West Lothian College
Learning and Teaching Committee
18 November 2020, 10.30am, via Zoom

Agenda		**Paper**	
1	Welcome/Apologies		
2	Declarations of Interest		
3	Minute of Meeting of 9 September 2020	1	**For Approval**
4	Matters Arising from Minute of Meeting of 9 September 2020	2	**To Discuss**
5	Student Association Report	3	**To Note**
6	Spotlight on Faculty – Computing, Engineering and the Built Environment		**Presentation**
7	Digital Learning		**Presentation**
8	Curriculum Plan 2021-22	4	**For Approval**
9	**Performance**		
	i) KPI Analysis 2019-20	5	**To Discuss**
	ii) Credit Target Update 2019-20 and 2020-21	6	**To Note**
10	**Continuous Improvement**		
	i) Quality Update	7	**To Discuss**
	ii) Student Support and Learning Resource Update	8	**To Discuss**
11	Strategic Risk Register 2020-21	9	**To Discuss**
12	Any Other Business		
13	Review of Meeting, development plan and Supporting Papers	10	**To Discuss**
14	Date of Next Meeting: 24 February 2021 at 10.30am		

Welcoming to all >>> Students at the centre of everything we do <<< Always striving for better

Learning and Teaching Committee

Minute of the Meeting of the **Learning and Teaching Committee** of the Board of Governors held on **Wednesday 9 September 2020 at 10.30am** via Zoom video meeting.

Present: Iain McIntosh (Chair)
                    Jackie Galbraith (Principal and Chief Executive)
                    Tom Bates
                    Elaine Cook
                    Alex Linkston (Chair of the Board of Governors)
                    Neil Sinclair (Academic Staff Board Member)
                    Jeanette Dobson (President, Student Association)
                    Kirsti Clark (Vice President, Student Association)

In attendance: Simon Earp (Vice Principal, Performance and Improvement)
                    Sarah-Jane Linton (Vice Principal, Learning and Attainment)
                    Jennifer McLaren (Vice Principal, Finance and Corporate Services)
                    Beth Brownlee (Head of Quality, Student Support and Learning Resources)
                    Scott Anderson (Education Scotland)
                    Seamus Spencer (Scottish Funding Council)
                    Hazel Brady (Director, Business, Creative and Enterprise faculty)
                    Carol McLaughlan (Executive Secretary)

1   Welcome & Apologies

The Chair welcomed everyone to the online Zoom meeting, noting no apologies. Sarah-Jane Linton was welcomed as Vice Principal, Learning and Attainment. Jeanette Dobson and Kirsty Clark were welcomed as President and Vice President, respectively, of the Student Association. It was also noted that Hazel Brady was in attendance and would present Item 5 (ii) to the Committee.

2   Declarations of Interest

There were no declarations of interest.

3   Minutes of Meeting of 3 June 2020

The minutes of the meeting of 3 June were approved as a correct record.

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4   Matters Arising from Minute of Meeting of 3 June 2020

Regarding Action 1, Head of Quality, Student Support and Learning Resources confirmed that a presentation on QMS4VET would take place at the Learning and Teaching Committee meeting on 18 November 2020.

Action 1: Head of Quality, Student Support and Learning Resources

The Committee noted all other actions as duly completed.

5   (i) Student Association Report (Verbal)

The Student Association President and Vice President gave an overview of training they have undertaken in preparation for their roles, work already in progress and future plans. It was noted that the key focus going forward will be in supporting students with mental health and digital poverty. The importance of working towards bringing students back on campus was noted in relation to reducing isolation following the COVID19 lockdown period.

The Student Association has teamed up with 'Virtual Freshers' to enable students to participate in this festival.

It is planned that work will be undertaken to recruit student volunteers and centre ambassadors and to develop new ways to deliver SPARKLE postCOVID19, including rewriting questions to ensure relevance.

Work will also be undertaken to involve students in contributing to the STAR Awards for staff. Further information on this will be included in the report for the next committee meeting.

The Chair acknowledged that the plans outlined in the verbal report were positive, covered a wide range of important issues and that the Committee would look forward to receiving a written update report at the next meeting.

(ii) Spotlight on Faculty – Business, Creative and Enterprise

Director of Business, Creative and Enterprise faculty gave an informative presentation, providing an overview of the faculty and information on courses, staffing and resources. The work undertaken prior to the COVID19 college closure in March and in preparation for the return to college in August 2020 was highlighted and the outstanding efforts of the team were noted.

The Committee acknowledged the work undertaken and was appreciative of a very positive and inspiring presentation and vision for the faculty.

(iii) School Leavers Destinations 2018-19

Vice Principal, Performance and Improvement, presented Paper 3, noting that the college remains the number one destination for school leavers. Joint work is being undertaken with West Lothian Council Education Services to look at where increasing demand is in the marketplace.

6   Performance

(i)   Initial Analysis of KPIs 2019-20

Vice Principal, Performance and Improvement, advised the Committee that due to the issues with the COVID19 situation work is still ongoing to finalise student success KPIs.

It was agreed that the initial analysis of KPIs would be circulated to the Committee when available, in advance of the next meeting. Scott Anderson expressed an interest in knowing the impact of COVID19.

Action 2: Vice Principal, Performance and Improvement

The Committee agreed that the excellent efforts of staff working with deferred students and preparing for new students should be formally acknowledged.

Action 3: Principal

(ii)   SQA Exam Results 2019-20

Vice Principal, Performance and Improvement, presented Paper 4, noting that the ability to compare year on year data has been impacted by the COVID19 situation. However, where students participated in SQA exams in 2019-20 the results were much improved.

It was noted that particular groups of school pupils have been identified as being at risk of a negative destination due to the current situation and opportunities are being looked at. It was recognised that employer involvement was critical. Elaine Cook noted the excellent collaborative work being undertaken between the college and schools at this critical time.

(iii)   Credit Target Update 2019-20

Vice Principal, Performance and Improvement, presented Paper 5, and
invited the Committee to note the contents.

(iv)   Recruitment Update 2019-20

Vice Principal, Performance and Improvement, presented Paper 6. It was
noted that figures are changing daily at this time but that the situation looks
positive and inductions will take place next week.

It was noted that schools are 60% enrolled against target and that the
previously identified concerns in relation to FA courses are being
addressed.

Discussion was held in relation to engineering student progression. It was
noted that although recruitment to engineering is reasonably robust,
promotion of engineering and computing should be increased in schools.
Elaine Cook advised the Committee that DYW/Education Services will be
focusing on this. The Chair suggested that efforts are also targeted at
primary school pupils.

Vice Principal, Performance and Improvement, also provided a verbal
update in relation to the college's first virtual Open Day held on 4 June.
Positive feedback had been received.

The Committee noted the good work and recommended that a virtual event
continues to take place alongside future Open Days held on campus.

7   Quality

(i)   Quality, Student Support and Learning Resources Update

Head of Quality, Student Support and Learning Resources presented
Paper 7, giving the Committee an overview of the range of work being
undertaken within each area. It was noted that the majority of students
had successfully completed their learning in 2019-20 and that work was
now focused on preparing for students returning to college.

The Principal advised that joint working is now in the process of taking
place with the Council's Digital Learning team, which is very positive.

The Committee thanked Beth Brownlee for presenting a very clear and
concise report in her first meeting as head of this new department, noting
the content and the good work being undertaken by staff.

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8   Any Other Business

(i)   Alex Linkston requested that the Learning and Teaching Committee records sincere thanks to all staff for the tremendous achievement in responding to the COVID19 situation, noting the amount of additional work undertaken and skills demonstrated. The Committee agreed with this suggestion.

         Action 4: Principal

9   Review of Meeting and Supporting Papers

Following discussion, the Committee agreed that the online meeting was very effective and chaired well. Reports provided were of a good standard and ensured that the Committee was kept well informed and up to date.

10   Self-Evaluation of Committee

Vice Principal, Finance and Corporate Services, presented Paper 8, which was duly approved by the Committee.

11   Date of Next Meeting

The next meeting is scheduled to take place on Wednesday 18 November 2020 at 10.30am.

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   ………………………………………………

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Learning and Teaching Committee

Matters Arising / Action update from the Learning and Teaching Committee Meeting of 9 September 2020.

Action 1: Head of Quality, Student Support and Learning Resources – Matters Arising from Minute of Meeting of 3 June 2020.
The Committee agreed that a presentation on QMS4VET would take place at the Learning and Teaching Committee meeting on 18 November 2020.

Carried forward to meeting on 24 February 2021.

Action 2: Vice Principal, Performance and Improvement – Initial Analysis of KPIs 2019-20
The Committee agreed that the initial analysis of KPIs would be circulated when available.

Will be discussed at agenda item 9.

