West Lothian College
Learning and Teaching Committee

Meeting Date:	**7 September 2022: 10.30am – 12.30pm**
Venue:	Meeting room 2, Number 1 on the Square Online details also provided.

Ref	Agenda Item	Paper	Lead
1.	**Committee Administration**		
1.1	Welcome and Apologies		IMc
1.2	Learning Champions – Presentation		SJL/HB
1.2	Declaration of Conflicts of Interest		IMc
1.3	Minutes of Previous Meeting	1	IMc
1.4	Matters Arising	2	IMc
2.	**Student Association Update**		
2.1	Student Association Report	3	KB / BS
3.	**Matters for Attention**		
3.1	Student Success (i)　　Predicted Student Success 2021-22 (ii)　　School Pupil Success 2021-22	 4 5	 SJL SJL
3.2	Regular Monitoring (i)　　Credit Update 2021-22 (ii)　　Curriculum Planning 2023-24 (iii)　　Recruitment Update 2022-23 (iv)　　Student Funds Update 2021-22	 6 7 8 9	 SE SJL SE JM
3.3	Continuous Improvement (i)　　Quality Enhancement Report (ii)　　Student Support Services Update	 10 11	 BB BB
4.	**Matters for Information**		
	(i)　　Scottish Government Purpose and Principles (ii)　　Outcome Agreement 2021-22 Publication		
5.	**Any Other Business (AOB)**		
6.	**Review of Committee, Supporting Papers**		
7.	**Date of Next Meeting: 23 November 2022, 10.30am**		

Learning and Teaching Committee

A pre-meeting was held to meet new Board members. Draft minute of the meeting of the **Learning and Teaching Committee** of the Board of Governors held on **Wednesday 15 June at 10.30am** in West Lothian College.

Present: Iain McIntosh (Chair)
                      Alex Linkston (Chair of the Board of Governors)
                      Elaine Cook
                      Tom Bates
                      Abel Aboh
                      Jeanette Dobson (Outgoing President)
                      Jackie Galbraith (Principal)
                      Neil Sinclair (Staff Member)
                      Rehela Hussain (Shadow Member)

In Attendance: 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)
                      Ian Beach (Education Scotland) – for Item 1.1.2 (i) only
                      Seamus Spencer (Scottish Funding Council)
                      Hannah Wilson (Scottish Funding Council)
                      Karine Bourdarias (Student President Elect)
                      Blair Stewart (Student President Elect)
                      Carol McLaughlan (Executive Secretary – notes)

1   Committee Administration

1.1   Welcome and Apologies

The Chair welcomed everyone to the first meeting to take place on campus since 4 March 2020, noting that Karine Bourdarias and Blair Stewart, the newly elected Student Presidents for 2022-24, were in attendance as observers. The Chair also welcomed Ian Beach, Seamus Spencer and Hannah Wilson who all joined the meeting via Teams.

Apologies were noted from Simon Earp (Vice Principal, Performance and Improvement) and Barbara Nelson (Education Scotland).

1.1.2 (i) Education Scotland Progress Visit Report dated 29 March 2022 (Presentation by Ian Beach, Education Scotland)

Ian Beach presented the Education Scotland Progress Report from the visit to the college in January 2022. The outcome of the progress visit was

'satisfactory' (the only outcomes were Satisfactory, Satisfactory with Caveats, and Unsatisfactory). This outcome did not include any caveats and highlighted very few areas for development. It was noted that the comparisons contained in the report related to student performance indicator data from the last published report, which was 2019-20, but Education Scotland acknowledged improvement in 2020-21. Education Scotland has now concluded all college visits and a national report will be produced.

One area highlighted in the report was peer support and isolation in online sessions that took place in response to government restrictions on the number of people on campus during the pandemic. It was noted that changes are now taking place to address this, with students and all classes returning to campus for at least some of the academic year, and face to face inductions planned for 2022-23. Karine Bourdarias advised of her experience with this lack of interaction and noted that, as a continuing online student, her class members plan to meet up next year for peer support and social interaction.

In response to a question from the committee, Ian Beach advised that the inspection team would not normally suggest strategies around the areas for development to the leadership team but that the college HMI (Barbara Nelson) would discuss this with the college.

The Chair and committee members noted that this was a very good report for the college. The additional information provided during discussion provided reassurance to the committee that improvements were already in progress. Seamus Spencer (Scottish Funding Council) noted the commendable work taking place.

The committee agreed that a presentation on the work of the college's Learning Champions would be of interest and it was agreed that this would take place at the next meeting.

Action 1 – Vice Principal, Learning and Attainment:
Learning Champions to provide presentation at the next Learning and Teaching Committee meeting on 7 September 2022.

1.2   **Declarations of Interest**

There were no declarations of interest.

1.3   **Minutes of Meeting of 23 February 2022**

The minutes of the 23 February 2022 meeting were approved as correct.

1.4   **Matters Arising**

The committee noted that all actions were closed, with the exception of action L9, which recommended looking at ways to include local employers in future meetings. Following discussion, it was agreed to invite employers to the Committee once or twice per year.

The Principal confirmed that consideration is being given to inviting local employers to at least one meeting of the Committee each year.

2   **Student Association Update**

2.1 (i) **Student Association Report**

The Student President presented Paper 3, thanking the members of the committee for their support and noting that this is her final meeting.

In relation to the SPARKLE results summary information, the Chair advised that the 'don't know' responses should not be taken as negatives and noted that the number of 'disagree' and 'strongly disagree' responses was low. The Student President confirmed that the questions included in the SPARKLE survey will continue to evolve going forward.

The committee noted appreciation of the report structure and format and agreed that linking to aims provided a good sense of what is taking place. The committee would like the reports to continue to be presented in this way, in particular the reflections of the Presidents.

The committee acknowledged the impressive work and positive impact of the Student President over the past two years, particularly in relation to increasing student engagement. The achievements were considered to be especially notable given that the first year was largely online due to the pandemic and that for much of the second year she worked in the absence of a Vice President.

The committee wished the Student President well in her future career and acknowledged that she had successfully achieved an SVQ3 and COSCA qualifications during her time as President.

2.1 (ii) **Student Association Constitution**

Head of Quality, Student Support and Learning Resources presented Paper 4, which highlighted proposed amendments to the Student Association Constitution and Code of Conduct. It was noted that one of the main

changes proposed was for two Student Association Presidents instead of one President and one Vice-President.

The committee approved all amendments.

3. Matters for Attention

3.1 (i) College Sector Performance Indicators 2020-21

The Principal presented Paper 5, noting that the information contained in the report was retrospective. The report provided factual information on how the college compared across the sector.

It was suggested that the college should consider how to share this positive progress with external audiences. The Principal confirmed that this is public data and invited the committee members to email her with any ideas on sharing the data more widely.

The committee agreed that the content of the report was reassuring in terms of upward projection and that areas to be worked on were being actively addressed.

3.1 (ii) Further Education Full Time (FEFT) Student Success Working Group Presentation

The Vice Principal, Learning and Attainment (VPL&A) and Head of Quality, Student Support and Learning Resources (HQSSLR) gave a presentation to the committee on behalf of the short-life working group that was set up to address the consistent under-performance of FEFT. The group, chaired by the Vice Principal, Learning and Attainment, met on five occasions since November 2021 and consisted of colleagues from across the college.

Five themes for improvement emerged and smaller sub-groups undertook work specific to each theme. The presentation provided an update on key achievements, which included the introduction of the Course Tutor role to focus on FEFT courses and the trialing of a risk register for lecturers that would allow them to clearly see how students are performing.

The group has also been undertaking a framework review with the aim of reducing SQA/unitised credits in FEFT qualifications from 16 to 13, noting that there would still be flexibility for students to work towards additional credits if this was validated by lecturing staff.

VPL&A noted that in one faculty where there had previously been a reluctance to engage in lesson observations and reflective practice, there

was now an unprecedented 82% rate of involvement, which the committee recognised as a very positive change.

The Principal noted that the VPL&A had introduced weekly full team meetings for all learning and attainment delivery staff, which is a very positive development that allows staff to receive relevant training, share best practice and hear about new developments.

The committee was reassured that the work being undertaken in relation to FEFT attainment would lead to improvements from 2022-23, commended the group on the proactive, hands-on approach and looked forward to updates at future meetings.

3.2 (i)   **Credit Update 2021-22**

The Principal presented Paper 6, advising the committee that the college is on target to go over credits.

The committee noted with appreciation that the Scottish Funding Council had listened to the college's case for extra credits and had allocated corresponding additional funding. Seamus Spencer (Scottish Funding Council) advised that this is a testament to the discussions and negotiations held throughout the year and noted that only two colleges received additional core credits.

3.2 (ii)   **Curriculum Plan 2022-23**

The Vice Principal for Learning and Attainment presented Paper 7 for information, noting that the report highlights changes to the agreed curriculum plan for 2022-23 and changes in response to government priorities.

The committee noted the content of the paper and members were comfortable with the flexibility being afforded to do what is required.

3.2 (iii)   **Recruitment Update 2022-23**

The Principal presented Paper 8, noting that although it is difficult to compare and contrast due to the pandemic, there are no major concerns with recruitment at this time.

The committee was content with the content of the report and that continued monitoring was in place.

3.2 (iv)   **Student Funds Update 2021-22**

Vice Principal, Finance and Corporate Services, presented Paper 9, noting that the college will distribute an additional £200k to returning students at the end of June to help support them over the summer period. Funding has also been set aside to support summer school activity. International funding had also helped support three students.

The committee noted the content of the report.

3.3 (i)   **Quality Enhancement Report**

Head of Quality, Student Support and Learning Resources (HQSSLR) presented Paper 10.

One area of note was that the lesson reflections process had been reintroduced in January 2022 and that the aim of having 33% of staff complete this was exceeded, with the actual completion percentage at almost 40%.

The Principal noted that, in relation to GTCS Professional Registration of lecturers, the college had achieved 100% of all eligible lecturers registered. The committee noted their appreciation to the HR and People Development team for the work undertaken to achieve this.

The Chair noted the contents of the report and the two appendices, requesting that Equality Outcomes be added to a future agenda for fuller discussion.

Action 2 - Head of Quality, Student Support and Learning Resources will prepare a further report on equality outcomes for discussion at a future Learning and Teaching committee in 2022-23.

3.3 (ii)   **Student Support Services Update**

Head of Quality, Student Support and Learning Resources presented Paper 11, highlighting the Student Mental Health Agreement and the work taking place in relation to this.

4.   Any Other Business

i. Agenda item for a future meeting:

Elaine Cook expressed an interest in receiving information on enrolments of students from SIMD10/20 locations to identify any possible benefits of increased community engagement. Seamus Spencer (Scottish Funding

Council) confirmed that they could look into sharing data from other colleges to allow for comparison, while acknowledging the constraints of this in relation to the differences in the demographics of colleges.

Action 3: Vice Principal, Performance and Improvement will request the above demographics and SIMD10/20 comparison data from the Scottish Funding Council to assist with the preparation of a report for the next committee meeting.

5.	**Review of Committee and Supporting Papers**

The committee agreed that the meeting went very well and acknowledged appreciation for participation from new committee members, attendance by the two newly-elected Student Association Presidents and participation from Scottish Funding Council and Education Scotland.

The committee extended their formal thanks to Jeanette Dobson, Student Association President, for her contribution to the committee meetings in such difficult circumstances and wished her well for the future.

The Chair noted that he was content to continue to have participation from all attendees during this agenda item but asked that members consider this and advise if they would prefer that this discussion was held with committee members only.

11	**Date of Next Meeting**

The next meeting is on Wednesday 7 September 2022 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   ……………………………………………………

West Lothian College

Learning and Teaching Committee

Matters Arising / Action update from the Learning and Teaching Committee Meeting of 15 June 2022.

Action 1 – Vice Principal, Learning and Attainment
Committee Administration
Learning Champions to provide presentation at the next Learning and Teaching Committee meeting on 7 September 2022.

Action Status: On agenda for 7 September 2022.

Action 2: Head of Quality, Student Support and Learning Resources
Quality Enhancement Report
A further report to be prepared on equality outcomes for discussion at a future Learning and Teaching committee in 2022-23.

Action Status: Report will be prepared for a future meeting – date to be confirmed.

Action 3: Vice Principal, Performance and Improvement
Any Other Business – Agenda item for future meeting
The committee requested a report for the meeting on 7 September on enrolments of students from SIMD10/20 locations, to identify any possible benefits of increased community engagement. Vice Principal to contact Scottish Funding Council to request data from other colleges for comparison, while acknowledging the constraints of this in relation to the differences in the demographics of colleges.

Action Status: Report is in process of being prepared and will be presented to the committee at the next meeting on 23 November 2022

West Lothian College

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 June to August 2022, focusing on the five Student Association strategic aims that are contained in the Student Association's three-year strategic plan (see Appendix 1).

Not all the aims and objectives contained in the strategic plan will be reported on in every quarterly report as the aims and objectives are over the three-year period of the plan.

Aim 1: Student Association and Strong Leadership

Overview Structure and Elections from June 2022

As reported in the June report, discussions from self-evaluation with elected officers (President and Executive Officers) last academic year resulted in the election of two full time Student Presidents, Blair Stewart and Karine Bourdarias.

Elections of new Executive Officers and the recruitment of new Ambassadors will take place in September/October 2022 with their training taking place prior to the October Break.

Training

For the SA to be strong leaders, Presidents must attend a number of training sessions, have a robust handover from the outgoing team, a comprehensive induction and consistent support. This provides them with an understanding about the role, the college and the sector; and how to achieve their goals and objectives on behalf of students.

Both Presidents attended the following training and support sessions to help to support and prepare them for their roles

- Handover with outgoing President, Jeanette Dobson
- Attendance at the Learning and Teaching Committee to shadow the outgoing President
- College and Student Association induction with the SA development officer
- Leadership and SA training with the SA development officer
- NUS (National Union of Students) Lead and Change Conference
- SPARQS (Student Partnerships in Quality Scotland) That's Quality online one-day training

- SPARQS That's Quality two-day residential conference
- Attendance at West Lothian College staff conference.

Aim 2: Representation and Student Voice

Student Inductions

Student induction is an integral time for all students to establish what the college has to offer in terms of activities, support and their course.

The Presidents presented an interactive, engaging way for students to understand the support and opportunities available at college and learn about the SA and how to get involved. In their first official week of their roles they have already met hundreds of students.

Induction provides an essential opportunity for students to get to meet our SA Presidents, introduce volunteer opportunities within the SA and for students to understand that the SA works on their behalf so they understand the importance of telling the SA about their experiences and ideas.

Freshers Fair

The SA Team is currently working on a Freshers Fair event for all students which will take place on 15 September. This is an opportunity for students to sign up to college clubs and activities, volunteer for the SA, learn about college and local support services, have fun and get to meet other students.

Aim 3: Equality and Diverse Student Community

Supporting equality and diversity

The SA Presidents have had an opportunity to develop and feedback on the Student Agreement, to ensure that the content is presented in a way that students understand and formatted in a way that is accessible for all.

In addition, the SA is committed to continue to work on a number of activities and events to ensure that we celebrate diversity and support students to be able to share experiences and learn from each other.

Aim 4: Student Health and Wellbeing

Poverty and Wellbeing

The Student Association plan to continue working with internal and external support to help alleviate some financial pressures for students. The role of the SA will be to signpost, refer and support students for the following services:

West Lothian College

- Free breakfast and lunch for all students, Friday take-away for students
- Microwave, kettle, toaster, and fridge facilities and washing machine tokens
- The Larder to provide home cooked ready meals
- West Lothian Schools Clothing bank
- Financial Inclusion Network, support at Christmas
- River Kids, support Christmas and Easter
- Partnership with College Kits Direct (CKD) donated shampoo and conditioners
- Clothes and warm jacket donations

In addition, the SA will continue to work on a number of initiatives and events to support students.

Aim 5: Sustainability and Technology

Commitment to reduce SA Carbon Footprint

The SA understands the importance of the environment and impact we are making. The SA will continue to work on initiatives and projects to educate, support students and raise awareness as a call to action.

To support Aims 3-5, three Executive officers will be appointed as Health and Wellbeing, Equalities and Environmental leads.

Conclusion

The SA team is excited for this new academic year and would like to offer thanks to the Executive Leadership Team, the Head of Quality, Student Support and Learning Resources, and the SA development officer for their support and encouragement.

The Student Presidents would like to share their experiences in the role in Appendix 2.

Recommendation

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

Blair Stewart and Karine Bourdarias
Student Association Presidents
7 September 2022

West Lothian College

APPENDIX 1: STUDENT ASSOCIATION STRATEGIC AIMS FOR 2022-23

Aim 1: Student Association and Strong Leadership
Sub-aims:
- Governance and Policy
- Structure
- Training
- Self-evaluation and evaluation

Aim 2: Representation and Student Voice
Sub-aims:
- SPARKLE (Learning and Teaching Evaluation)
- MS TEAMS Channels
- Surveys and accessible forums
- Committee and Board Membership
- Support students with college policy and procedures
- Communicate effectively
- Partnership working with West Lothian College

Aim 3: Equality and Diverse Student Community
Sub-aims:
- Student Community
- Student Poverty
- Safeguarding

Aim 4: Student Health and Wellbeing
Sub-aims:
- Creation of a Student Mental Health Agreement/ HBHM (Healthy Body Healthy Mind) Award
- Hosting Events, Campaigns and Support
- Ensuring suitable Student Association spaces
- Providing welfare hub and Recharge
- Training and support

Aim 5: Sustainability and Technology
Sub-aims:
- Commitment to reduce our carbon footprint
- Educate, raise awareness, and create action#
- New Technology

APPENDIX 2: STUDENT PRESIDENTS' EXPERIENCE, JUNE TO AUGUST 2022

Blair Stewart

I was elected as Student President in June and had a handover with the outgoing President. I attended meetings and training and got to know Micole and Karine more. This made me feel happy and I was excited to start my role.

In June, Karine and I attended a board committee meeting in the college and got to meet board members and find out what the board is and does. This helped me to understand the board and the role of a board member which will help me over the next two years.

We also attended an online training session with SPARQS, where we got to meet student association members from different colleges. We worked on tasks relating to quality and the student learning experience and got to speak to each other, to find out more about what different colleges do, share ideas and contacts.

In July, we joined a 2-day online conference with NUS called Lead and Change. We learned about NUS and they helped us understand even more about our roles, about leadership and how to influence change. We were involved in different activities in smaller groups, where we could discuss and communicate our opinions. We also learned about campaigning and how this positively influenced change within colleges.

In August, we went to the Dundee Apex Hotel for a 2-day residential event with SPARQS. This was a great experience! We got to meet, in person, other Student Presidents and Student Association Development Officers from other colleges and universities and built great working relationships and contacts, which will be a significant help throughout our role.

On the second day, as part of an activity, we simulated being part of a virtual student association, where we were given different challenges to overcome as a group. This was great for team building, and to help us develop new skills and understand what our role may be like, the challenges we may face, and how to resolve them. This also provided us with an opportunity to meet other agencies like Education Scotland, The Scottish Funding Council and NUS.

We have now started in our positions and have been meeting students at induction. We have a "who wants to be a millionaire game" which has questions and answers for students to guess which answer is right. It has been a fantastic opportunity to let new students know what support is available and to get to know us a bit more.

We have had some great groups where we have had engaging communication and used our public speaking skills, becoming more confident and learning more as we go.

Paper 3

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7 September 2022

Karine Bourdarias

I was elected as one of the presidents of the Student Association in May 2022. Since then, I have attended meetings, online training and in person training with Micole and Blair, the other president.

I attended my first board committee meeting in June, where I met the board members. This was an enjoyable experience and gave me an insight of the work being carried out.

In July, I completed an online course from SPARQS, "That's Quality Colleges 2022" which prepared me for the two day in-person training in Dundee. I met other student officers from Scotland. We participated in different activities through the day, which was a wonderful way to share ideas about student engagement and learning experiences.

The NUS online training was also in July. This was focused on efficiently representing students, engagement, communication, and feedback. Again, a fantastic way of meeting other officers and brainstorming ideas.

Since starting at West Lothian College, Blair and I have worked in partnership. We completed training with Micole, participated in a staff conference, got logged into all college systems and access our equipment, settled into our new space, created a new equity logging form, gave feedback on the student agreement, met hundreds of students at induction, started public speaking and learning our role. This has been an exciting and productive week!

West Lothian College

Learning and Teaching Committee

PREDICTED STUDENT SUCCESS (KPIs) 2021-22

Introduction

This report provides an early analysis of student success KPIs for 2021-22. Figures contained in this report are subject to change due to the impact of student deferrals and the completion of the annual credit audit.

Faculties discussed KPIs as part of their self-evaluations in June 2022 and identified actions to improve performance. More detailed analysis on withdrawals and partial success will be reported to the November 2022 Learning and Teaching Committee and will include actions for improvement from the self-evaluation process that continues throughout 2022-23.

Student success is shown for two levels of study (further and higher education) and two modes of delivery (full and part time) as follows:

- FEFT – Further Education Full Time
- HEFT – Higher Education Full Time
- FEPT – Further Education Part Time
- HEPT – Higher Education Part Time.

Student Deferrals, 2021-22

Some students unable to complete their courses in 2021-22 were deferred. Table 1 demonstrates that more that 50% fewer FE students were impacted by deferrals as a result of the prioritisation of return to campus for those studying vocational subjects. The impact of deferrals on HFET students was not reduced as much. The college prioritised FE students who needed more campus support and in-person teaching, however this had an impact on the success outcomes of some HEFT students.

Table 1 - Student Deferrals 2020-21 and 2021-22

Level	Number of Deferrals 2020-21	Number of Deferrals 2021-22
FEFT	103	46
FEPT	105	42
HEFT	50	39
HEPT	19	8
Total	**277**	**135**

Students undertaking practical, vocational courses were supported to attend on-site learning in 2021-22. HEFT students in curriculum areas that could be more easily delivered online were impacted more with some consequently needing to defer. It is reassuring that the number of deferrals is a significantly reduced picture over the three-year trend (as illustrated in Table 2). The college is committed to supporting deferred students to complete their course of study successfully. The number of student deferrals by faculty is shown in Table 2.

Table 2 - Impact of Deferrals on Faculties

Faculty	Deferrals 2019-20	Deferrals 2020-21	Deferrals 2021-22
Access Employability and Schools	-	28	-
Business Creative and Enterprise	112	89	62
Care, Health and Sport	119	34	1
Computing Engineering and Built Environment	255	134	72

We await final guidance from the Scottish Funding Council on how deferred students will be accounted for when calculating KPIs for 2021-22. It is likely that students who are able to complete their courses by the beginning of December 2022 will count towards 2021-22 figures and those completing afterwards will count towards 2022-23. At 29 August 2022, completed success was as follows:

Table 3 – Student Success over Three Years

Level	2019-20	2020-21	2021-22	Potential outcome (if all deferrals achieve by December 2022)
FEFT	62.9%	60.3%	65.3%	66.6%
HEFT	68.3%	71.3%	64.4%	65.8%
FEPT	83.9%	89.2%	89.6%	90.0%
HEPT	89.8%	83.2%	89.1%	89.2%
Overall success	78.0%	81.3%	83.3%	83.6%

At this point, there has been an overall increase in success on the previous year of two percentage points. There is a mixed picture for full-time student success, with a five percentage point improvement for FEFT success over the year which is likely to improve with the successful completion of deferrals. HEFT saw a 6.9 percentage point decline and, although successful completion of deferrals would enhance this, it is an area for attention in 2022-23.

There continues to be high rates of success for part-time students, which is likely to improve for FEPT when all enrolments are processed for the Workforce Development faculty.

The final column in Table 3 provides an estimate of student success based on the most optimistic scenario that takes account of deferrals. This is presented as an illustration of the potential impact of deferrals and is not a prediction of our final KPI position. These figures will change in the coming months.

Sector comparison data for 2021-22 will not be available until early Spring 2023. Anecdotally, there appears to be a decline in full-time success across the sector.

The table in Appendix A shows student success outcomes by curriculum area. As illustrated in Appendix A:

- Assisted Programmes reports considerable improvements in both modes of delivery, an excellent trend of improvement.

- Automotive has experienced a dip in FEFT performance, although it has remained consistently high for FEPT.

- Beauty Therapy experienced a considerable dip in FEFT performance, returning to 2019-20 low levels of student success. This performance decline is most notable in HEFT outcomes for Beauty Therapy students, with just over half of students passing their course, an almost 25% drop on 2019-20 outcomes. It is important to note that Beauty Therapy enrolments have experienced a national downward trend and that this has impacted on the curriculum plan for 2021-22, the number of courses offered and the statistical yield of enrolments versus successfully completing students. This performance has resulted in Beauty Therapy and Barbering being subject to an increased quality assurance methodology for continuous improvement in 2022-23. Barbering is nestled within Hairdressing and, while Hairdressing has experienced improvements, the low success outcomes from Barbering have impacted on the overall success from this curriculum area.

- Childhood Practice remains stable at FE but HEFT/PT illustrate a disappointing decline in success in 2021-22. Five HNC class groups is a high yield for statistical analysis and two of the five classes generated disappointingly low success

outcomes with just over half of each class group completing successfully. This is a key focus for improvement in the faculty's self-evaluation.

- Business and Computing generated slight improvements in FEFT student success but experienced declines in HEFT. This 11% and 7% decrease respectively was linked to students being wholly online for the full year. Both curriculum areas have been prioritised for full return to onsite learning.

- Creative Industries was prioritised as practical, vocational areas returned to campus last year and their increased success in FEFT and HEFT illustrate the benefits of this decision.

- Engineering at FEFT was prioritised for campus return and this resulted in a 12 percentage point improvement in success outcomes. Other key contributors to this increase were the new welding booths in the reconfigured engineering workshop supported by an instructor with specialist industry experience. HEFT student success had a six percentage reduction, attributed in the main to full online delivery.

- Health and Social Care remains a growth area for our curriculum and, while full-time students experienced greater success, part-time student success outcome declined. This curriculum team is focused on improving the success outcomes for all students in this new academic year, especially those who are balancing key worker posts alongside part-time learning.

- Science remains stable in student success.

- Social Science experienced a concerning reduction in student success and, while they are not the focus of specific quality improvement action, it is essential that all modes of student success outcomes improve in this academic year, making full use of the course tutor role. This curriculum area has recently been subject to a change in manager who is already working closely with the Director of Care, Health and Sport to action immediate improvement to course offer, content, quality and staff development towards significant improvement in student success outcomes.

- Sport and Fitness experienced a reduction in student success in all modes of delivery. This is a key area for quality improvement for the newly appointed Director of Faculty who has a clear plan for improvement with the faculty. This combines with Childhood Practice, Health and Social Care, and Social Science in the whole-faculty approach to improving student engagement and success.

With the analysis by curriculum area being detailed and action driven, all curriculum teams are focused on improving success for students in all modes of delivery, utilising the course tutor role and all linked resources. Quality assurance support is

key to driving continuous improvement and it is important to note the improvements last year in the faculty of Computing, Engineering and the Built Environment as a consequence of this.

Recommendation

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

Sarah-Jane Linton
Vice Principal, Learning and Attainment
7 September 2022

West Lothian College

Appendix A: Success outcomes by curriculum area

LevelOfStudy	2019-20	2020-21	2021-22	2019-20	2020-21	2021-22	2019-20	2020-21	2021-22	2019-20	2020-21	2021-22
	FEFT			FEPT			HEFT			HEPT		
Assisted Programmes	85.00%	47.06%	77.50%	44.44%		93.75%						
Automotive	40.91%	73.68%	61.11%	73.91%	81.25%	80.28%			100.00%			
Beauty Therapy	56.76%	64.79%	57.69%	76.83%	57.75%	78.31%	74.19%	69.70%	51.35%		100.00%	100.00%
Built Environment	39.76%	29.25%	57.95%	81.30%	88.89%	86.77%	42.11%	63.64%	57.14%	93.18%	71.19%	73.17%
Business	75.44%	68.33%	71.01%	83.33%	100.00%		73.53%	75.00%	67.44%	87.18%	77.24%	89.04%
Childhood Practice	61.59%	66.88%	68.21%	82.17%	87.50%	92.13%	71.30%	77.59%	66.97%	98.44%	81.82%	77.27%
Communities	94.74%	70.83%		75.45%	86.66%	89.76%					75.00%	
Computing	53.85%	44.12%	45.95%	60.00%	77.59%	64.52%	60.27%	68.92%	61.54%	62.50%	66.67%	100.00%
Core Skills				65.52%								
Creative	45.95%	44.44%	80.00%	89.29%	80.00%	90.59%	91.89%	75.00%	84.62%	100.00%		100.00%
Engineering	32.95%	59.65%	71.00%	48.31%	85.51%	77.78%	64.79%	61.54%	55.93%	66.67%	79.55%	86.02%
Esol			92.19%		95.76%	94.12%						
Hairdressing	61.11%	72.73%	69.14%	69.23%	85.86%	78.46%			82.35%			
Health & Social Care	65.38%	60.39%	61.85%	67.65%	80.36%	83.13%	72.04%	72.50%	75.32%	100.00%	92.68%	70.45%
Hospitality	76.07%	74.14%	61.84%	79.52%	73.56%	85.29%		78.57%	66.67%	87.50%		
Science	73.68%	72.22%	74.19%	52.63%			52.63%	86.67%	81.25%			
Social Science	65.85%	55.00%		54.55%	81.25%	58.62%	72.34%	76.19%	46.94%			
Sport & Fitness	75.00%	56.25%	52.04%	96.30%	87.50%	63.64%	65.43%	64.86%	62.12%			
Workbased				92.21%	93.49%	93.84%				92.49%	94.24%	97.49%
Total	**62.93%**	**60.34%**	**65.28%**	**83.87%**	**89.15%**	**89.91%**	**68.33%**	**71.45%**	**64.05%**	**89.76%**	**83.18%**	**89.07%**

West Lothian College

Learning and Teaching Committee

SCHOOL PUPIL SUCCESS 2021-22

Background

Exam results in August 2022 are among the first to be assessed by traditional methods since 2020 when exams were cancelled due to the pandemic. A total of 126 students were entered for Higher and National 5 exams in three subjects in 2021-22, including 43 senior phase school pupils (a significant increase of 34 on last year's figure of nine senior phase pupils).

Overall, we submitted thirteen more students for exams compared to last year. This continues the approach to student-tailored learning, teaching and assessment, where students are only entered for exams where that qualification is required for progression.

An exception to this is the Childcare and Development Higher (schools) where, of the fourteen school pupils enrolled, only seven passed. This unusually low performance has resulted in a change of offer to this year's 2022-23 cohort to ensure the Foundation Apprenticeship is the best alternative for continuous assessment for pupils unlikely to achieve the traditional Higher route.

The table in Appendix 1 provides pass rates for school and non-school entrants over the past three years compared with the national average for 2021-22.

Recommendation

Learning and Teaching Committee members are asked to note the contents of the paper.

Sarah-Jane Linton
Vice Principal, Learning and Attainment
7 September 2022

Appendix 1 – SQA Exam Results over Three Years

	2019-20		2020-21		2020-21 National Average	2021-22		2021-22 National Average
Subject	**No.**	**Pass Rate**	**No.**	**Pass Rate**	**Pass Rate**	**No.**	**Pass Rate**	**Pass Rate**
Childcare and Development Higher (Schools)	17	100%	9	88.9%	82.7%	14	50.0%	70.8%
Childcare and Development Higher	47	87.2%	56	83.9%	82.7%	61	80.3%	70.8%
English Higher	14	85.7%	9	100%	88.2%	10	80%	80.1%
Maths National 5	45	100%	39	71.8%	73.0%	41	70.7%	69.7%

West Lothian College

Learning and Teaching Committee

CREDIT UPDATE 2021-22

This paper provides an update of progress against target in relation to the 2021-22 Scottish Funding Council (SFC) agreed allocations.

SFC target and actual credits are now broken down to allow monitoring of each element, including YPG (Young Persons Guarantee) / NTTF (National Transition Training Fund) allocations.

	CORE	YPG/NTTF
SFC Core Credit Target	**47,776**	
YPG/NTTF Credit Target		**1,833**
Current Credit Position (at 23 Aug 2022)	48,047	2,584
Planned Activity	433	
Above/(below) SFC target	**704**	**751**

The table above shows that we are currently predicting to be above our SFC target, continuing our track record in exceeding credit targets. Committee members are reminded that SFC has increased our core credit target for 2022-23 onwards in response to this.

Preparations are underway for the final return to SFC on 30 September 2022 and the audit that will take place in the week commencing 12 September. It is likely that the forecasted surplus may moderate slightly as a result of the pre-audit checks and once we have final confirmation of deferred student outcomes for 2021-22.

The committee is asked to note the information in this paper.

Simon Earp
Vice Principal, Performance and Improvement
7 September 2022

West Lothian College

Learning and Teaching Committee

CURRICULUM PLANNING 2023-24

Purpose

To share the curriculum plan for 2022-23 (via Flip Book in Appendix D) and illustrate the plan for the review of the curriculum portfolio for 2023-24. This paper seeks support from committee members to attend the curriculum planning event and influence the revised curriculum offer for launch in January 2023.

Curriculum Planning Vision

As outlined in the 2019-22 Outcome Agreement, curriculum planning is core to the college's continual business improvement. This process has fully considered the academic year 2022-23 Scottish Funding Council (SFC) Credit Guidance as a core measure of the planning decisions made and has been applied consistently to all faculties. Core, full-time, non-advanced courses are designed for delivery in 2022-23 to exceed no more than 16 credits of study, with a Course Tutor attached to every programme. This was discussed at the June committee in detail through the presentation on the Short Life Working Group for FEFT attainment.

Now in the third academic year of execution, the West Lothian College curriculum planning process for the 2023-24 curriculum will involve wider stakeholder engagement in the process and will include industry, members of our Learning and Teaching Committee, managers, students, lecturers, Education Scotland, schools, third sector partners and other influencers of learner choice and curriculum improvement.

A revised timeline was constructed for the 2023-24 planning process by the Vice Principal Learning and Attainment in consultation with the Admissions Committee, Information Systems Team, Learning and Skills Managers Forum, College Leadership Team and operational managers who are key to the process (see Appendix A).

The leadership for learning and attainment, led by Vice Principal Learning and Attainment, faculty directors, learning and skills managers, lecturers, work-based assessors and other delivery staff with support from the Head of Quality, Student Support and Learning Resources, will host a virtual curriculum planning workshop with approximately 200 attendees on 26 October 2022 using the questions contained in Appendix B.

As a reminder, the agreed themes for our 2025 curriculum vision include:

1. Pathways from school to college, and from college to university or work, should be better mapped.
2. More robust and regular industry-focused career long professional learning for staff to ensure currency of our learning.
3. Wider partnership working to enhance industry engagement in our planning.
4. Strategic planning considerations should influence the choice of awarding bodies offered and the impact of potential changes to SQA.
5. Individual choice and flexibility are key to supporting students now and in the future. The curriculum plan must reflect this.
6. Project-based and/or interdisciplinary learning should be consistent for every student. Holistic assessment and digital solutions are required that preserve the integrity of the assessment and flexible to support blended learning.

Appendix C captures the planned credit target by faculty for 2022-23, as a result of the various planning submissions made to the Learning and Teaching Committee in 2021-22.

Recommendations

The Learning and Teaching Committee is invited:

*   To note the revised process for reviewing and planning the 2023-24 curriculum
*   To continue to influence the vision for the 2025 curriculum offer, and
*   To note the credit allocation changes by curriculum for 2022-23.

Sarah-Jane Linton
Vice Principal, Learning and Attainment
7 September 2022

West Lothian College

Appendix A – Curriculum Planning Timeline

Curriculum Planning 2022-2023	Owner	Completion Date
Stage 1 - prep for curriculum planning event:	SJL/LSMs/Directors	**9 August:** Learning and Skills Managers (LSM) and senior team discussion on agreed approach.
Curriculum Review Highlights preparation	LSMs/Directors	**Friday 26 August:** Each LSM team meeting should prepare an 'exceptions' document, highlighting proposed changes to 2023-24 Curriculum Planning.
Curriculum Peer Review Directors	SJL/Directors	**Wednesday 31 August:** (L&A) Directors and VP to discuss cross-faculty approaches and LSM proposed changes to 2023-24 Curriculum Planning
Recommendations for change deadline	SJL/LSMs/Directors	**Wednesday 14 September:** feedback to LSMs (at L&S meeting) on 2023-24 Curriculum Planning changes Planning begins for Curriculum Planning Workshop on 26 October 2022.
Submit changes for quality assurance proforma for review to SJL/ MIS/ Quality	LSMs/Directors/SJL	**Wednesday 28 September:** (ensure full compliance at LSM/Directors meeting)
Quality and MIS deadline for amendments back to LSMs	Heads of Quality/MIS	**Wednesday 19 October**
Review proposed changes after curriculum planning workshop with Learning and Skills MS Teams Challenge and Discussions	SJL/Directors/LSMs	**Friday 4 November**
Stage 2- Curriculum planning refresh event:		
All staff/student association and reps/ school rep/ Education Scotland/ Industry/ Board Committee reps for learning and teaching. Led by VP/ Directors/ LSMs & Ops Managers thematic workshops on curriculum draft plan and vision for 2025	SJL/SE/Directors/Heads of Quality/MIS/LSMs/Ops Managers	**Wednesday 26 October**
Finalise 23-24 Portfolio Decisions	Directors/SJL	**Friday 18 November**
Stage 3: Implementation		
Submit 2023-24 curriculum offer (plan) to marketing	Directors/MIS/Marketing	**Monday 21 November**
Review online course guide draft	Exec/CLT/Marketing	**Monday 12 December**
Final Review of the curriculum for 2023-24	Exec/CLT/Marketing	**Wednesday 17 December**
Curriculum 2022-23 live launch	Exec/CLT/Marketing	**Monday 9 January 2023**
Stage 4: review		
Finalise 2023-24 Framework Changes	SJL/Directors	**Wednesday 15 February 2023**
Open discussion on 2024-25 Portfolio	SJL/Directors	**Wednesday 1 March 2023**

Appendix B - Six 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. Almost all of our courses now include more digital/online learning. With growth in demand for digital skills, what other skills will be important for future employees?

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

6. To what extent does our existing curriculum prepare students for progression to further studies and employment?

Appendix C – Planned Credit Target by Faculty 2022-23

Planned credit activity over three academic years for comparison. Our 2022-23 target of **47,822** includes 960 credits assumed from associate students.

Faculty	Credit target 2020-21	Credit target 2021-22	Planned Credit Target 2022-23
Business, Creative and Enterprise	10,215	11,474	10,039
Computing, Engineering and the Built Environment	13,038	14,427	15,553
Access, Employability and Schools	3,832	4,468	4,947
Care, Health and Sport	16,059	16,511	14,931
Workforce Development	6,498	7,067	7,067
Total planned	**49,642**	**54,037**	**52,628**
Total @25%	45,233	49,193	47,703
Outcome Agreement target	44,353	47,776	47,822

Appendix D - QR Code for 'Flip Book' to Curriculum Plan 2022-23

West Lothian College

Learning and Teaching Committee

RECRUITMENT UPDATE 2022-23

Introduction

This report provides a brief update on progress being made towards recruitment targets for 2022-23. Figures in the report are at 22 August 2022. Caution should be exercised in what we can generalise from recruitment trends in the pandemic years. We have some concerns about full-time HE (higher education) courses and adjustments are being made to compensate for any potential shortfall.

Progress towards 2022-23 recruitment targets

As shown in Table 1, full-time and part-time applications are both down by around 23%, while applications for school/college courses are up by 2% compared to 2021-22. Full-time offers are down 19%, part-time offers are down 4% and school/college offers are up 20%.

These broad trends are being experienced across the sector and a number of external factors such as cost of living rises, labour shortages and economic uncertainty continue to impact on recruitment.

Table 1 Summary year on year comparison

	2020-21	**2021-22**	**2022-23**
Full-time applications	4,329	4,476	3,444
Full-time (short) applications	n/a	69	291
Part-time applications	964	1,144	880
School/college applications	946	765	778
Full-time offers	1,955	2,565	2,078
Full-time (short) offers	n/a	50	130
Part-time offers	484	650	622
School/college offers	446	388	465

Of applications received to date, 56% are from females and 73% are for FE (further education) courses.

Table 2 – Applications/Offers to Target

Course Type	**Target**	**Applications**	**Offers**	**Applications vs Target**	**Offers vs Target**
Full-time	1,986	3,444	2,078	173.4%	104.6%
School-college	739	778	465	105.3%	62.9%
Totals	**2,725**	**4,222**	**2,543**	**154.9%**	**93.3%**

West Lothian College

While full-time applications continue to run behind the figures for the last three years, the overall applications to target at 173% is healthy. A concerted effort is being made to increase the offer rate for courses with outstanding applications.

The low offer to application rate for school/college courses is driven by applicants for courses which are heavily oversubscribed. Given the time of year, the main focus for school/college courses is on conversion.

Table 3 - Full-time Applications/Offers to Target by Level

Level	Target	Applications	Offers	Applications vs Target	Offers vs Target
FE	1,199	2,278	1,300	189.9%	108.4%
HE	787	1,166	778	148.2%	98.9%
Total	**1,986**	**3,444**	**2,078**	**173.4%**	**104.6%**

Full-time FE applications are healthy and the offer rate should be improved with 151 applications in the pipeline. At this stage in the recruitment cycle the main focus with full-time HE students is on conversion as many face choices in light of their exam performance.

Following a very successful open day in April, a further event was held on 17 June which attracted 264 attendees. For three days around exam results day in August,the college had a pop-up shop in a vacant shop in the Designer Outlet.

Very careful monitoring of recruitment numbers continues, adjusting marketing campaigns to try and bolster at-risk courses in conjunction with faculty and admissions teams. Over 15,000 emails were sent out as part of our Keep Warm campaign to drive recruitment and conversion. At the time of writing, the revised student induction programme is underway and a verbal report on this and full-time enrolment numbers will be provided at the committee.

Conclusion

Overall, recruitment is reasonably positive, although we are mindful of uncertainty across the college sector. Plans in place to target under-recruiting courses and new initiatives to help retention and conversion will help mitigate some of the external pressures we are facing. We will continue to monitor activity carefully and adjust marketing activity accordingly.

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

Simon Earp
Vice Principal, Performance and Improvement
7 September 2022

West Lothian College

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Learning and Teaching Committee

STUDENT FUNDS UPDATE 2021-22

The purpose of this paper is to provide an update on financial support made to students during the summer period and inform the committee of student funding received from West Lothian Council's Anti-Poverty team.

Student Financial Support - Summer 2022

In light of Scottish Government guidance to financially support students as much as possible (see attached letter) the college paid out almost £500k to 467 students returning to the college in academic year 2022-23 to do either a further education course or progressing onto a higher education level course. In addition, £10k was paid out to 200 students undertaking Skills Boosts courses, ESOL courses (for Ukrainians) and summer school activities.

West Lothian Council Anti-Poverty Fund

The college has received £50,000 from West Lothian Council Anti-Poverty Team to support young people experiencing poverty to stay in learning. This funding is aimed at students who are aged 24 or under and undertaking an access course, to help with the cost of studying, travel and digital connectivity. This is now being promoted to students on the college website, social media and at student induction.

Action

The committee is asked to note the latest position with regard to student funds.

Jennifer McLaren
Vice Principal, Finance and Corporate Services
7 September 2022

Minister for Higher Education, Further Education, Youth Employment and Training
Jamie Hepburn MSP

T: 0300 244 4000
E: scottish.ministers@gov.scot

Scottish Government
Riaghaltas na h-Alba
gov.scot

To: Principals and Fund Managers of Universities and Colleges

7th June 2022

Summer Support for Students – Discretionary Funds

Dear Principal

Further to my letter in February, I am writing to you today to re-emphasise the importance of supporting students experiencing financial hardship, particularly as we enter into the summer months, where many students will have received their final student support payment.

The summer months can be a particularly challenging time for students in terms of finances, which this year has been further exacerbated by the cost of living crisis. As a result of this, I wish to reassure our students that their college and university Discretionary Funds remain available to them over the summer period, up until the 31st July 2022.

Recent analysis by Government officials has indicated that there is a surplus of funds remaining within the sector, therefore I am once again asking that you continue to prioritise the allocation of these funds to support those students most in need. I also ask that you continue to raise awareness of the availability of these funds especially over the summer period.

I have asked my officials to further promote the funds via SAAS and the Student Information Scotland websites as well as social media platforms.

Thank you for your support in this matter.

Yours sincerely

JAMIE HEPBURN

Scottish Ministers, special advisers and the Permanent Secretary are covered by the terms of the Lobbying (Scotland) Act 2016. See www.lobbying.scot

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Learning and Teaching Committee

QUALITY ENHANCEMENT REPORT

Introduction

The period of this report (June to August 2022) was very intensive for quality assurance due to the high volume of visits undertaken and some lapses in individual professional practice which are being addressed robustly and detailed in this report.

Equality and widening access actions were ongoing during this period although it is traditionally a quieter phase of the annual cycle with students away from college.

Quality Assurance

As reported at the last meeting, we had a high number of verification visits in academic year 2022-23 as awarding bodies returned to a closer to normal cycle of visits.

The college has a robust quality assurance framework which has been in place for a number of years, and is reflected in the high confidence that our awarding body partners have in working with us. However, this is only effective when correctly deployed.

As trusted professionals, there is a great deal of autonomy for delivering assessors and this has worked well. The advent of Covid resulted in some greater latitude being taken by staff and, combined with staff turnover, resulted in nine "holds" being placed on resulting by our main awarding body, the Scottish Qualifications Authority (SQA) in spring 2022. A hold indicates lower confidence of SQA in the quality of learning and teaching practice in one or more areas and has the potential to block resulting of that group of students. Through strong leadership from our faculty teams, all of the holds were promptly resolved, except one. The outstanding one is ongoing, awaiting the conclusion of a human resource investigation. We were able to successfully resolve the quality assurance concerns.

A report was compiled on the causes of each hold and we are now implementing the recommendations made in the report alongside other actions proposed by quality and faculty staff.

- Recruitment of a new team of four Quality Champions (one per faculty) who will mirror the successful Learning Champions team but with clear boundaries between the two.
- Revised quality assurance processes that bring greater visibility to the completion of these.

- Staff training and support, both by Quality Champions and faculty management.
- Updates to the Academic Malpractice Policy.
- A revised internal audit process that will link the internal audit with a desk-based audit of quality assurance and learning and teaching material as part of the Lesson Observation process.

These actions also cross-reference with Paper 4, which includes a quality deep dive in Hairdressing and Beauty. These actions are timely, proportionate and will strengthen our approach as we seek to evolve and strive for improvement.

The SQA is our main awarding body and will retain the supportive decision tree approach for Higher National and SVQ qualifications in the coming year. SQA has extended guidance and adaptations for National Qualifications for 2022-23 and, although students were able to return to a much less disrupted cycle in 2021-22 and undertake examinations, it is appreciated that this could still change with further variants of Covid possible.

Some further improvements with quality assurance paperwork have been undertaken, automating some of this to allow for greater visibility for managers, improve auditing processes and promotion of good practice by all lecturers.

Quality Improvement and Enhancement

The college self-evaluation processes were reviewed over the summer period. The main change is to move to a continuous process of self-evaluation, using key performance indicator data at key points in the year. This is outlined in Table 1 below:

Table 1: Outline of Ongoing Faculty Self-Evaluation in 2022-23

Block	Student Voice	Self-Evaluation	Course Team Agenda Running Through Year
1	Induction	Review action plan Recruitment, selection Induction Early Withdrawal	Covid-Sense Quality Assurance Health and Wellbeing Equality and Widening Access Change, Sustain, Attain (Metaskills & Sustainability)
2	SPARKLE (Student Association survey)	Retention Health and Wellbeing	
3	Student Satisfaction and Engagement Survey (SSES) with additional Student Association questions	Further withdrawals Partial/complete success	

For the professional service teams, quarterly KPIs will be reported to a College Leadership Team meeting and input into a related action plan which is informed by self-evaluation across college, the Outcome Agreement and other strategic priorities. This is still being developed but will be shared at the next Learning and Teaching Committee meeting.

The actions arising from the Short Life Working Group on Further Education Full-Time (FEFT) attainment have been progressed. The Course Tutor role has now been timetabled for all staff working with FTFE groups in 2022-23 and initial training has been undertaken. Improvements in student induction have been implemented with initial positive informal feedback. This will be further researched using a revised induction survey. This has several benefits over previous iterations of this survey, both in response to our own quality improvement activity and as recognised by the Azets internal audit of admissions and induction which took place earlier in the year.

External Quality Assurance

The annual safeguarding visit with Education Scotland took place on 12 June 2022 and the subsequent report confirmed that we have effective policies, procedures and a range of good practice supporting safeguarding across college. The report noted our concern at the reduction in funding for mental health which we had for 2021-22 but which has is not continuing. This funding was helped to support staff and student resilience.

Equality and Widening Access

The period from June to August is quieter for events relating to equality and widening access while our students are finished their studies. However, there were some activities and actions taking place.

In June, we continued to promote awareness of the additional challenges faced by students who are also young carers and hosted a stall from Carers of West Lothian who are our valued partner in providing this support to many students.

In July, the college hosted two events. The first was in support of disability, hosting a meeting in support of Disability Confident which is a UK Government charter mark that demonstrates an employer's commitment to promote inclusivity in staff hiring practices. The Principal spoke at the meeting to share our experience as a Disability Confident employer.

We also hosted West Lothian Pride event on campus on 30 July for the first time in three years which was a great success.

During the summer months, the college also welcomed further Ukrainian refugees and a range of summer school courses which seek to support students with a range of equality characteristics, including mental health.

We are moving forward with an integrated calendar of events for equalities and will plan for greater involvement by college staff and students in activities over the summer months for 2023.

Recommendation

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

Beth Brownlee
Head of Quality, Student Support and Learning Resources
7 September 2022

West Lothian College

Learning and Teaching Committee

STUDENT SUPPORT SERVICES UPDATE

Introduction

This report provides the Learning and Teaching Committee with an insight into the work that has taken place to support students and develop the learning resource service in the period June to August 2022.

Student Support Team

In June, the team continued to effectively support students to sustain activity and finish their courses by ensuring they were submitting assessments and studying for exams and resits. Where necessary, the team responded to UCAS queries and assisted students deal with correspondence connected to this.

As mentioned in previous reports, many students are struggling with their mental health and the team continued to support this. The student counselling service supported students in the final few weeks of term.

The Student Support team and counsellors have started to evaluate their services with feedback forms from students. Overall, feedback has been very positive and clear statements made about how the support enabled students to continue on course and complete successfully or as far as they were able to do this given their circumstances.

After the end of term, the Student Support team caseload drops considerably over the summer period and the majority of the team is therefore sessional with the same annual leave as lecturers. From July, the focus of the remaining team turns to supporting students making the transition to college. This includes informal opportunities to look around the college, meet lecturers and other staff and answer any questions to relieve anxiety, set up meetings with parents/carers to talk through any concerns, share information, carry out needs assessment meetings and plan support. We also assist students coming onto Higher National programmes to complete Disabled Student Allowance (DSA) applications.

This summer we delivered pilot sessions of the Keep Yourself Well workshop. The need for this workshop was identified through research undertaken by staff employed through additional funding from SFC in 2021-22. Two pilot groups ran, each with approximately 10 students and targeting groups likely to experience the greatest vulnerabilities coming to college. One group was male adult students and students who are parents or carers, and the other was school leavers making the first transition to college. The feedback has been very positive. The final session is at

the end of August, after which we will evaluate and track the students this academic year to gauge longer term impact.

A report is being produced to evaluate the impact of the additional funding to support student mental health and wellbeing in 2021-22.

A new Student Support Policy has been compiled to ensure that the responsibilities of all parties are carefully recorded for support and guidance. Previously, this took the form of an Access and Inclusion Strategy, however as this work is now embedded at college we have convert it to a policy (attached in Appendix 1 for information).

Student Support supported language levelling for new ESOL (English for Speakers of Other Languages) students, mainly for Ukrainian refugees keen to integrate into wider society, further education and jobs while they are living in Scotland.

Counselling

As mentioned in prior reports, the college currently employs two qualified counsellors through ring-fenced Scottish Funding Council funding. The college has budgeted to continue their employment for the 2022-23 academic year although, at time of writing, we still await formal confirmation from SFC of that funding.

Safeguarding

Between June and August 2022 and at the time of writing of this report, there were three Safeguarding referrals.

Skills Development Scotland

Over this period, with fewer students on campus, there is less activity with partners like Skills Development Scotland (SDS). However, there was a very successful jobs fair organised for Ukrainian refugees organised by the council's Access2Employment team. Access2Employment has been referring ESOL students studying with us during the summer to an ESOL Conversation Café on campus, which is also supported by SDS. SDS also supported college events such as the Exam Results Day pop-up shop in the shopping centre, Skills Boost courses and exceptional entrant sessions.

Learning Centre

Digital Poverty

The Learning Centre recalled all laptops loaned through the digital poverty scheme in academic session 2021-22. This was to allow these to be refreshed by our Digital

Infrastructure team to either reset for use again in the current year or, where these had become obsolete, replace them with newer machines. To date, 75% of laptops have been returned and this number is increasing. Although Scottish Funding Council Digital Poverty allocation has been reduced in 2022-23, we have a healthy number of laptops available for loan.

Learning Centre Team

The Learning Centre is quieter during the summer period, with time used to undertake a stock check on books in conjunction with our library partners at West Lothian Council. The intelligence from this audit allowed us to replenish essential stock by ordering over the summer period.

The team also updated the Student Handbook, which is becoming a key communication resource for new students. This was shared this year by the Marketing team as part of their Keep Warm campaign.

Learning Technologists

The focus of the learning technologists during the summer period was the completion of their Moodle housekeeping project. This was undertaken successfully and a large number of users cleansed from the system which reduced server requirements. The use of Microsoft Teams over the last 2 years to support student learning has helped reduce the burden on server storage.

A new project will come onstream in the coming months. The development of a new unit, Change, Sustain and Attain, is a cross-college initiative to underpin the development of meta-skills, learning skills and sustainability. Learning materials will be created in support of this to ensure a high-quality learning experience across courses and SCQF levels.

In August, the team completed a new Application Process Integration (API) between our Information Systems Unit-E system and Moodle. This should allow for synchronous creation of new user accounts and reduce the manual administration which this has previously required.

Recommendation

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

Beth Brownlee
Head of Quality, Student Support and Learning Resources
7 September 2022

Student Support Policy

Author: Beth Brownlee, Head of Quality, Student Support and Learning Resources

Date: August 2022 (Adapted from existing Access and Wellbeing Strategy)
Review Period and Date: Three Years, August 2025

CONTENTS

History of Changes

Version	Description of Change	Authorised by	Date
1.1	Creation of new policy	B Brownlee	19 April 22

Statement of Inclusiveness

West Lothian College is an inclusive organisation and all policies, procedures, strategies, plans, provisions, criteria, functions, practices and activities, including decisions and the delivery of services are assessed to consider the impact on staff and students covered by the Equalities Act 2010 by the completion of an Equalities Impact Assessment (EIA). Protected characteristics are defined as age, disability, gender reassignment, marriage or civil partnership (in employment only), pregnancy and maternity, race, religion or belief, sex, sexual orientation. All college policies and procedures can be provided in an accessible format.

Please see end of this document for our Equality Impact Assessment of this policy.

Student Support Policy

1. Purpose

Our vision is to be a college which delivers a highly skilled and enterprising workforce.

We aim to achieve this by practicing our college values of being welcoming to all, putting students at the centre of everything we do and always striving for better.

This means that we will offer high-quality learning and skills opportunities, workplace experiences, and apprenticeships and support their progression on to further studies, and to secure positive and rewarding careers with potential for lifelong learning.

2. Scope

We will welcome all students to our college and ensure that we provide fair access for individuals from our communities. We will value and respect the strengths and experiences that our students bring and will build on those for confident and successful outcomes.

3. Roles and Responsibilities

Students are continuously encouraged to seek support and this will be available at all stages of study, including the application stage.

Students will be active participants in the management of their studies, however, there may be cases where students are unable to participate fully on a temporary or more ongoing basis. In this case, the policy also allows for a third party to support the student with the student's permission where they are over sixteen years of age. Equally the student may be clear that they do not wish third party involvement.

In exceptional circumstances, the college may deal with issues using written reports or statements where the student, or their representative, is unable to attend.

Delivery staff have an obligation to do whatever they can to encourage students to take support, whether from the lecturer, student support or the other support services across college. This includes liaison with named Student Support team members for their tutor group.

Student Support staff provide a wide range of services which are further detailed in this policy, as well as monitoring student attendance.

The Student Association also supports students to help them to access both internal and external support services and proactively seeks their views through representation and ongoing surveys of opinion to inform their campaigns.

In addition, Student Funds provide invaluable financial support, as do projects like TRUST which seek to extend the supportive umbrella to our diverse student groups.

4. Key Principles

- Continued need to combat poverty and deprivation for inclusive growth
- Building a skilled workforce for a successful economy
- Increasing the capacity for enterprise and innovation for future benefit
- Embedding a trauma-responsive approach

The Student Support Policy supports the college Outcome Agreement targets, realising the targets within this and widening access for potential and existing students.

The college is committed to achieving its Public Sector Equality Duty (s.149 of The Equality Act 2010) and as such will ensure that reasonable adjustments are made so that the student journey is adapted to support individual success, but without compromise of academic standards.

The policy will ensure that recruitment and selection of students is inclusive and does not represent a barrier to securing a college place or to attainment.

The policy will ensure that students are supported at pre-application, at application stage and for transition and progression so that the processes are fair and equitable.

The college is committed to supporting students throughout their learning journey and providing a range of learning and teaching practices which are inclusive and respond to a range of learning styles and individual needs.

The policy will ensure a parity of intake and outcome so that all students and potential students have an equal chance of successfully completing their course.

This policy aligns with the college Corporate Parenting Policy, the Admissions and Enrolment Policy, the Attendance and Fitness to Study Policy and Procedures, the Carers Policy, the Equalities and Widening Access Policy and the Equality Outcome Action Plan. This policy has been constructed around the student journey as follows:

Student Support will include:

- Advice and Guidance
- IT (Information Technology) Support
- Group Support
- Adapted Learning and Teaching
- One-to-one support and coaching (extended learning support)
- Counselling
- Mental Health Support
- Needs Assessment
- Assistive Technologies
- Other individualized support such as communication support

The college is committed to providing positive learning experiences and to supporting all students to access college, remain at college and achieve qualifications with high levels of satisfaction throughout.

Students will be encouraged to declare support needs at several points in the student journey and the college will respond as quickly as possible. Ongoing work helps to identify risk factors and to offer service/support proactively in anticipation of an articulated need or experience.

Experience would suggest that support is most effective when provided in small groups within classes and on a one-to-one basis out with class. Since 2020, we have provided support either in person or via Microsoft Teams or telephone, to suit individual students' needs. Every full-time course has a dedicated Course Tutor and Student Support member of staff allocated to them.

Most of the resource allocation will be directed towards group and one-to-one support/coaching depending on evaluation of performance indicators (PIs) on an annual basis.

The majority of this support is delivered by the college Student Support team. In addition, our Trust Project provides additional wrap around support for identified students.

The policy covers Student Support for:

- Full and part time students, existing and potential
- School pupils, including those who are home schooled
- Candidates in the workplace
- Students in the most deprived 10% postcode areas
- Students from protected characteristic groups
- Students who have disclosed they are care experienced
- Students who have disclosed they are young carers or who have significant caring responsibilities
- Students who have declared a disability

- Students who have declared an educational need including lower levels of literacy and numeracy, as long as the student is working on these at the correct level for their course

We aim to offer every student (who declared a support need at application) a support/assessment interview before the start of their course. The intention is to customise the learning experience and to avoid founding planning on assumptions of homogenous requirements.

Support is offered in different ways to the following groups:
- Assisted Programs students (support given by course tutors and care assistants)
- Schools pupils (support given in school)
- Trust Project students (initial support given by skills coaches, peer navigator, course tutor and external partners)

Students on English as a Second or Other Language (ESOL) courses can receive all kinds of Student Support, apart from where it is important that the student demonstrates their own written and spoken English language skills, for example, not with proof reading.

Pre-application Stage

The college will advertise programs in keeping with principles of equality, diversity and widening access to encourage applications from the widest range of potential students. Advertising and advice will promote non-traditional gender career choices in keeping with our college Gender Action Plan.

We will aim to facilitate access to the college and to support individuals prior to and during the application stage. In specific terms:

- The college will offer all individuals the opportunity to discuss any aspect of learning before coming to college when considering a course of study.
- We will offer a visit to college (or staff to meet potential students at school or transition meeting), to facilitate a discussion of need, and/or options for study.
- Schools will be encouraged to contact us when individuals are considering college if there are any support needs.
- The college Marketing Plan and our school's liaison staff will focus on attracting applications from SIMD 10% postcodes and from the Schools for Higher Education Program which operates in West Lothian and related local authority areas as Lothian Equal Access Programme for Schools (LEAPS).
- We offer several courses under the Scottish Widening Access and Participation (SWAP) to provide routes into Higher Education for adults with few or no qualifications, or whose qualifications are out of date.
- The college is in discussion with West Lothian Council and other local authorities and Who Cares Scotland? as to how care experienced young people can be best supported.

Third Party Involvement

College is mainly an adult environment, although we proactively support school delivery in West Lothian and beyond with a range of school-college partnership courses. However, there is a significant difference to how we speak to students compared to the relationship they have with schools, namely that if they are over 16, we will only speak to third parties, e.g. parents, carers or other representatives if we have permission to do so from the young person.

In some cases, it is appropriate that third parties continue to be in active communication with college and in this case, a Third Party Mandate form is provided (Appendix 2) to be used in the case that this is required and to ensure that everyone is clear about this.

Where students do not want third parties to be involved, we must respect this, unless we judge them to be in danger, in which case we must act on our duty of care to involve others

Application Stage

The college will strive to remove barriers (and perceived barriers) within the application process. Selection will be fair and equitable and selection decisions will be informed by clear objective selection criteria. Work in this area is informed by the college's Admissions and Enrolment Policy and Procedure.

Principles of reasonable adjustment will be applied at the interview when requested.

In specific terms:

- The college will encourage students to declare a need for support at the application stage.
- The college will continue to offer supportive early intervention at application and interview following disclosure of any additional need.
- The college will ask schools and/or parents/carers for transitional information for applicants who require additional support.
- Appropriate support will be offered to all applicants and will be available at interview.
- We will establish before or at interview if a student has support needs and/or if a needs-assessment is required.
- All students who identify a need at the application stage will be offered an assessment interview, following an offer of place, and before the start of the course.

Induction

Induction is an important introduction to study and college life. Staff will encourage students to seek out support proactively and to access college services. In particular:

- Students will be encouraged to declare any support needs at induction, through

enrolment form and through discussion with course tutors, lecturers and/or Student Support team members.

- Student Support staff will see every full-time and part-time group as part of an induction to promote services and encourage discussion/disclosure.
- Staff will promote availability of support to all students, as will the Student Association.
- Students will be encouraged to provide data on protected characteristics (with an acknowledgement that they also have a right not to provide data).

On Course

The college will deliver an inclusive and supportive curriculum in keeping with the Curriculum policy. A range of learning and teaching methods will be deployed to meet a range of individual learning requirements. Delivery staff will provide adaptive teaching methods and materials to engage students with more specialist support, as long as this is reasonable and proportionate. We will invite all students who have disclosed a need to discuss and agree what is involved before starting their course so that everybody is clear and prepared in advance.

In particular:

- All students who have disclosed an additional support need through the admissions process or at induction will be written to with the offer of a meeting to discuss extra support.
- We will provide drop-in guidance support for any student needing extra help or access to information, advice, or support services.
- We will ensure availability of one-to-one and small group support in all programs who need this.
- We provide study skills support for all students to help with areas like – using IT, preparing for assessments, essay and report writing, referencing, numeracy and mathematics.
- Provision of additional specific support needs using assistive technologies.
- We will create a more inclusive environment for all students through IT which permits materials to be fully accessible
- We plan to make appropriate referrals to external agencies and specialists for additional support.
- In some cases, additional risk assessments will be required.
- All students who declare themselves as carers or care experienced will be offered an interview to establish if they have additional support requirements. (The college has a Corporate Parenting Plan and a Carer's Policy and work closely with the local authority and other partners to fulfill these).
- The Student Association will encourage students to access support and promote availability.

Continuing Professional Development (CPD)

Staff development will be provided to all staff in relation to promoting equality, diversity and widening access. