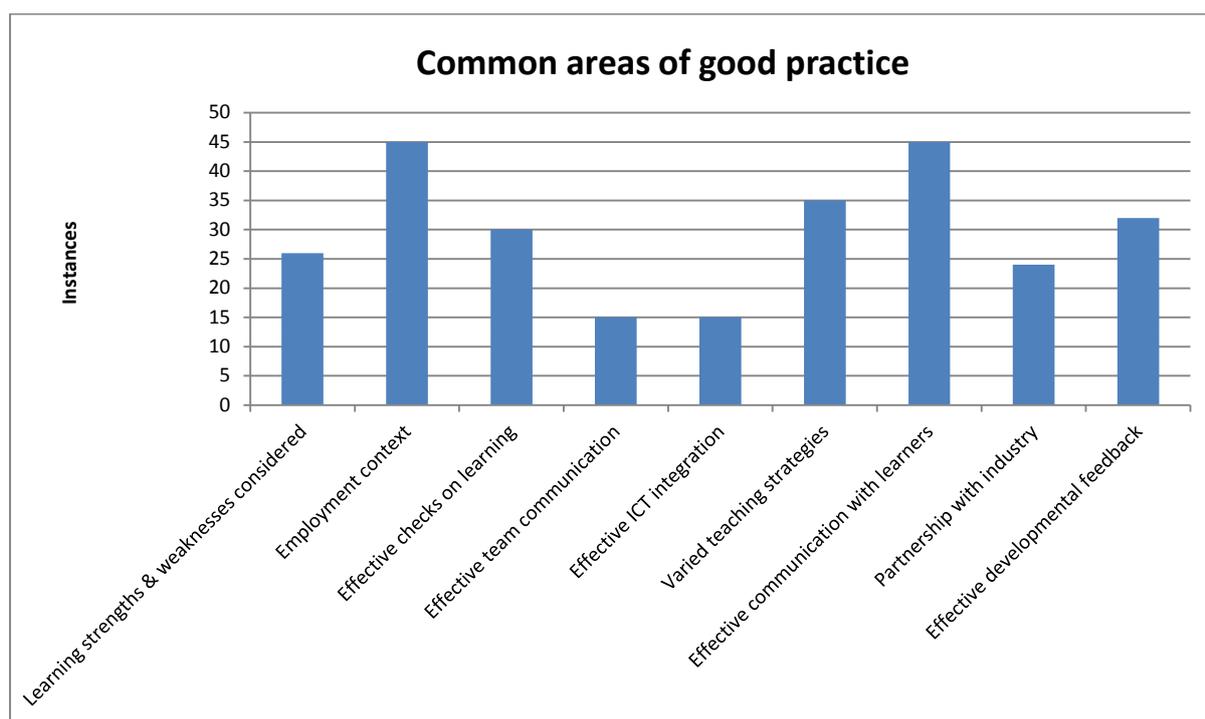
All requests for staff development that have come through the Professional Learning Plan review process have been met within budget. The College Team engaged in corporate parenting training on 3 May 2019, delivered by Who Cares Scotland to update managers on the responsibilities of being a corporate parent.

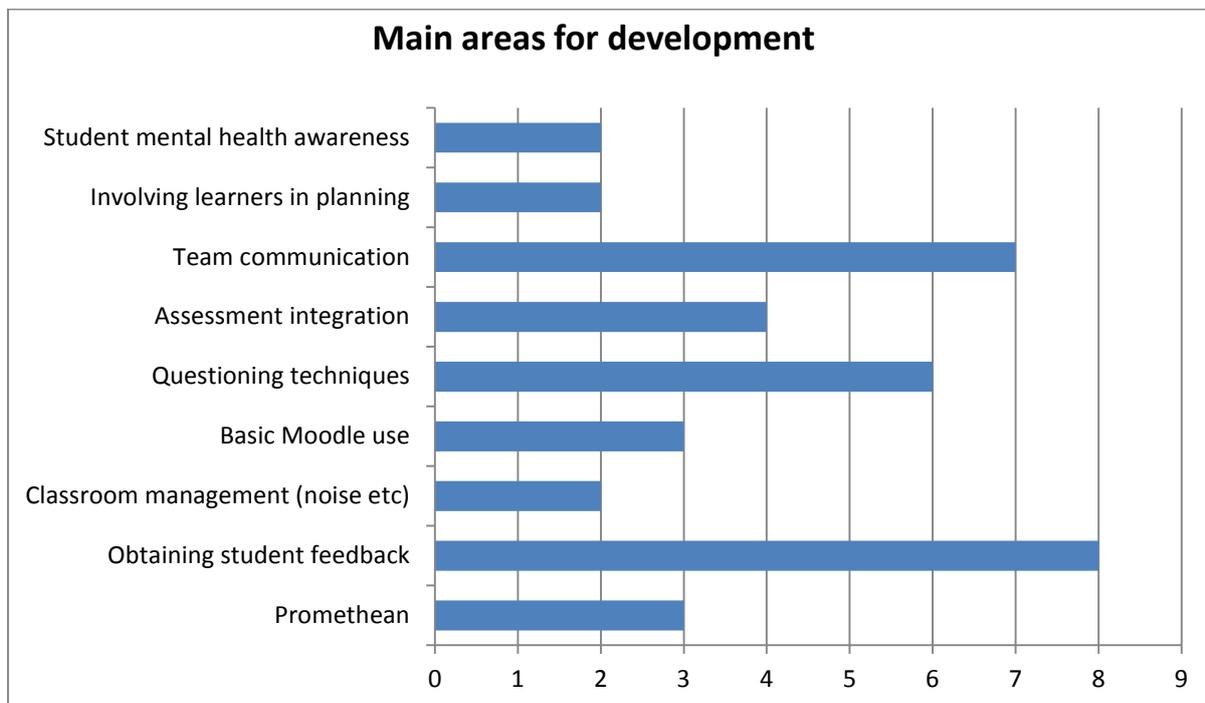
### **Embedding the Professional Standards for Lecturers**

The Professional Learning Plan review process has been revised to embed the new professional standards for lecturers. Staff will engage in personal evaluation of performance against the standards prior to engaging with an interview with their line manager. Discussions are ongoing, as part of the national bargaining process, between Colleges Scotland, the General Teaching Council Scotland and the EIS on registration for college lecturers.

### **Teaching Observations**

86% of planned teaching observations have been completed to date, and those not yet planned are due to staff absence. Points of good practice and identified areas for development are noted from observations are detailed below.





## College Events

### *Celebrating Success, 20 June 2019*

The Celebrating Success ceremony takes place at Livingston Football Club on 20 June 2019. We have introduced new categories of STAR awards for this year and a revised judging process. Nominations will be reviewed and selected by the a panel comprising Board members and the Student Association, chaired by the principal.

### *SVQ Awards Ceremony*

The SVQ Awards Ceremony will follow the Celebrating Success event on 20 June 2019. This year we are extending the ceremony to encourage engagement from employers.

## Equalities

The Equalities Mainstreaming Report was published in April 2019. The report provides a two year progress update on the college's work to comply with our public sector equalities duties and to mainstream equalities work.

## Period Poverty

We are coming to the end of the first year of providing this service for students. The project has been a success and we have effectively rolled out the educational element of the project to raise awareness on products and sustainability. A return has been submitted to the Scottish Funding Council to report on uptake of the service and associated costs. Funding will continue for the project in 2019-20.

### **Jenny Stalker**

Head of Quality and Learner Services  
5 June 2019

## **Learning & Teaching Committee**

### **Committee Remit Review**

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

The remit was last reviewed in June 2018 and it has been agreed that the remit should be reviewed on an annual basis.

One minor amendment is recommended following discussion at the Committee Self Evaluation which considered including an annual 'Deep Dive' into the Committee remit.

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.

**Karine McNair**

Secretary to the Board of Governors

5 June 2019

## West Lothian College

5 June 2019

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### 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;

## West Lothian College

5 June 2019

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- 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;
  - i\_ Reviewing relevant recommendations from external monitoring and awarding bodies;
  - ij Undertaking an annual Deep Dive into a strategic learning and teaching issues which has been identified by the Committee;
  - jk\_ Reviewing the minutes from the meetings of the Learner Attainment Sub Group - a short-life working group expected to continue until October 2019.

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### 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: June 2018  
Last approved by the Board: June 2018  
Date for next review: June 2019

## **Learning & Teaching Committee**

### **Learning and Teaching Committee Development Plans**

June 2018 – May 2019

The Development Plan ended in May 2019 and the final version is provided for information.

June 2019 – May 2020

Following the Committee Self-Evaluation in March 2019, a new Development Plan has been drafted to take into account the points raised in the evaluation discussion. Specific points have been added (shown as highlighted) and the general structure of the Development Plan has been carried forward for the new Committee cycle.

### **Action**

The Committee is asked to discuss the new Development Plan and agree the plan for the period to May 2020.

**Karine McNair**

Secretary to the Board

05 June 2019

## **Learning & Teaching Committee**

### **Learning and Teaching Committee Development Plan 2019**

June 2018 – May 2019

#### **Membership**

New member, Elaine Cook joined.

New chair to be selected.

#### **Remit**

Annual review of remit – reviewed June 2018.

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

Campus visit including briefing on extended learning support - June 2018

Campus visit to Business & Collaborative Classroom – December 2018

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

Extraordinary Meeting to discuss Evaluative Report & Enhancement Plan – Oct 2018

Deep Dive 'Applications & Recruitment' – December 2018

Board Away Day – May 2018

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

No current issues

#### **Self-Evaluation**

Annual self-evaluation of Committee – March 2019

Final: June 2019

## **Learning & Teaching Committee**

### **DRAFT Learning and Teaching Committee Development Plan 2020**

June 2019 – May 2020

#### **Membership**

New chair to be appointed.

Possibility of an additional member to strengthen size of Committee.

#### **Remit**

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

Next review to add annual 'Deep Dive' to formal remit of Committee.

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

Campus visit?

Presentation?

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

Deep Dive?

Board Away Day – May 2020

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

Encourage members of others Committee's to come and observe L&TC meetings.

#### **Self-Evaluation**

Annual self-evaluation of Committee – scheduled for March 2020

Draft: June 2019