Action 3: Principal – Initial Analysis of KPIs 2019-20
The Committee agreed that the excellent efforts of staff working with deferred students and preparing for new students should be formally acknowledged.

Duly completed

Action 4: Principal – Any Other Business
The Committee agreed that the Learning and Teaching Committee records sincere thanks to all staff for the tremendous achievement in responding to the Covid-19 situation, noting the amount of additional work undertaken and skills demonstrated.

Duly completed

Learning and Teaching Committee

STUDENT ASSOCIATION REPORT

Introduction

This report aims to provide an overview of the activities of the Student Association (SA) for the period 17 August to the 31 October 2020.

Strategic Aims for 2020-21

- Aim 1 - Learning and teaching evaluation and how are our students coping - SPARKLE, general student feedback and COVID19
- Aim 2 - Student Health and Wellbeing- Student Mental Health Agreement, Living life to the full, training/awareness days/months
- Aim 3 - Build a community during COVID19 and the Student Voice

Individual Student Support

The SA have received over 100 contacts from students in this period to date. The following provides a summary of the sources and types of queries.

Table 1: Student Feedback at 23 October 2020

Method of Contact	Number of Queries
Email	83
Facebook Messenger	23
Phone	9
TOTAL	115

Concern	Number of Queries
Laptop loan requests & IT Issues	46
Student Association Posts	13
Health and Wellbeing Support	16
Various issues	41
TOTAL	115

Issues included enquiries about council tax forms, SAAS, bus passes, complaints, issues with courses and enrolment. In each case, students were signposted to the relevant services, tutor support or external agencies.

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Election of Student Ambassadors and Volunteers

A key activity was to strengthen the Student Association through the election of Student Ambassadors, Volunteers and an Executive Team. This led to elections, via college Moodle, and interviews for the ambassadors:

Elected Executive Officers 2020-21 are Ryan Hollinsworth, Jaimieleigh Muir and Brooklen Wright.

Daniel Hunter wasn't elected but has been asked to assist the Student Association lead our fortnightly forums.

Student Ambassadors elected following interviews are

- Mark Comyns,
- Aimee Harrington,
- Laura Borst,
- Daniel Hunter,
- Jaimieleigh Muir,*
- Aaron Hume,
- Brooklen Wright.*

(*Two student Executive Officers are also Ambassadors)

Ambassador training took place in the week beginning 2 November 2020.

SA Social Space

The newly selected ambassadors and executive team will launch SA SOCIAL SPACE, a virtual space on MS Teams for students to socialise, meet other students and speak to the SA Team. A space has been created for all students, fortnightly forums (specific area created where themes and topics can openly be discussed) and a secure space has been created where the Ambassadors and Executive Officers can meet regularly.

Enhancing partnership working with faculties in 2020-21

SPARKLE is currently under review to ensure that the questions are simplified, meaningful, supportive and relevant. The Student Association is working with students, managers, faculties and vice principals to create a partnership process which is student led and staff supported. This may take a period of time, and it is important that we find out how our students are experiencing college this year, so a specific survey has been created. This went live at the beginning of November for a month.

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This year we will be asking all students to complete the questionnaire individually instead of by class. Findings will be communicated to faculties before Christmas break.

The SA has set up a Student Association channel, an informal place where students can chat. We are looking at fun ways to engage students and create a sense of community. We will also hold fortnightly forums on here so students can link in with the Student Association discussing topics of importance to them and the college and ensuring they have a prominent voice.

The SA has also been involved in the street building refurbishment group and COVID19 emergency response committee.

Ensuring student mental health and wellbeing

Student Health and Wellbeing is a priority, especially during these difficult times. Students are working in a very different way that before. Some students enjoy blended learning, others find it very difficult. The SA hope to establish how students are feeling in SPARKLE. We are working on a student health agreement to ensure that one of the SA main aims this year is mental health and wellbeing.

- We are working with Neils Hugs Foundation to offer weekly "tea and chat" (hosted online for the time being).

- We are working with EnvironMentalHealth to deliver 16 places per faculty for students to take part in "Living life to the full" courses to support mental health and wellbeing.

- We are also working with Fast Forward to deliver a gambling and risk-taking behaviour course for targeted students.

- Suicide Prevention- working with Marion Darling to raise awareness.

- Working with the Larder to offer a "community fridge" for students, freshly cooked that can then be taken home for free by students.

- Who Cares Scotland - worked with Who Cares Scotland to celebrate Care Experienced Week (19-23 October 2020).

- Working with the Venture Trust to offer possible referrals for students who are/have veterans, criminal convictions, addictions, vulnerable women and young person's group.

- We raised awareness of breast cancer on social media – and posted how men and women should check themselves. We created a social media post with videos for students to explain how to check themselves correctly (men and women).

- Mental Health Day – WalkTober encouraged students to take photos of their nice walks to get fresh air and look after their mental health.

- We celebrated Dyslexia Day by creating a number of posters in different colours with college support information highlighted to encourage students to reach out for support if they haven't already.

- In October we celebrated Black History Month to encourage all students to recognise the contributions of black people to celebrate equality and diversity. The aim is to eventually come to a place in society where no race is celebrated individually instead as a whole society.

Jinty Dobson & Kirsti Clark
Student President & Student Vice President
18 November 2020

Learning and Teaching Committee

CURRICULUM PLAN 2021-22

Purpose

To share the method to establish a collective vision for curriculum planning to 2025, illustrate the revised process for curriculum planning, and seek approval from Learning and Teaching Committee for the 2021-22 curriculum plan.

Curriculum Planning Vision

As outlined in the 2019-22 Outcome Agreement, curriculum planning is core to the college's continual business improvement and is also a priority theme in our 2018-21 Enhancement Plan. This process has fully considered the academic year 2020-21 Scottish Funding Council (SFC) Credit Guidance as a core tenet of the planning decisions made and has been applied consistently to all faculties.

Upon appointment on 1 September 2020, the Vice Principal for Learning and Attainment (VP L&A) worked with the Directors to review the 2020-21 curriculum and process for planning. It was agreed that an increase of wider-stakeholder involvement in the process was essential and this must include industry, members of our learning and teaching committee, promoted staff, students, lecturers, Education Scotland, Schools, third sector partners and other key influencers of learner choice and curriculum improvement.

A new timeline was constructed for the 2021-22 planning process by the VP L&A, in consultation with the college leadership team and operational managers key to the process (see Appendix A).

The leadership for learning and attainment, led by VP L&A, inclusive of Directors of Faculty, Learning and Skills Managers, two Work-Based Assessors and a variety of lecturers with support from the Head of Quality, Student Support & Learning Resources, then hosted a 'virtual' Curriculum Planning workshop with 100 attendees on Friday 23 October. The following link provides a short overview of the event in video form.

https://drive.google.com/file/d/1LLFltPfnULybNAbkEIHRCWgKDAG7FV-x/view?usp=sharing

The collaborative nature of the workshops and the dynamic mixed audience enabled challenging discussion, with eight main areas of prompt (see Appendix B) to shape the 2025 vision of the curriculum, which were used consistently by the facilitators. The facilitators generated a wide and insightful response, which is a key source of information for curriculum improvement. The VP L&A has summarised the key emerging themes from this work to shape the 2025 vision.

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Key themes for 2025 vision included: -

1. Clear indication that pathways from school to college to university or work should be better mapped.
2. More robust and regular Career Long Professional Learning for staff in industry is key to the currency of the learning.
3. This event is an excellent accelerator to the wider partnership working required to fuel the virtuous cycle of industry engagement in our planning.
4. Whilst the college has responded rapidly and well to COVID19, awarding bodies have not. This needs strategic dialogue.
5. Individual choice and flexibility are key to supporting learners now and in the future. The curriculum plan must reflect this.
6. Project-based and/or interdisciplinary learning should be consistent for every learner. Holistic assessment is required and digital solutions which preserve the integrity of the assessment but are flexible to support blended learning.

Priorities and Targets

In response to the key themes raised, curriculum planning changes illustrated in Appendix C incorporate the following improvements in summary:

Solutions to promote pathways from school to college, then university and/or work, herald the introduction for 2021-22 of eight new SVQ routes across the curriculum. Service Industry provision has adopted a rapid increase in work-based learning curriculum, the workforce underpinning this has changed to reflect Instructor roles required - Barbering is a notable addition and will help secure a more gender--balanced student cohort with its introduction. Schools-College partnership students will have the choice of three new level 4 Foundation Apprenticeships (FAs), growth of one-year compressed models promoting greater retention and attainment and more centralised school delivery of FAs with quality assurance arrangements provided by college staff. Lastly, the largest change to the 2021-22 curriculum is found in the addition of a suite of short/compressed employability courses in response to economic need and alternative funding sources across a range of priority industry routes, including construction, engineering, early education and childcare.

Without additional funding to core activity planned for 2021-22, the VP L&A and the respective directors of each faculty have designed a reduction of Further Education full time unit frameworks, to better reflect the Scottish Funding Council guidance of 16 credits per FEFT, allowing for more efficient use of credit-based funding.
In 2021-22 this has permitted growth in HND social science (leading to broader articulation pathways), NC and HNC in Marketing and Communications and a new addition in Financial Services - identified as a key employer for the residents in the region. Total calculations to credit outturn are expressed in Appendix D.

Further and deeper consultation with school partners is planned in the month of December to ensure learner pathways are clear, tailored and continuously improved through effective partnership working. The voice of our school will have equal weighting with school and college staff and management in this process. Applicants to schools/college partnership courses or core delivery post-school, will be better supported by clear maps for course choice. Appendix E illustrates the draft concept of course maps, providing pictorial guides to course choice for all stakeholders. It is recognised that nomenclature and SCQF levelling can be confusing for those who wish to apply or those influencing choice. This work by marketing is supported by the leadership of the curriculum to make learner choice informed and simple.

Project-based and interdisciplinary learning is planned through HNC unit frameworks across college. While the detail of the project options requires greater thought, the unit framework will be timetabled to show 12 credits as core for delivery in HNC, with 3 additional credits timetabled as 'project-based'. The contextualised assessment arrangements will allow learners to achieve the required credits for articulation to work, HND or University but ensure that broader and deeper meta-skills are developed working across curriculum areas for the first time in 2021-22.

Continuous performance improvement across all modes of delivery is paramount. Course or occurrence of course removals do not always represent poor performance but can indicate this. For example, in the proposed reduction of two-year in-college FA routes, the college is promoting one-year routes in-college for S6 pupils as they have space within their timetable to commit to this demanding course of study with work experience. Two-year FA routes will be promoted in 2021-22 for 'in school' delivery to ensure attendance is optimised and schools support learners to balance the demands of their S5 timetable. In Workforce Development for 2021-22, removal of professional cookery courses to be replaced by SVQs in management and warehousing reflect the economic uncertainty around hospitality but the growth in warehousing and logistics as a response to COVID19. The college continues to adapt in-year to respond to the economic needs of our region and residents.

Working with industry partners to create new pathways and site-specific delivery is not explicit within this plan, as the course title may not change. An example of this would be courses in carpentry and joinery in 2021-22, many learners undertaking this course of study will be working on-site at the new Winchburgh development in partnership with Morrison Construction on our West Lothian College exclusive temporary learning space. The course title and units remain consistent, but the learning experience will be transformed by delivery in a real working environment. The leadership for curriculum is focused on creating a college-wide approach to this for 2021-22 and beyond, ensuring that all delivery staff offer current and relevant skills development to our learners in partnership with industry.

Recommendations

The Learning and Teaching Committee is invited:

- To note the revised process for reviewing the curriculum.

- To continue to influence the vision for the 2025 curriculum offer.

- To approve the curriculum plan for 2021-22 and draft articulation maps.

Sarah-Jane Linton
Vice Principal, Learning and Attainment
18 November 2020

Appendix A – Curriculum Planning Timeline

Curriculum Refresh and Planning 2021-22	Owner	Completion Date
Stage 1: Preparation for Curriculum Planning Event		
1 Curriculum Review Highlights preparation	Directors	Wednesday 30 September (share on MS Teams L&A site)
1 Curriculum Peer Review Directors	SJL/Directors	Friday 2 October -10am (L&A Senior Team meeting)
1 Recommendations for change deadline	Directors	Friday 9 October
1 Submit proforma for review to SJL/MIS/Quality	SJL/Directors	Friday 9 October
1 Quality and MIS deadline for amendments	Head of Quality/Head of MIS	Friday 16 October
1 Review proposed changes at Leaning and Skills MS Teams – challenge and discussions	SJL/Directors/L&S Managers	Monday 19 October
Stage 2: Curriculum Planning 2025 Event*		
• All staff/Student Association and reps/school rep/Education Scotland/Industry/Board Committee reps for Learning and Teaching • Led by VP/Directors/L&S Managers and Operations Managers – thematic workshops on curriculum draft plan and vision for 2025	SJL/Directors/Head of Quality/Head of MIS/Learning and Skills Managers/Operational Managers	Friday 23 October
• Finalise 2021-22 Portfolio Decisions	SJL/Directors	Monday 26 October
• Current course content and templates to Faculties	Marketing	Wednesday 28 October
Stage 3: Implementation		
• Faculties return 2021-22 curriculum offer content (plan) to Marketing	Directors/MIS/Marketing	Friday 13 November
• Marketing to design course listings booklet	Marketing	Wednesday 18 November
• Listings booklet sent to print	Marketing	Friday 20 November
• Booklet delivery	Marketing	Wednesday 2 December
• Website contents updates complete	Marketing	Wednesday 2 December
• Full time and schools 2020-21 courses 'go live' – Course Launch	MIS/Marketing	Thursday 4 December
Stage 4: Review		
• Finalise 2021-22 Framework changes	SJL/Directors	Monday 21 February
• Open Discussion on 2022-23 Portfolio	SJL/Directors	Monday 28 February

Appendix B - Eight Questions for Curriculum Planning Workshop

1. Do you think the college is using the right sources of information to design our curriculum?

2. Are there any additional sources you think we should consider?

3. What other stakeholders we should be speaking to?

4. Is the college responding quickly enough to the challenges and changes that the global pandemic have brought to our door?

5. Is it appropriate for the college to consider with its current model of learning, that is courses lasting a full academic year?

6. COVID19 has meant some courses have moved to include more digital/online learning. To what extent will these skills be important for your future employees?

7. To what extent should we continue to design courses which rely on assessment in college, e.g. exams, demonstrations of skills?

8. To what extent does our existing curriculum prepare learners for progression to further studies and employment and do you see the start of vocational education being treated with parity compared to university studies?

Paper 4

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Appendix C – Curriculum Plan Course Changes

The table below shows the significant deletions/additions to courses for 2020-21 and 2021-22.

	Removals 2020-21	Additions 2020-21	Removals 2021-22	Additions 2021-22
Beauty Therapy and Hairdressing	• Acrylic Nail Extensions (Eve) • Eye enhancements (Eve) • Ladies hair cutting (Eve)		• NC Beauty L5 (x2) • Schools NPA Beauty • NC Hairdressing L5 (x2) • Prep for Hairdressing • Schools: Skills for Work Hair (Burnhouse)	• SVQ L2 Beauty Therapy (x2) • SVQ L2 Hairdressing (x 2) • HNC Hairdressing • SVQ L2 Barbering 18 week course (x 2)
Business and Creative	• NQ Digital Imaging (Eve) • Schools Intro to Photography (P/T) • Schools Higher Photography (P/T) • Schools HNC Creative Industries (P/T) • HNC Media and Communications (F/T) • HNC Events (F/T)		• Mindfulness Classes • Degree Full-Time and Part-Time	• NC Marketing L6 • HNC Marketing and Communications (TBC) • Financial Services (TBC)
Childhood Practice and Sport & Fitness	• HND Childhood Practice (Eve)	• Men in Childcare (Eve)	• Schools Skills for Work: Early Education and Childcare (S3 cohort has no progression to higher levels) • HNC Childhood Practice – cohort 5	
Computing and Engineering	• HND Networking (F/T) • Women in STEM (F/T)	• HND Cyber Security (FT) • SECTT Course (F/T)		

Construction and Motor Vehicle		• MCMC - Introduction to Construction (P/T) • Preparation for Construction (Summer) • Preparation for Automotive Environment (Summer) • VRQ 2 Light Vehicle Maintenance and Repair (F/T)	• FA Civil Engineering 2 year programme • Engineering Level 5 • Construction Skills Schools • Pre FA Level • Dry wall lining finishing • BSE Plumbing remove BSE element	• continuing the 1 year programme • Engineering Level 4 • Pre FA Level 5 • Introduction to Joinery • Expand Plumbing to more apprenticeship direction • Introduce BSE into engineering • Women in STEM 2021
Health, Social Care, Science & SS	• HNC Social Service (Eve) • Higher Human Biology (Eve) • Higher Psychology (Eve)		• Maths Summer Schools – x2 Access groups • Level 6 Science and Social Science • Foundation Apprenticeship Scientific Technology – delivery in schools and college • Foundation Apprenticeship Healthcare – delivery in schools • Foundation Apprenticeship Healthcare – college delivery over 2 years • Foundation Apprenticeship Social Services Children and Young People – college delivery over 2 years	• Replacement for Maths Summer Schools to be agreed • Replacement for Level 6 Science and Social Science – same level, credits and numbers just a new title that is not a hybrid • HND Social Science – allowing articulation to a wider range of courses • Continue FA Healthcare 1 year route • FA Social Services Children and Young People- new 1 year route • PDA Education Support Assistance (January) – shorter courses for increased employment opportunities.

