West Lothian College
Learning and Teaching Committee
3 June 2020 at 10.00am

Agenda			**Paper**	
1	Welcome/Apologies			
2	Declarations of Interest			
3	Minute of Meeting of 11 March 2019	1	**For Approval**	
4	Matters Arising from Minute of Meeting 11 March 2019	2	**To Note**	
5	Student Association Report		**Verbal**	

Regular Monitoring

6	Credit Update 2019-20	3	**To Note**	
7	Recruitment Update	4	**To Discuss**	
8	Update from Quality and Learner Services	5	**To Note**	
9	Review of Committee Remit	6	**To Discuss**	
10	Any other business			
11	Self-Evaluation of Committee	7	**To Discuss**	
12	Date of Next Meeting: 9 September 2020 at 9.30 am			

West Lothian College

Learning & Teaching Committee

Minute of the Meeting of the **Learning and Teaching Committee** of the Board of Governors held on **Wednesday 4 March at 9.30am** in Barbour Room, Pavilion B of the College.

Present:	Iain McIntosh (Chair)
	Jackie Galbraith (Principal & Chief Executive)
	Alex Linkston (Chair of the Board of Governors)
	Neil Sinclair (Academic Staff Board Member)
	Gemma Reynolds (Vice President, Student Association)
In attendance:	Simon Earp (Vice Principal, Curriculum & Enterprise)
	Jennifer McLaren (Vice Principal, Finance & Curriculum Services)
	Emma Marriot, Shadow Board Member
	Jenny Stalker (Head of Quality & Learner Services)
	Scott Anderson (Education Scotland)
	Philip McGuinness (Scottish Funding Council)
	Steven Addy (Lecturer, Computing and Engineering)
	Janet Campbell (Education Scotland) item 6 only
	Carol McLaughlan (Executive Secretary)
	Sandra Callan (Executive Secretary)

1   Welcome & Apologies

The Chair welcomed everyone to the meeting, especially Janet Campbell, Scott Anderson, Philip McGuinness, Emma Marriott and Steven Addy. Apologies were received from Tom Bates and Elaine Cook.

2   Declarations of Interest

There were no declarations of interest.

3   Minutes of Meeting of 27 November 2019

The minutes of the meeting of 27 November 2019 were approved as a correct record.

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4   Matters Arising from Minute of Meeting of 27 November 2019

Action 2 is on agenda.

Action 5 is ongoing.

The Committee noted all other actions as duly completed.

i)   Analysis of Late Applicant Success

Vice Principal, Curriculum and Enterprise presented Paper 3 noting that late applicants are not as successful as their counterparts who apply online. However, it was noted that the numbers being reported on are small and that there are no discernible patterns between courses/ centres. The Curriculum Leadership Team will discuss the report and consider any appropriate actions. It was agreed that updates are not required, given the low numbers concerned.

5   Student Association Report

The Student Association Vice-President presented Paper 4 noting that SPARKLE Block 2 will start on Monday 9 March 2020.

The Committee thanked the Student Association for a full and concise report, also noting that, in the Scottish Parliament, Neil Findlay MSP had recognised the work involved in the recent Refreshers Fair.

Performance and Planning

6   Education Scotland Progress Visit Presentation

Janet Campbell, HMI Managing Inspector, gave an informative presentation highlighting the main messages from the Progress Visit report. The college is required to submit a further evaluative report by October 2020 and guidance will be available by Easter 2020.

The Committee thanked Janet Campbell for her presentation and noted that it was reassuring to the Committee that the college is making good progress.

West Lothian College

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7   Key Performance Indicators 2018-19

The Principal presented Paper 5 and discussion was held on this information. Scottish Funding Council representative noted that from their perspective there was a good improvement across all metrics over the past three to four years which is a sign of a healthy college. Principal and Chief Executive provided reassurance to the Committee that teams are actively looking at and using this data.

8   Draft Outcome Agreement 2020-23

The Principal presented Paper 6 commenting that this first draft had been shared with Scottish Funding Council and the Committee's initial thoughts were welcomed. Discussion held and suggestions made for changes. The agreement, incorporating the suggested changes, will be finalised by April 2020 and shared with the Committee at that time.

The Principal noted that the Minister for Further Education will be coming to the college on 11 March 2020 to launch the second report of the STEM Strategy and thanked Scottish Funding Council for suggesting the college for this prestigious launch.

The Committee was content to approve the paper and were requested to email the Principal with any specific suggestions on the draft and the target figures in the appendix.

Action 1: Board Members

Regular Monitoring

9   Early Withdrawals Update

Vice Principal, Finance & Curriculum Services presented Paper 7 noting that while the figures are constantly changing the latest figures present a good picture.

It was noted that Construction had a higher rate of early withdrawals for FEFT than other centres and that centre managers are actively addressing withdrawal rates. It was also noted that a high percentage of early withdrawals give 'other' as the reason for leaving their course. The academic staff board member advised that selecting 'other' enables the lecturer to provide a narrative for reasons that do not fit with the options available or if there are multiple reasons.

The Committee requested that a further report be presented at the next meeting to provide further assurance and agreed that ways to report on the narrative information should be explored.

Action 2: Vice Principal, Finance and Curriculum Services

10   Credits 2019-20

Vice Principal, Finance & Curriculum Services presented Paper 8 noting that an allocation of 333 additional credits have now been approved for 2019-20 (non-consolidated).

The Committee noted that the college is in a position of growth and that there are no concerns at this stage.

11   Applications 2020-21

Vice Principal, Curriculum and Enterprise gave a presentation on current applications information, providing comparison data with previous years and noting areas of demand. It was also noted that online applications for part-time study and online payments were introduced for the first time.

The Committee discussed the data provided and noted that this was very helpful information.

The Committee were assured that elements of the business continuity plan had been instigated in relation to the coronavirus situation and that a plan would be put in place to engage should the situation affect the planned open days.

Action 3: Vice Principal, Curriculum and Enterprise

12   Student Funds

Vice Principal, Finance & Curriculum Services presented Paper 9.

The Committee noted the paper and acknowledged the additional student funds allocated from the Scottish Funding Council.

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Quality

13   **Quality Assurance and Enhancement Report**

Head of Quality & Learner Services presented Paper 10 noting that a number of external verification visits have now taken place and feedback was very good.

The Committee noted a positive report which demonstrated a great deal of activity in the college and requested that a presentation on QMS4VET be given at the next meeting. The Committee also requested that praise should be given to the areas where lesson observations had been completed or were booked in.

Action 4: Head of Quality & Learner Services

14   **College Response to SPARKLE Report**

Head of Quality & Learner Services presented Paper 11 noting that although the paper mainly concentrates on areas where action is required, most feedback received was positive.

Student Association Vice-President noted that increased partnership working across the college over the past year has resulted in more engagement in comparison to the previous year.

The Committee noted the paper.

15   **Any Other Business**

There were no other items of business.

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

The Committee noted that the papers being presented to the Committee are increasingly concise and informative and that they were content with the information received.

Given that a board effectiveness review was being undertaken in the Spring, self-evaluation meetings were not required in 2020.

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17   Date of Next Meeting

The next meeting would take place on Wednesday 3 June 2020 at 9.30am.

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

Date   ……………………………………………

West Lothian College

Learning and Teaching Committee

Matters Arising / Action update from the Learning and Teaching Committee Meeting of 4 March 2020.

Action 1 – Board Members - Draft Outcome Agreement 2020-23
Board members were requested to email the Principal with any specific suggestions on the draft Outcome Agreement 2020-23 and the target figures in the appendix.

Duly Completed

Action 2: Vice Principal, Finance and Curriculum Services - Early Withdrawals Update
The Committee requested that a further report be presented at the next meeting to provide further assurance and agreed that ways to report on the narrative information should be explored.

On hold. This was put on hold as a result of Covid19 preparations but will be taken forward after the college is able to resume normal operations.

Action 3: Vice Principal, Curriculum and Enterprise - Applications 2020-21
The Committee were assured that elements of the business continuity plan had been instigated in relation to the coronavirus situation and that a plan would be put in place to engage should the situation affect the planned open days.

Verbal update to be given at meeting.

Action 4: Head of Quality and Learner Services - Quality Assurance and Enhancement Report
The Committee requested that a presentation on QMS4VET be given at the next meeting. The Committee also requested that praise should be given to the areas where lesson observations had been completed or were booked in.

On hold. This will be presented to the Committee once the college is able to resume normal operations.

West Lothian College

3 June 2020

Learning & Teaching Committee

CREDIT UPDATE 2019-20

This paper provides the committee with an update of progress against target in relation to the 2019-20 Scottish Funding Council (SFC) credit target. The table below shows that we are currently predicting to be significantly above the SFC target. However the data has still to go through the SFC data cleansing process and it is expected that once this has been done the college will still meet its target but the number of credits above target will reduce.

SFC target credits (Core 43,646 plus 773 ESF and additional allocation of 333 credits)		44,752
Total curriculum plan target 2019-20		46,330
Actual (based on enrolments at 15 April 2020)	45,228	
Sub-total		45,228
Plus planned activity		440
SVQ activity	310	
Commercial activity	80	
Programmes still to begin including January starts	50	
Total estimated credits 2019-20		45,668
Above/(below) SFC target		916
Above/(below) curriculum plan target		(662)

The Committee is asked to note the latest credit forecast for 2019-20.

Jennifer McLaren
Vice Principal, Finance & Curriculum Services
3 June 2020

West Lothian College

Learning and Teaching Committee

RECRUITMENT UPDATE MAY 2020

This report provides an analysis on progress on recruitment targets.

Table 1 Summary year on year comparison (as at 25 May)

	2017-18	**2018-19**	**2019-20**	**2020-21**
All applications	4910	4354	4695	4773
Full Time (FT) applications	4309	3674	3707	3494
School applications	600	678	986	753
Part Time (PT) applications				526
All offers	2303	2351	2766	2912
FT offers	2160	1995	2201	2238
School offers	143	354	565	360

2020-21 in comparison with:	**2017-18**	**2018-19**	**2019-20**
All applications (excluding part time)	-13.5%	-2.5%	-9.5%
FT applications	-18.9%	-4.9%	-5.7%
School applications	+25.5%	+11.1%	-23.6%
All offers	+26.4%	+23.9%	+5.3%
FT offers	+3.6%	+12.2%	+1.7%
School offers	+151.7%	+1.7%	-36.3%

- Of all applications:
    - 62% female
    - 72% FE
    - 19% from current students
    - 8.1% from SIMD 10

- Applicant profile (gender, level and SIMD 10) remains very similar to that presented to the Board in March and for the previous three years.

- Compared to the last Board update, we have experienced a decline in application numbers for full time (down 5.7% compared to last year) and school programmes (down 23.6% compared to last year)

- Full time offers made remain strong and ahead of the last three years, although offers made for schools programmes have fallen behind last year (down 36.3%) but remain stronger than the previous two years.

West Lothian College

Table 2 Applications/Offers by type (excluding part time)

Course Type	Target	Applications	Applications vs Target	Awaiting	Offers	Offers vs Target
Full time	2136	4020	188.2%	463	2552	119.5%
Schools	807	753	93.3%	127	360	44.6%

- Applications to full time courses are on target, with 463 applications at various stages of processing and the offers to target rate currently at 119%. This hides variances across subjects and courses.
- School programmes are becoming a cause of concern which is considered later in this paper.

Table 3 Full-time Applications/Offers by level

Level	Target	Applications	Applications vs Target	Awaiting	Offers	Offers vs Target
FE	1310	2306	176%	257	1332	101.7%
HE	826	1188	143.8%	102	906	109.7%
Total	2136	3494	**163.6%**	359	2238	**104.8%**

- Full time FE applications are on target with 257 applications at various stages of processing.
- The full time HE offer rate is good but, with only 102 applications in the pipeline, we need to focus on further applications as may experience increased competition from universities for these students.

Table 4 Full-time Applications/Offers to target by section

Section	Target	Applications	Applications vs Target	Awaiting	Offers	Offers vs Target
Beauty Therapy	118	221	187.3%	35	118	100.0%
Hairdressing	90	162	180.0%	23	92	102.2%
Business	200	251	125.5%	10	200	100.0%
Creative	52	80	153.8%	7	53	101.9%
Childhood Practice	276	471	170.6%	29	307	111.2%
Sport And Fitness	178	236	132.6%	6	182	102.2%
Computing	216	246	113.9%	4	221	102.3%
Engineering	178	224	125.8%	34	148	83.1%
Construction	124	267	215.3%	11	167	134.7%
Motor Vehicle	60	122	203.3%	5	77	128.3%
Health & Social Care	288	644	223.6%	58	367	127.4%
Science & Social Science	114	249	218.4%	73	136	119.3%
Assisted Programmes	94	56	59.6%	1	40	42.5%
Communities	44	83	188.6%	19	43	97.7%
Hospitality	104	182	175.0%	44	87	83.6%
Total	2136	3494	**163.6%**	351	2238	**104.8%**

- One improvement we have made this year has been to calculate yield and conversion rates for individual courses. The conversation rate is calculated on how many applications it takes to result in an enrolled student. The yield rate is calculated on how many offers made result in an enrolled student. The calculations use three year rolling average data where possible.
- In typical years these calculations could be used with a high degree of confidence. However, in light of Covid19, we do not know how this will impact on applicant behaviour, driven by economic uncertainty and competitor behaviour.
- Similar to previous years, computing and engineering are behind other subjects in relation to applications. Although they have an applications to target rate at 59%, assisted programmes are not an immediate concern at this time as they recruit late in response to community needs.
- The relatively low offer to target rates for engineering and hospitality is a concern. The hospitality offer rate is impacted by offers not being made to internal candidates to help them focus on completing their current courses before progressing onto higher levels. With 34 applications in the pipeline, attention needs to be focussed on interviewing by engineering.
- Demand and offer rates for health, social care and social science remain very strong, but the yield rate for a number of courses in these areas is relatively low (e.g HNC Care and Administrative Practice is 63%).
- Demand for construction and motor vehicle is strong, but with constraints on facilities, applications continuing to be received and good yield rates for most programmes, some thought will be needed to avoid over-recruitment.
- Marketing currently has a list of 22 courses which are considered at risk. This list is kept under review and is subject to ongoing discussions between marketing and the respective curriculum teams.

Table 5 Applications by week comparison

Week 2020	Full Time/School Applications	School Applications	Week 2019	Full time/School Applications	School Applications
18 May	105	10	20 May	108	21
11 May	114	7	13 May	93	10
4 May	65	10	6 May	85	7
27 April	101	21	29 April	127	22
20 April	67	10	22 April	100	24
13 April	48	2	15 April	69	6
6 April	42	8	8 April	73	10
30 March	87	26	1 April	135	21
23 March	62	4	25 March	142	26
16 March	82	18	18 March	204	55
9 March	190	76	11 March	263	92
2 March	265	99	4 March	281	126
24 Feb	289	126	25 Feb	429*	205

* Spike was due to system downtime the previous week

▭ *Covid19*   ▭ *School Easter holidays*
Open day on 15 March 2020 cancelled due to impending lockdown

- Table 5 shows a comparison over the last 13 weeks of this year and the previous year. Schools applications began to drop off in early March, with a notable decline as we entered the Covid19 period. The decline was raised with Education Services which resulted in a pick-up in the week commencing 30 March before the expected decline due to the Easter holidays. Discussions are ongoing with the council but the delay in guidance being issued by SDS/SQA concerning the resulting of Foundation Apprenticeship (FA) students is having an understandable negative impact on recruitment.
- Full time applications were comparable to last year until the Covid19 shutdown, with a particular drop off in the week commencing 16 March which coincided with the cancellation of the open day. The launch of national and local marketing campaigns have helped full time applications numbers recover in recent weeks.

Schools

- The reduced rate of school applications is particularly an issue with the FA courses with 182 applications received against a target of 220. The food and drink framework has been cancelled following discussions with Education Services who receive a weekly FA admissions report. As already reported, further discussions are ongoing with the council to identify issues and discuss mitigating actions for all under-recruiting school courses.

Interviews

- Just before we went into lockdown a new process was put in place to replace the face to face interviewing of applicants. This was greatly facilitated by bringing forward the introduction of Staff Advantage, which provides easy remote access to key student data enabling staff to perform a wide range of functions including resulting students and reviewing and processing applications.
- The number of offers made is reviewed on a weekly basis to check progress being made towards recruitment targets and to identify any potential challenges brought about by the lockdown.

Part Time

- Of the 526 part time applications, 126 have moved to pre-enrolled status and 128 are fully enrolled and have paid/part-paid their fees.

Admissions and Marketing Actions

- A national marketing campaign was developed by the sector and launched on 27 April (#Virtuallyopen and #ChooseCollege). This has a series of key themes, a consistent approach and graphics for social/digital channels.

- Our latest recruitment campaign commenced at the same time and adopted the themes with appropriate adaptations.
- On 4 June we will be holding the college's first virtual open day event. This will consist of pre-recorded videos produced by teams from across the college, question and answer sessions as well as live chat functionality.

Recommendation

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

Simon Earp
Vice Principal, Curriculum and Enterprise
3 June 2020

West Lothian College

Learning and Teaching Committee

QUALITY AND LEARNER SERVICES UPDATE

This report provides the Learning and Teaching Committee with an insight into the work that has taken place to enable students to progress to successful completion of their course in the current Covid19 emergency.

Introduction

The Covid19 emergency resulted in the college closing down at short notice to staff and students from 20 March 2020.

At this point, all learning, teaching and assessment activities were taken off site and work commenced on putting procedures in place to enable students to continue to work towards a successful outcome.

Quality activities have focused on developing a Covid19 Emergency Toolkit, ensuring managers and staff are fully aware of the revised processes and are being supported to make robust judgements on student outcomes during the lockdown period.

Covid19 National Engagement

From 20 March 2020, the Head of Quality and Learner Services has acted as the West Lothian College representative in three national networks working to mitigate the impact of the Covid19 emergency: the Colleges Scotland Network Group, College Development Network Quality Steering Group and the Scottish Qualifications Authority (SQA) Covid19 Emergency Quality Network.

The Colleges Scotland network group has been instrumental in driving a high-level national response to the Covid19 emergency from all awarding bodies. SQA is the largest national awarding body for college-delivered qualifications but there are many other awarding bodies involved in certification across the full range of qualifications offered.

The College Development Network Quality Steering Group has continued to meet remotely during the emergency and has used feedback from network members to feed into developments taking place at SQA and the Scottish Funding Council (SFC). The Quality Steering Group has been liaising with SFC regarding the implications of judgements on student outcomes during the Covid19 emergency and the potential impact on final Performance Indicator reporting.

West Lothian College

The SQA Covid19 Emergency Quality Network has focused on working with the college sector to develop and implement adapted quality procedures to facilitate students to achieve complete success in the current academic year. The network includes a range of SQA staff and quality managers from all college regions.

The Covid19 Emergency Quality Network has been meeting remotely on a weekly basis enabling quality managers to have an input to developing the guidance. SQA has consulted heavily with this group and has used college inputs to inform the final guidance issued.

The network has been a good forum for quality managers to share problems, reach solutions and agree on adapted practices that are acceptable in terms of maintaining SQA quality standards and that can be applied consistently across the sector.

Covid19 Emergency Revised Quality Processes

While the government guidance to schools was that learning and teaching should cease and student outcomes should be inferred from existing evidence, this guidance has not applied to the college sector where the qualifications offering is wide ranging and very complex with regard to delivery and assessment methodologies.

The Covid19 Emergency Toolkit lays down operating procedures for course teams to work through to make judgements on student outcomes. Decisions on student outcomes are being based on attainment of overall course aims rather than unit by unit outcomes.

Course teams are using a Decision Tree and Course Mapping approach to assess whether course aims have been met from pre-existing coursework evidence and a holistic judgement can be applied to awarding the qualification. Where this is possible, students are being resulted based on the professional judgement of the course team and are not being asked to submit additional work.

Where the pre-existing evidence is insufficient to meet the course aims, course teams are identifying instances where assessment practices can be adapted to allow students to submit the additional evidence and are working with students remotely using Moodle and Microsoft Teams. There are many examples of innovative practices being deployed by lecturers including making tutorials available for students through Moodle and YouTube, teaching online through Zoom and MSTeams, and gathering student evidence through professional discussions and video submissions.

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A continuing challenge lies with courses where a key element of assessing student competence is completed through SVQ units, work placements or practical skills assessment where students normally need access to specialist equipment in areas such as construction, beauty and hairdressing. Subject specific guidance has been issued to course teams which, in some cases, does not allow for holistic judgement and means that students will not complete and will be deferred into the new academic year. SVQ, MA and FA students have suffered most as organisations have closed down, furloughed staff or are unable to take students on work placements for health and safety reasons. This also has a knock on effect for the college financial situation as funding draw-down is based on completion targets.

Student Engagement and Support

There are challenges for staff and students during the current emergency, in particular around the continuation of learning, teaching and assessment and maintaining student motivation.

At the point of lockdown, students were given clear messages through the Student Association, the college website and social media and were fully informed about arrangements being put in place to support them during the college closure.

Students were well informed about how to access financial help, learning support, mental health support and course support. Students with financial difficulties have been referred directly to the Student Funds team who have dealt sensitively with individual cases. Students who we were aware of did not have home access to IT equipment were provided with a college laptop and IT queries have been quickly and effectively resolved to enable students to keep working. Where students did not have internet access funding was made available to provide this. All students and staff have access to MS Teams which has enabled remote learning and teaching to take place. Moodle support has continued throughout the period of closure, supporting staff to deliver teaching and to assess students as required.

Students who were previously accessing mental health or counselling support have continued to be supported via email, phone or video calls. The college invested in providing the Big White Wall service which is available to all staff and students. This is an online mental health and counselling service that can be accessed on a 24/7 basis. The service was launched in March when we had 55 students register with a further 14 registering in April. We receive a monthly report which gives data analytics on students accessing the service.

The college also recruited 1.5 FTE dedicated student counsellors in March 2020 and we launched this enhanced service just before the lockdown period commenced. We already have approximately 35 students engaged with the counselling service.

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Internal Quality Assurance (IQA) Panel

SQA have suspended planned external verification visits for the remainder of this academic year. This level of external scrutiny has been replaced by an Internal Quality Assurance Panel of reviewers.

IQA Principles

The IQA Panel is made up of a number of curriculum managers, academic staff with experience as external verifiers or are experienced internal verifiers, non curriculum staff and representation from the Student Association. Curriculum members of the IQA Panel will review referrals made by course teams from outside their own curriculum centres.

The role of the IQA Panel is to:

- Support, advise, moderate and confirm the work of course teams in line with SQA advice.
- Ensure standardisation of course teams within the centre in the interpretation and use of the SQA decision tree and supporting guidance to ensure the objectivity, fairness and accuracy of assessment judgements at course level.
- To monitor the work of course teams to ensure implementation of SQA guidance on assessment.
- To ensure that SQA guidance on assessment has been implemented before results are submitted to SQA.

There will be two IQA Panel meetings held, one in May and one in June when all course team mappings referred to the panel will be reviewed and verified.

A separate IQA Appeals Panel has been established to hear student appeals on outcomes that have been ratified by the IQA Panel. The IQA Appeals Panel will meet in June and August. The IQA Appeals Panel also has representation from the Student Association.

Conclusion

Students are being well supported during this emergency and staff are working hard to ensure students can continue to learn and produce assessment evidence required to enable them to successfully complete and progress onto further study, internally or externally.

An exit from lockdown strategy is now being worked on to plan for a new intake of students in August while providing learning, teaching and assessment opportunities for current students who will be deferred into the new academic year.

West Lothian College

Recommendation

The Learning and Teaching Committee is asked to note this report.

Jenny Stalker
Head of Quality and Learner Services
3 June 2020

West Lothian College

Learning and Teaching Committee

REVIEW OF COMMITTEE REMIT

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

The remit was last reviewed in June 2019 and it has been agreed that the remit should be reviewed on an annual basis.

Proposed changes to the remit are shown using track change for ease of reference.

The Committee is invited to consider and recommend the revised remit to the Board of Governors for approval.

Jennifer McLaren
Secretary to the Board of Governors
3 June 2020

West Lothian College

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 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;

j   Undertaking an annual Deep Dive into a strategic learning and teaching issues which has been identified by the Committee;

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 2019
Last approved by the Board: June 2019
Date for next review: June 2020

West Lothian College

Learning and Teaching Committee

SELF-EVALUATION OF COMMITTEE

Background

The annual self-evaluation of committees is due within this Committee cycle. Questions for the Committee to consider are included in the paper attached. These are the same questions as considered in 2019.

Action points will be taken forward as part of the Committee's forward agenda, and will also be fed into to the overall Committee development plan.

A note of the action points agreed last year, and action taken, is attached for information. A copy of the Committee's Terms of Reference is also included in the papers for ease of reference. Proposed changes to the remit are shown using track change.

Jennifer McLaren
Secretary to the Board of Governors
3 June 2020

West Lothian College

Learning & Teaching Committee 3 June 2020

1 The Committee receives appropriate, timely and high quality information in a form that allows it to monitor and scrutinise the college's activities and to challenge performance when required.

Yes / No

Comments / evidence in support of this:

Areas for action and improvement:

2 The Committee provides a constructive challenge to the principal and executive team and holds them to account.

Yes / No

Comments / evidence in support of this:

Areas for action and improvement:

3 The Committee has the appropriate balance of skills, experience, independence and knowledge of the college to enable them to discharge their respective duties and responsibilities effectively.

Yes / No

Comments / evidence in support of this:

Areas for action and improvement:

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4   **The Chair ensures that adequate time is available for discussion of all agenda items. The Chair promotes a culture of openness and debate by encouraging the effective contribution of all Board members and fostering constructive relations between Board members.**

Yes / No
Comments / evidence in support of this:

Areas for action and improvement:

5   **There is effective reporting and two way communication between the Committee and the Board.**

Yes / No
Comments / evidence in support of this:

Areas for action and improvement:

6   **The Committee has a clearly stated remit, which it keeps under regular review**

Yes / No
Comments / evidence in support of this:

Areas for action and improvement:

7   **To what extent has the Committee fulfilled its remit over the last twelve months? What, if anything, should we do differently to ensure we fulfil this remit in the year ahead?**

Comments / evidence in support of this:

Areas for action and improvement:

West Lothian College

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 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.

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

West Lothian College

Learning and Teaching Committee

Learning & Teaching Committee 11 March 2019

1   **The Committee receives appropriate, timely and high quality information in a form that allows it to monitor and scrutinise the college's activities and to challenge performance when required.**

Yes

Comments / evidence in support of this:

Availability on paper and electronically.
Quality of papers has improved – more concise and data is more relevant and better presented.
Information is presented ahead of the event so Committee are able to influence.

Areas for action and improvement:

None

2   **The Committee provides a constructive challenge to the principal and executive team and holds them to account.**

Yes

Comments / evidence in support of this:

Demonstrated at each meeting.
Committee requested an Extra Ordinary meeting to discuss the EREP.
Felt that the challenge is constructive and leads to improvement.

Areas for action and improvement:

None

West Lothian College

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3   The Committee has the appropriate balance of skills, experience, independence and knowledge of the college to enable them to discharge their respective duties and responsibilities effectively.

No

Comments / evidence in support of this:

Broad range of skills is good - academic & business backgrounds.

Areas for action and improvement:

Another member would be welcomed to strengthen the Committee.

4   The Chair ensures that adequate time is available for discussion of all agenda items. The Chair promotes a culture of openness and debate by encouraging the effective contribution of all Board members and fostering constructive relations between Board members.

Yes

Comments / evidence in support of this:

Very good chair who appreciates demands on everyone's time to efficiently get through lots of information without rushing.

Areas for action and improvement:

None

5   **There is effective reporting and two way communication between the Committee and the Board.**

Yes

Comments / evidence in support of this:

Profile of Committee at board level has been raised considerably.

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Many observers chose to visit L&T – Extra Ordinary meeting especially.

Areas for action and improvement:

More observers welcome.

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6 **The Committee has a clearly stated remit, which it keeps under regular review**

Yes

Comments / evidence in support of this:

Last reviewed June 2018. Next review June 2019.

Areas for action and improvement:

None

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7 **To what extent has the Committee fulfilled its remit over the last twelve months? What, if anything, should we do differently to ensure we fulfil this remit in the year ahead?**

Comments / evidence in support of this:

Increased visits to parts of the College campus.
Growing engagement with Student Association.

Areas for action and improvement:

Suggestion to include reference to annual 'Deep Dive' in Committee remit.