Hospitality and Communities	• Travel and Tourism (P/T) • Travel and Tourism (F/T) • Schools Travel and Tourism (P/T)	• Christmas Leavers Programme (F/T)	• Intro to Prof Cookery (Jan Start) • Craft Baking, Fusion Cookery, Med Cooking, Cake Craft, World Cuisine	• Level 4 – Introduction Prof Cookery • L4 FA Hospitality • Groupon Type One Day Courses to replace p-t courses removed.
Workforce development		• WD – SVQ in Digital Marketing	• SVQ Professional Cookery @SCQF 4,5 and 6	• SVQ Care Services Leadership and Management @SCQF level 10 • SVQ Storage and Warehousing
Access and Communities	• Art and craft x 2 – assisted learning p/t • Budgeting – assisted learning p/t • Café Services – assisted learning p/t • Creative Media – assisted learning p/t • Internet Safety – assisted learning p/t • Introduction to Spanish – assisted learning p/t	• Community Childcare p/t • BSL p/t evening • SPANISH p/t evening • ESOL p/t Jan start evening	• Travel and Tourism level 6 – this was planned in 2 stages to allow the level 5's to progress to level 6 this year. Other colleges set up to do this more effectively. • **HNC Food Science** – it has been a struggle over the past 3 years due to staffing equipment etc.	• Employability courses, short and longer courses – 2 Additional Next Steps Courses and add one full time Gateway to Employment • Full time ESOL Level 3 • 2 part time community child care courses • 2 shaping your future schools transition courses • 1 additional schools transition course • FA awards fully delivered in school with no faculty input

## Appendix D – Curriculum Credit Outturn Changes

The faculties most significantly impacted by major changes in credit volumes of these course deletions, additions and capacity adjustments for 2020-21 compared to the current year are shown below.

Faculty	Planned credit target 20-21	Proposed credit target 21-22
Business, Creative and Enterprise	10215.10	10,202.60
Computing, Engineering and the Built Environment	12,842.00	12,599.00
Access Employability and Schools	3831.50	3717.50
Care Health and Sport	16,059.00	15,932.00
Workforce Development	6,498.00	6,694.00
Total planned =	**49,445.60**	**49,145.10**
Total @25% =	**45,050.99**	**44,750.74**
ROA target (assume same for 2021-22)	44,353	44,353

Appendix E – Curriculum Pathway Maps Draft

BUSINESS AND ACCOUNTING

Possible progression routes
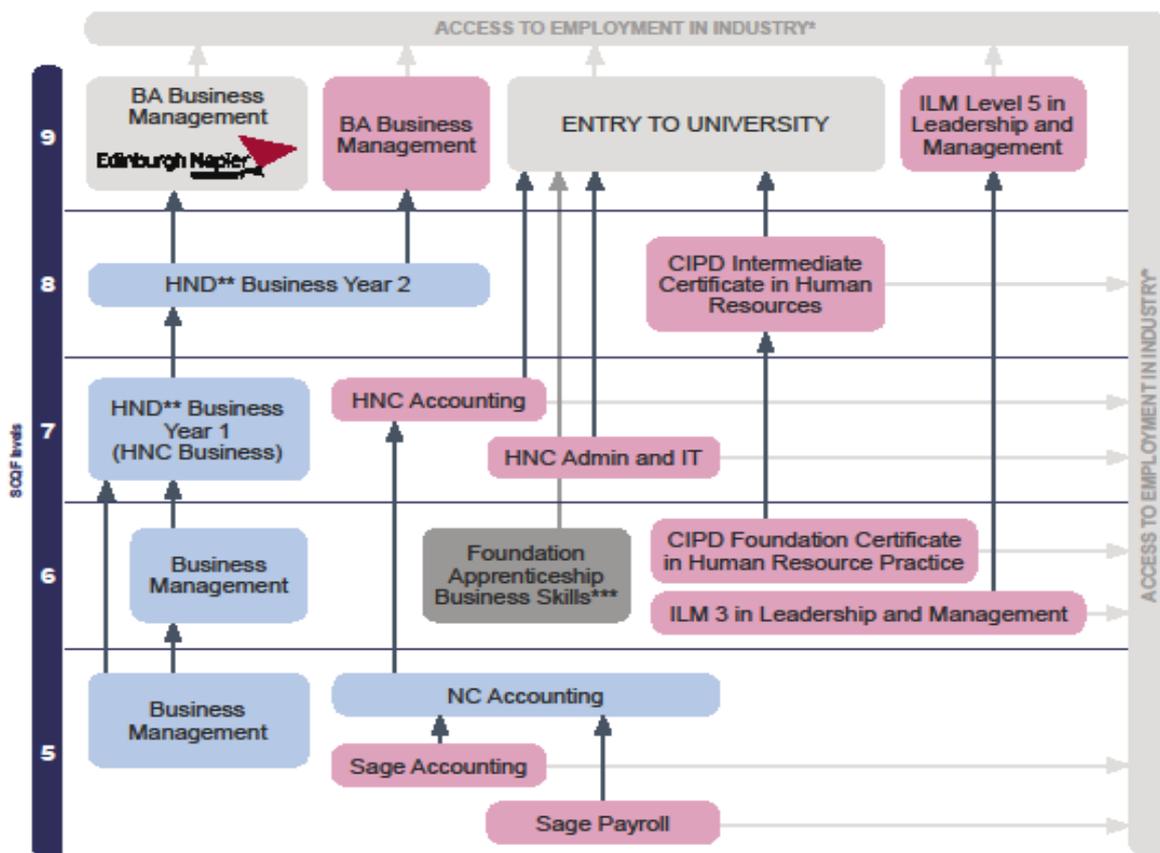
Learning and Teaching Committee

INITIAL ANALYSIS OF KEY PERFORMANCE INDICATORS (KPIs) 2019-20

Due to the disruption to the sector caused by COVID19 there will be a different level of scrutiny placed on KPIs by the Government, SFC and Education Scotland. Our focus will remain on understanding the factors which led to these outcomes and ensure measures are put in place to correct any problems and build on the successes. National consultations have yet to be concluded to finalise reporting arrangements but it is likely that the formal publication of KPIs will be postponed until March 2021.

It should be noted that the PI figures contained in this report will be subject to change due to the impact of deferrals. The paper focuses on the *Completed Successful* performance indicator and the immediate actions being taken to address areas of under-performance which we know will not change as a result of deferrals. Appendix A contains a summary of the four performance indicators that are used to calculate the final PI position.

Despite the best efforts of staff to switch to online delivery following lockdown, 1,280 students were unable to complete their courses and were deferred. As can be seen in Table 1, HEPT was impacted the most by deferrals due in main to the 818 students enrolled on Professional Development Award (PDA) delivered by the CHS Learning Academy. This award is excluded from the college's PI calculation as it is not funded by SFC.

Table 1: Student Deferrals

Level	No. Deferrals	% of Deferrals
FEFT	168	13.13%
FEPT	158	12.34%
HEFT	41	3.20%
HEPT	913	71.33%
Total	**1280**	**100%**

With the exception of the PDA, students undertaking practical, vocational courses have been disproportionately impacted by the move online as they could not complete the practical components and consequently had to defer. The three curriculum areas most impacted are shown in Table 2.

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Table 2: Impact on Curriculum Areas

Curriculum Area	No. deferrals
Construction and Motor Vehicle	128
Computing and Engineering	127
Beauty Therapy and Hairdressing	112

The college is fully committed to ensure no student is adversely affected by COVID19 and these deferred students are being supported to ensure they complete their course of study successfully. We are still awaiting SFC final guidance on how these deferred students will be taken into account when calculating PIs, but it is likely that students who are able to complete their courses by the beginning of December will count towards the 2019-20 PI, and those completing afterwards will count towards 2020-21.

More detailed analysis on withdrawals and partial success will be reported to the next Learning and Teaching Committee. This follow-on paper will include key findings and understandings from the self-evaluation process which continues throughout 2020, actions for improvement being taken forward in-year and if available at the time, the finalised sector KPI information for 2019-20.

As of 22 October 2020, completed success was as follows:

Table 3: KPIs over 3 years

Level	2017-18	2018-19	2019-20	Change on year	Potential outcome should all deferrals achieve by December
FE full-time (FEFT)	65.3%	67.8%	**62.3%**	-5.5%	67.1%
HE full-time (HEFT)	77.1%	70.5%	**68.1%**	-2.4%	69.5%
FE part-time (FEPT)	77.0%	85.6%	**83.3%**	-2.3%	84.7%
HE part-time (HEPT)	77.5%	80.1%	**88.3%**	+8.2%	89.0%
Overall success	73.7%	80.3%	**77.5%**	-2.8%	79.2%

Table 3 shows that at present there have been decreases over the year in all but one indicator HEPT. The final column provides an estimate of PIs based on the most optimistic scenario taking into account deferrals. This is presented purely as an illustration of the potential impact of deferrals, it is not a prediction of the final PI position. We have modelled other scenarios but due to the uncertainty surrounding deferrals, and in the absence of formal guidance, there is limited merit in presenting these at this time.

FEFT shows a significant decrease compared to 2018-19. While this may be improved by successful completion of deferrals, even using the most optimistic scenario the outcome performance will fall below the 2018-19 figure.

For HEFT, the decrease of 2.4% returns the college back to levels of attainment below the 2017-18 outturn, this would continue to be the case even after the most optimistic deferral scenario.

For FEPT, despite the decrease of 2.3% compared to 2018-19, performance is ahead of 2017-18 but any improvement due to deferrals will not improve on the 2018-19 position.

As stated before, these figures will change over the coming months and a comparison with the sector position will not be possible until Spring next year.

Analysis by curriculum area (please note this reflects the previous curriculum structure)

While the decline by level is disappointing, the breakdown by curriculum area reveals that overall the number of subjects experiencing a decline in performance is matched by subjects delivering an improvement in performance.

Table 4: Analysis by Curriculum Area

Level	Curriculum areas declining		Curriculum areas improving	
	No.		No.	
FEFT	5	Beauty Therapy & Hairdressing Business & Creative Computing & Engineering Construction & Motor Vehicle Health, Social Care & SSS	2	Childhood Practice Sport & Fitness Hospitality & Communities
FEPT	4	Commercial & Enterprise Computing & Engineering Construction & Motor Vehicle Hospitality & Communities	5	Beauty Therapy & Hairdressing Business & Creative Childhood Practice Sport & Fitness Health, Social Care & SSS Workforce Development
HEFT	3	Beauty Therapy & Hairdressing Computing & Engineering Construction & Motor Vehicle	3	Business & Creative Childhood Practice Sport & Fitness Health, Social Care & SSS
HEPT	3	Commercial & Enterprise Computing & Engineering Workforce Development	5	Business & Creative Childhood Practice Sport & Fitness Construction & Motor Vehicle Health, Social Care & SSS Hospitality & Communities
Total	**15**		**15**	

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The outcomes by level of the curriculum area highlighted in red and green will not be materially impacted by deferrals. Appendix B provides the actual performance.

Childhood Practice, Sport and Fitness has successfully reversed the decline it experienced in three out of four levels in 2018-19, and improved across all four levels. Factors contributing to this include continued innovation in learning and teaching for example outdoor learning and measures introduced to strengthen student monitoring to allow earlier intervention. Business and Creative improved in three out of four levels which is a reflection of the continued efforts to introduce work-based projects and experience. Health, Social Care, Science and Social Science also improved across three out of four levels which reflects a concerted effort to improve the quality of delivery and better curriculum planning.

Two curriculum areas, Computing and Engineering and Construction and Motor Vehicle declined in three out of the four levels. Whilst the situation might improve once deferrals are taken into account, we already know that FEFT Engineering and HEFT Computing will not improve their significant declines in performance.

Improvement actions underway

While there is uncertainty surrounding some of the final outcomes for courses due to deferrals, we know with certainty the final outcomes for other courses and the trajectory of subject areas. The initial PIs have been shared with faculties and discussions have already taken place across all faculty teams to better understand the underlying reasons for both improvement and decline. These discussions have been used to inform the current ongoing curriculum planning process.

Discussions have taken place at the Executive Leadership team and, at the forthcoming College Leadership Team meeting, PIs and Performance is a main agenda item.

Due to the particular decline across the subjects, the VP for Learning and Attainment with the Director for Engineering, Computing and the Built Environment are working closely with the Learning and Skills Manager, the wider team and the Head of Quality, Student Support and Learning Resources to apply performance improvement strategies to prevent this downward trend from continuing.

The outcomes of these meetings and actions will be fully reported as part of the follow-on report previously mentioned.

Work has commenced on developing a course evaluation tool that will use data from a wide range of sources to enable evidence-based and more objective evaluation of courses. For more information see Paper 7 Quality Update.

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Action

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

Simon Earp
Vice Principal, Performance & Improvement
18 November 2020

West Lothian College

18 November 2020

Appendix A: summary of the four performance indicators

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

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

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Appendix B: Comparison of curriculum area performance movement between 2018-19 and 2019-20

FEFT	Decline	Improvement
Beauty Therapy and Hair	60.8% to 50.8%	
Business and Creative	76.6% to 63.4%	
Computing and Engineering	61.1% to 39.4%	
Construction and Motor Vehicle	60.5% to 40.0%	
Health Social Care Science and Social Science	70.8% to 67.8%	
Childhood Practice Sport and Fitness		61.1% to 66.9%
Hospitality and Communities		76.7% to 79.2%
FEPT		
Commercial and Enterprise	99.3% to 93.2%	
Computing and Engineering	71.2% to 60.1%	
Construction and Motor Vehicle	92.9% to 75.9%	
Hospitality and Communities	77.6% to 73.0%	
Beauty Therapy and Hair		57.9% to 74.4%
Business and Creative		71.4% to 91.1%
Childhood Practice Sport and Fitness		77.4% to 82.2%
Health Social Care Science and Social Science		64.4% to 67.7%
Workforce Development		92.8% to 93.1%
HEFT		
Beauty Therapy and Hair	80.8% to 74.2%	
Computing and Engineering	76.8% to 61.0%	
Construction and Motor Vehicle	47.1% to 42.1%	
Business and Creative		72.7% to 78.3%
Childhood Practice Sport and Fitness		67.9% to 68.9%
Health Social Care Science and Social Science		65.7% to 69.6%
HEPT		
Workforce Development	95.3% to 91.2%	
Computing and Engineering	76.4% to 63.8%	
Business and Creative		55.6% to 98.4%
Childhood Practice Sport and Fitness		55.6% to 98.4%
Construction and Motor Vehicle		75.6% to 90.3%
Health Social Care Science and Social Science		61.9% to 100.0%
Hospitality and Communities		40.0% to 87.5%

The outcomes by level of the curriculum areas highlighted in red and green will not be materially impacted by deferrals

Paper 6

West Lothian College

18 November 2020

Learning and Teaching Committee

CREDIT TARGET UPDATE 2019-20 and 2020-21

This paper provides an update of the final credit position for 2019-20 and progress against target in relation to the 2020-21 Scottish Funding Council (SFC) credit target.

Table 1: Credit Update 2019-20

SFC Target Credits (Core 43,646 plus 773 ESF)	44,419
Revised SFC target 2019-20 (including additional SFC allocation of 333) (Core 43,979, plus 773 ESF)	44,752
Year-end audited position – submitted to SFC on 01/10/2020	45,831
Variance against SFC contract	1079 2.4%

As reported in September, we anticipated exceeding the SFC credit target. Following a successful Further Education Statistical (FES) submission and audit, our final credit position was 1,079 credits, or 2.4% above target.

The accuracy of the data on which the credits return is calculated depends on appropriate controls and systems over enrolment and attendance and the timely clearing of errors on the FES report. Over the course of the audit, it was observed that the college has well-designed controls that were operating effectively to ensure credits claimed are accurate and appropriate.

Of the twelve key risk areas covered in the report, no reportable issues were identified as part of the testing and for the first time in a credits audit, no identified issues were found where a credit adjustment was required.

West Lothian College

Credit Update 2020-21

The table below provides an update of progress against target in relation to the 2020-21 Scottish Funding Council (SFC) credit target.

Table 2: Credit Update 2020-21

SFC Target Credits (Core 43,646 plus 707 ESF)	**44,353**
SFC target assuming 1,155 credits for associate students	**45,508**
Actual (based on enrolments at 30 October 2020) Includes *3,397* credits associated with deferred student activity from 2019-20, enrolled in 2020-21 as per SFC guidance.	41,347
Less assumed early withdrawals based on 19-20 rates	2,144
Sub-total	39,203
Planned activity	6,462
Total estimated credits 2020-21	**45,578**
Variance on SFC target *assuming 1,155 credits for associate students*	70

At the equivalent time last year we were reporting a deficit of 111 credits against SFC target. We will keep the credit position under careful review to ensure we deliver to target, undertake activity to support regional economic recovery and demonstrate we operate in a region of underlying growth.

Action

The Committee is asked to note the final credit position for 2019-20 and the latest credit forecast for 2020-21

Simon Earp
Vice Principal Performance and Improvement
18 November 2020

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Learning and Teaching Committee

QUALITY UPDATE REPORT

Introduction

Since the last committee meeting, students have returned to college to start their studies for academic year 2020-21. Normal operational quality assurance arrangements remain in place, but requirements of awarding bodies and the government via Education Scotland have been altered and scrutiny reduced for 2020-21 in response to the ongoing COVID19 pandemic.

Quality Assurance

Although the college year started a few weeks later, normal college quality assurance processes are still in place and a compliance audit to check prior verification will be conducted over the next few weeks working closely with curriculum managers.

There have been two significant developments with SQA assessments this year. First, the ability for lecturers to adapt assessments to better suit remote learning, and secondly, SQA has made the final HN graded unit assessment optional this year, which allows staff to make judgements about the extent to which this still adds value and thus whether to require this of their classes.

These decisions by SQA have raised some questions amongst staff as the graded units offer good added value, by drawing together all the learning throughout the year in either a project or exam.

We are reinstating the Internal Quality Assurance (IQA) process, employed at the end of last academic year, to best support and assure decisions made under the new guidance.

Most of the external verification scrutiny by SQA and other awarding bodies is suspended at present, while they train their appointees in changed expectations. We will receive requests for remote external verification in December 2020. Further operational details concerning quality assurance are provided in Appendix 1.

Quality Improvement

The Head of Quality, Student Support and Learning Resources, working closely with the Vice Principal (Performance and Improvement) and the Information Systems Manager have examined the tools and data currently available to the college and recognised that there is a gap in objective reporting on course performance and a

lack of transparency on how customer service is provided to students and other stakeholders.

Preliminary discussions are underway to better support objective assessment of courses using a range of existing and still to be devised quality measures. Quality staff are working in collaboration with student records staff to create a dashboard which draws together appropriate measures to allow Red-Amber-Green (RAG) ratings and focus attention on what is going well, which can promote good practice, and which courses need improvement. Appendix 2 provides an outline of the dashboard.

Similar discussions are running in parallel with this development, to provide an overview of customer service provision across college, focusing on what kind of queries arise and who is best placed to satisfy these. These discussions are happening alongside proposals for renovating the Street Building with a view to creating a more student-centred space on the ground floor, and the extent to which a highly visible Information Point can assist answering student queries at first point of contact, supported by existing teams providing telephone, email and other remote responses.

Quality Enhancement

Although we have a good level of operational quality control, there is a vision to embed a culture of continuous quality improvement and enhancement throughout the college. This implies associated trust in quality processes to provide a supportive underpinning framework. As part of the process of change, we want to explore barriers to trust and change negative perceptions held by a minority of staff of the importance and value of quality, as this is neither intended nor supported by the College Leadership Team.

Work to embed these changes is at an early stage, with many issues to address including the lack of transparency and excess bureaucracy in auditing adherence to quality assurance processes. The Head of Quality, Student Support and Learning Resources is working closely with colleagues in Information Systems as well as the Vice Principal (Learning and Attainment), curriculum managers staff and the Student Association to identify a baseline of experience before planning to move this forward. We will also seek input from external stakeholders to support this development.

External Quality Assurance

The Head of Quality, Student Support and Learning Resources is meeting with Scott Anderson, Education Scotland, fortnightly to discuss ongoing quality assurance and improvement activities. Education Scotland has communicated clear themes that they are focusing on this year and evidence will be collated under each theme

with a view to supporting a report to the Scottish Funding Council at the end of the year.

The themes are:

1. Curriculum, learning and teaching, and assessment
2. Services to support learning
3. Transitions
4. Evaluation to facilitate improvement

These four themes have then developed into a total of eight topics with associated questions concerning the impact of decisions which have been made as a result of the pandemic to support learners and staff, and thus identify successes and ongoing challenges.

These topics are:

- digital infrastructure that enables learning and teaching to take place in college and off campus
- supporting staff and learners to adjust to changes to the curriculum (delivery)
- engagement with employers and stakeholders to ensure the curriculum meets changing local and regional needs
- access to services to support learning and learners (and impact on staff and/or external stakeholders in delivering support)
- learner transitions into and out of college programmes
- assessment (on and off campus)
- determining future curriculum (primarily portfolio but could include delivery modes)
- arrangements to reflect on and evaluate progress made in relation to learning, teaching and assessment, learner support and learner transitions

Questions on these topics were woven into those posed to delegates on the Curriculum Planning Day on 23 October 2020 and will be used throughout the academic year to ensure we are able to evidence activity in support of each topic. A generalised sector wide report on the themes and questions above will be provided to the Scottish Funding Council in January and June 2021 which will be informed by visits, meetings attendance and other data provided by ourselves along with all the other colleges.

West Lothian College

Recommendation

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

Beth Brownlee
Head of Quality, Student Support and Learning Resources
18 November 2020

Appendix 1: Quality Assurance

External Verification

Two virtual development activities have now been held for Work Based Assessors in MA Diploma in Digital Marketing and FA in Creative Digital Media, and staff from Faculty of Business, Creative and Enterprise were also able to participate. The FA is delivered collaboratively between the Workforce Development and Business, Creative and Enterprise faculties.

ILM have now agreed Monday 23 November as the date for the joint annual Systems Verification and remote sampling exercise, and evidence collation is underway. This is uploaded to a folder in One Drive and the link shared with the verifier prior to the event.

SQA verification notifications remain static at present. They indicated that they foresaw few approaches until December, as part of the new timetable of activities, and we have still to receive our HN and NQ selections.

SQA Communications

SQA communications are routinely circulated. The latest information concerns decisions around voluntary removal of the requirement for Graded Unit portfolio or project assessments for HN qualifications. Guidance for implementation is due on Monday 9 November.

Advice continues to come in regarding alteration to arrangements for assessing National 3, National 4 and freestanding units in 2020–21, and guidance for assessing National 5 courses, while the exam diet has been confirmed for Higher and Advanced Higher courses starting on Thursday 13 May and finishing on Friday 4 June, with Results Day on Tuesday 10 August 2021.

Student Appeals

The Internal Quality Assurance (IQA) Panel will be reassembled for 2020-21, as there continues to be a need for use of IQA documents to record student attainment requirements against general and specific course aims and the Panel is a useful tool for validating or clarifying decisions.

The suite of IQA forms will be supplemented by the inclusion of a template to capture standardisation agreements by course teams.

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IQA Appeals

There was one appeal from a student in Care, Health and Sport faculty against his grade in Perioperative PDA. This was partially upheld and the Panel offered him the opportunity for reassessment if it was possible.

Initial Teacher Qualifications and Teaching Observations

Alan Morton who normally supports initial teaching qualifications has been seconded to the role of Digital Lead, so alternative arrangements are being put in place to support completion of the PDA Teaching in Colleges Today and Teaching Qualification in Further Education candidates in this academic year.

Teaching observations continue to be an important part of the quality assurance cycle, but arrangements for these are on hold for now.

QMS4VET project

Next meeting of Steering Board is Friday 13 November at 10.00am. A report on ongoing activity and plans for this project under COVID19 conditions will be provided to the Learning and Teaching Committee early next year.

Appendix 2: Draft Course Evaluation Tool

The following table shows the data which could be used to construct a toolkit to evaluate courses. We hold the majority of data shown below in Power BI so could produce the initial toolkit relatively quickly. Other data sources might take some time to source and integrate into the modelling.

Application Numbers	Applications v Target
Yield Data	Offers v Enrolments Applications v Enrolments
SFC Credits	Has Course met credit target;
Student Protected Characteristics	Gender, Ethnicity etc.
PI Data	Does it count towards PI's? Early Withdrawals Late Withdrawals Partial Success Complete Success
PI Data v Sector	Comparison of PI v sector
CLD	College Leaver Destination information including progression to further study, employment and related employment.
Progression	For courses that have a progression route within the college percentage of students that progress,
SSES	Student Satisfaction and Engagement Survey results,
Articulation	We have access to articulation database and could provide information on students who have progressed to University over an extended time period. Aware not all courses have university routes however.
SDS Data Hub	For students aged under 25 we have access to SDS Data Hub, could make some use of this to show longer term progression and destination, although It does not include school students and 25 and overs.
Finances	As the college finance system reports at course level, there is the potential to look at course costs and whether courses are financially viable.

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Verification	Verified status, or indicator to identify courses with historical issues with verification.
Strategic Priority	Markers as to whether there is an internal college strategic priority, or local or Scottish government priority on this course provision e.g. Early Years Provision, or Digital Strategy provision.
Labour Market Intelligence and Economic Planning	Making use of workforce planning to look at estimated workforce requirements in that sector in the coming years (3-5 year cycle)
Population information	Will increases or decreases in local population, possibly of specific age groups etc, cause concerns for this course.
Growth Sector	Scottish Government produce Scotland wide and local authority growth sector statistics over certain sectors this can be used to analyse whether it is a local v Scottish growth sector and scored accordingly.
Major Event/Policy Planning	e.g. there are currently business statistics on how businesses are being affected by Coronavirus, being reactive to elements like this could provide opportunities for short courses etc.

West Lothian College

Learning and Teaching Committee

STUDENT SUPPORT AND LEARNING RESOURCES UPDATE REPORT

This report provides the Learning and Teaching Committee with an insight into the work that has taken place to support students and develop learning resources

Student Support

The challenges posed by the ongoing COVID19 situation have not abated in the new academic year. While it is normal for students to settle in before requesting support, support requests have been coming in high numbers from before the start of term.

The Marketing team and Student Association have continued to provide clear messages via text, email, the college website and social media supporting the key government messages about safety and wellbeing.

The Student Support team had already adapted well to providing support online, and this has continued to work effectively in the new academic term. The teams have received very positive feedback from faculties for their role in supporting the development of trusting relationships between the students and their lecturers. This was particularly appreciated whilst teaching staff had to work very intensively with new and returning students, especially online, as not all students had the skills to work effectively on Teams, as well as the normal start of college anxieties.

The student counsellors, appointed in April 2020, have been busy as well, mainly offering support via Microsoft Teams. There is still a need to provide face to face counselling support, especially when home circumstances mean it is difficult to speak freely, and we will reinstate this when it is safe to do so.

A major new activity this year was co-ordinating requests from students to borrow college laptops. The team logged requests, which were then used by the library to book out laptops which have now been catalogued on the library computer system. Almost 300 laptops have now been loaned, along with dongles to provide wifi access to those who don't already have this at home. We loaned a mix of existing laptops and new laptops financed by judicious management of funds and input from the Scottish Funding Council. To date, 284 laptops have been loaned, thanks to effective teamwork between the Digital Infrastructure, Student Support and Library teams.

Further details on the work undertaken by the Student Support team is provided in Appendix 1

The Student Support team and counsellors have received very positive feedback from students and staff, who have appreciated their support in helping students settle into the new academic year, to build relationships and establish confidence.

West Lothian College

During the period since the last report, the Student Support manager and Student Support officer have been compiling materials to provide evidence for the Going Forward for Student Carers award from the Carers Trust, as well as having an initial meeting with the equivalent UK national award Driving Change, from the Carers Federation.

Safeguarding Issues

Safeguarding issues continue to present on a regular basis. Five students to date have been given specific support with referrals made to the external agencies when appropriate. The Student Support manager will shortly be undertaking a review of the college's safeguarding and corporate parenting responsibilities.

Learning Resources

In addition to assisting with the secure distribution of laptops and dongles, the learning resources team have been busy supporting the updated version of Moodle which is now hosted by Synergy. Overall, the new version is proving faster for most activities, although there are some isolated teething issues with some services, which are being ironed out as quickly as possible.

In addition to supporting laptop distribution, the library has been busy offering their usual service to support staff and students with providing suitable learning resources, via online resources and a Click and Collect service for books. The library itself is still closed for student study but will open again with a limited desk capacity soon. This is an important or students who may not have safe or comfortable places to study at home.

Recommendation

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

Beth Brownlee
Head of Quality, Student Support and Learning Resources
18 November 2020

West Lothian College

Appendix 1: Student Support Analysis

Over 600 students are listed on the support log. The team noted that the support was required much earlier in the academic year than normal, possibly reflecting increased anxieties on joining college during lockdown, particularly learning online, which may be unfamiliar for many.

The type of support provided included:

- Spending time with and taking students to class as severely anxious at beginning of course
- Going into classes (physically and remotely) to get to know students, encourage them to seek support
- Helping students with funding, access to teams/email, getting online and staying engaged
- Supporting students who require alternative assessment arrangements
- Supporting with issues relating to attendance on campus and online
- Note-taking for hearing impaired student
- Supporting students with mental health, anxiety, stress, autism, care-experienced, abused, borderline personality disorder, anger issues, rape, issues at home, epilepsy
- Support with written work, study skills, structuring work and time
- Meeting students with and liaising with parents/carers/social worker/Key workers/MCMC workers and continuing engagement with these supports
- Reactive/drop-in support in college
- One-to-one support either on teams, email or phone call
- Counsellor referrals

On top of individual student support, the team have also been busy providing one to one support either on teams, on campus, email or phone call and a range of other support; weekly slots, fortnightly slots, check-in support, drop-in support, teams in-class support.

Attendance support

- Support for over 200 students - email and support conversations generated through non-attendance emails

Counselling

- 36 students on the list of contacts, some yet to start
- 18 sessions delivered
- 5 missed sessions
- another 5 students starting with time slots this week

- level of demand might require the team to be more specific and less flexible in allocating day/time slots as the service gets busier, although so far they have been able to work around the student's times for study

Assessment support

Students are starting to require support with assessments, particularly for the very few closed book assessments which have still been required by SQA Subject Specific guidance. Ten students have requested support with assessments in the form of a reader, scribe, separate room or extra time.

The team have also worked hard to reinstate testing services, such as the Lucid Adult Dyslexia screening test to be able to do this in a COVID19 safe manner.

The student support team and counsellors have received very positive feedback from students and staff, who have appreciated their support in helping students settle into the new academic year, to build relationships and establish confidence.

West Lothian College

Learning and Teaching Committee

STRATEGIC RISK REGISTER 2020-21

Purpose

The purpose of this paper is to ask the committee to discuss and agree that the risk mitigations and future actions to be taken are sufficient to mitigate against the learning and attainment risks as set out in the 2020-21 risk register.

Background

At the September 2020 meeting of the Board of Governors, the board agreed that the Audit Committee would continue to have oversight of the full risk register but each committee would have ownership of the risks aligned with their remit. It was also agreed that the committees would agree the risk mitigations in November 2020.

The risk mitigations, future actions and scores have been fully discussed and agreed by the college leadership team. For clarity the committee is not asked to make any changes to the risk scores but to focus on the mitigations/future actions to satisfy itself that the risks are being effectively managed by the college leadership team.

Strategic Risk Register 2020-21

The strategic risk register is set in the context of the 2020-23 Outcome Agreement. Attached to this paper is the section which contains all risks in relation to learning and attainment (Appendix 1) and the risk tolerance matrix (Appendix 2).

The learning and attainment strategic risks are:

- the college fails to deliver the curriculum plan for 2020-21 due to disruption in the ongoing COVID19 pandemic resulting in disengagement of students.

- the college fails to deliver high quality learning, teaching and learning support due to poor alignment of resources and/or poor quality of teaching resulting in poor retention, attainment and progression for students.

- limited student engagement due to disruption due to COVID19 resulting in negative student feedback.

- the college fails to meet its access targets and obligations under The Equality Act to progress Equality Mainstreaming under our Public Sector Equality Duty resulting in increased likelihood of failure to retain staff and students and increased likelihood of legal action resulting in financial and reputational loss.

Board Appetite for Risk

The risk policy states that the board of governors should set the tone and influence the culture of risk management within the college by establishing the college's risk appetite. Through this, we will be aware of the most significant risks facing the organisation.

Following a risk workshop held in September 2019 the board of governors has set the appetite for risk as being open to taking measured risks in relation to our planning, widening access strategies and learning innovation with confidence in the decision-making delegated to the senior team. The board is more cautious in the approaches to legal risks which expose the college to claims and litigation and to those risks which could have a major financial impact.

Action

The committee is asked to agree that the risk mitigations and future actions to be taken mitigate against the learning and attainment risks as set out in the 2020-21 risk register.

Jennifer McLaren
Vice Principal, Finance & Curriculum Services
18 November 2020

West Lothian College

Strategic Risk Register

2020-21

Post Holders						Score	Impact	Likelihood
	ELT	Executive Leadership Team	FDL&A	Faculty Directors Learning & Attainment				
	CLT	College Leadership Team	HoBD	Head of Business Development		1	Routine	Remote
	Board	Board of Governors	HoE	Head of Estates & Sustainability		2	Minor	Unlikely
	Prin	Principal	HoF	Head of Finance, Procurement & Student Funds		3	Significant	Possible
	VPF&CS	Vice Principal Finance & Corporate Services	HoHR	Head of HR and People Development		4	Major	Probable
	VPL&A	Vice Principal Learning & Attainment	HoIS&DI	Head of Information Systems & Digital Infrastructure		5	Critical	Very Likely
	VP P&I	Vice Principal Performance & Improvement						

Risk Numbers & Board Committees	POTENTIAL CONTRIBUTING FACTORS				TREATMENT				POST MITIGATION EVALUATION	
	Risks	Impact	Likelihood	Score	Controls/Mitigation Actions	Impact	Likelihood	Score	Further actions planned	Lead Responsibility
2 Learning & Attainment										
2.1 Learning & Teaching Committee	There is a risk that the college fails to deliver the curriculum plan for 2020-21 due to disruption in the ongoing COVID19 pandemic resulting in disengagement of students. Link to strategic goals: • Inspire and enable success for all • Support economic recovery and growth • Strengthen our communities • Lead with vision and empathy	4	4	16	2021-22 curriculum planning timeframe has been set by VPL&A, Directors and VPP&I to ensure full engagement of stakeholders (industry/ Education Scotland/ staff/students/3rd sector) in planning cycle – this also included horizon planning for curriculum to 2025.	3	4	12	Regular engagement and partnership working with key organisations, West Lothian Council, Job Centre Plus, Schools, SQA. Education Scotland.	VPL&A
2.2 Learning & Teaching Committee	There is a risk that the college fails to deliver high quality learning, teaching and learning support due to poor alignment of resources and/or poor quality of teaching resulting in poor	5	4	20	Support for Staff; Learning Technology Project Team will support the upskilling of staff (Learning and Teaching and Assessment).	3	3	9	Aligning systems to support student retention. High level learning and delivery plans reflect	VPL&A

Key to Risk Estimation/Score based on scale of 1 – 5 for impact/likelihood: Green (1-8) = Minor Risk; Amber (9-15) = Significant Risk; Red (16-20) = Major Risk; Purple, (>21 - 25) = Fundamental Risk

Post Holders					Score	Impact	Likelihood
	ELT	Executive Leadership Team	FDL&A	Faculty Directors Learning & Attainment			
	CLT	College Leadership Team	HoBD	Head of Business Development	1	Routine	Remote
	Board	Board of Governors	HoE	Head of Estates & Sustainability	2	Minor	Unlikely
	Prin	Principal	HoF	Head of Finance, Procurement & Student Funds	3	Significant	Possible
	VPF&CS	Vice Principal Finance & Corporate Services	HoHR	Head of HR and People Development	4	Major	Probable
	VPL&A	Vice Principal Learning & Attainment	HoIS&DI	Head of Information Systems & Digital Infrastructure	5	Critical	Very Likely
	VP P&I	Vice Principal Performance & Improvement					

| | retention, attainment and progression for students.

Link to strategic goals:

• Inspire and enable success for all
• Support economic recovery and growth
• Strengthen our communities
• Lead with vision and empathy | | | External Resources; Pastoral care to support students during pandemic; Neil's Hugs, MCMC Key Workers; good alignment of resource, SAMH also new laptops for students and staff IQA – Appeals group established (supporting progression, attainment, retention). | | | ongoing evaluation of blended and online approaches.

Planned additional ongoing support to ensure minimum disruption to online learning.

Development of high quality and meaningful virtual placements. | |

Key to Risk Estimation/Score based on scale of 1 – 5 for impact/likelihood: Green (1-8) = Minor Risk; Amber (9-15) = Significant Risk; Red (16-20) = Major Risk; Purple, (>21 - 25) = Fundamental Risk

2.3 Learning & Teaching Committee	There is a risk of limited student engagement due to disruption due to COVID19 resulting in negative student feedback. Link to strategic goals: • Inspire and enable success for all • Strengthen our communities • Lead with vision and empathy	4	4	16	Student Association working alongside Faculty teams to enhance Sparkle and undertake class ambassador training. Microsoft Teams, college email and regular Q and A give regular opportunities for student feedback and for staff, L/S Managers and Directors to action. All SVQ candidate have been contacted to resume studies. Employers are in receipt of updates on a monthly basis.	3	3	9	PULSE survey of students launched. Key groups identified for ongoing attendance on campus, timetabled to within maximum limits, to maintain motivation and engagement. Evaluation of Induction	VPL&A/VPP&I
2.4 Learning & Teaching Committee	There is a risk that the college fails to meet its access targets and obligations under The Equality Act to progress Equality Mainstreaming under our Public Sector Equality Duty resulting in increased likelihood of failure to retain staff and students and increased likelihood of legal action resulting in financial and reputational loss. Link to strategic goals: • Inspire and enable success for all • Lead with vision and empathy	4	4	16	The Equalities and Widening Access Committee membership and remit reviewed (DIVE). Key statutory reports are considered and approved by relevant Board committees. Regular monitoring of The Gender Action Plan and Equalities Action Plan. Effective process of Equalities Impact Assessments in place.	3	2	6	Additional groups under development to support the committees work.	TBC

Key to Risk Estimation/Score based on scale of 1 – 5 for impact/likelihood: Green (1-8) = Minor Risk; Amber (9-15) = Significant Risk; Red (16-20) = Major Risk; Purple, (>21 - 25) = Fundamental Risk

Risk Tolerance Matrix 2019-20

Impact Score	Impact Description	Access – more equal society	Responding to the economy	Student Success	Innovation and Enterprise	Financial and organisation Sustainability
1	Insignificant	Majority of access targets met with only one or two exceptions. Overall stakeholders, communities, schools and universities engaged with college	One subject area not delivering but credit target/budget delivered. Overall schools and appropriate stakeholders are engaged	Isolated cases of poor learner retention and attainment	Commercial targets achieved overall albeit individual contract variance in performance. Apprenticeship expansion within 10% of target Key account management in the main successful.	One instance <£50k or a number of instances where the cumulative value is <£50k
2	Minor	Recruitment from the most deprived postcodes has reduced slightly. Number of students getting advanced standing to University declines	One Centre /Department not delivering but credit target/budget delivered. Schools and Stakeholders fairly engaged	Under sector average for attainment in one PI success category Downward trend in one PI success category Positive feedback from Education Scotland progress review Few instances of quality targets not being met	Shortfall in commercial targets but ability to make up for this across college. Apprenticeship expansion within 20% of target	£50k-£99k
3	Significant	Recruitment across a number of equality measures is below target.	Up to 10% of credit target/budget not achieved due to supply and demand	Less than sector average in FE and HE full time success indicators	Shortfall in commercial targets and reduction in college surplus forecast	£100k- £299k

		Stakeholder engagement with communities, stakeholders, schools and universities is not effective in supporting targets. College overall activity target being impacted on.	mismatch or lack of engagement with key partners Some schools and stakeholder dissatisfaction with the College	Downward trend in FE and HE full time success indicators Increasing negative destinations and activity targets under threat. Education Scotland progress review unsatisfactory	Apprenticeship numbers static Business engagement weak	
4	Major	Insufficient progress made with equality targets, resulting in reduced activity target and clawback of funds for specific initiatives. Poor stakeholder relations and reputational damage.	>25 % of credit target/budget not achieved due to supply & demand mismatch Major shortfall in recruiting to vocational pathway programmes Majority of schools and stakeholders dissatisfied with the College	Majority of Centres with poor learner retention, attainment and negative destinations. Activity target shortfall and funds clawback indicated Education Scotland progress review unsatisfactory	Major shortfall in commercial surplus resulting in more significant interventions Reductions in Apprenticeship places Business and Employer dissatisfaction	£300k - £499k
5	Catastrophic	Failure to deliver on equalities targets leaving the college open to challenge and significant reputational damage.	Major shortfall in recruitment and retention leading to clawback of funds or activity	High negative learner destinations with major funds clawback and activity targets significantly under achieved.	Commercial surplus significantly reduced and major impact on college core operations	>£500k

		Claw back of funds and inability to access any related initiatives or future projects.	Major reputational damage arising from poor performance	Education Scotland/Scottish Funding Council intervention	Withdrawal of Apprenticeship contract Business and employer complaints	

Paper 10

West Lothian College

18 November 2020

Learning and Teaching Committee

LEARNING AND TEACHING COMMITTEE DEVELOPMENT PLAN

August 2020-July 2021

The Development Plan for the year ending in July 2021 was agreed at the September meeting of the committee and is attached. The Development Plan is a live document which is to be reviewed at every Committee meeting.

Action

The committee is asked to discuss the Development Plan and make any necessary amendments.

Jennifer McLaren
Secretary to the Board
18 November 2020

West Lothian College

Learning and Teaching Committee

Development Plan 2020

August 2020-July 2021.

Membership

The committee has a well-balanced membership, but may benefit in time from additional expertise in leading teaching and learning in higher and further education.

Remit

Annual review of remit – reviewed June 2020, next review June 2021.

Visits to Parts of the Campus

To be re-considered once COVID19 lockdown restrictions are eased.

Opportunities for Strategic Discussion

College Annual Equalities Mainstreaming Report and Action Plan will be presented to future Learning and Teaching Committees for approval.

Development Issues Identified in Meetings

None identified.

Self-Evaluation

Annual self-evaluation of Committee – scheduled for June 2021.

Version 3: September 2020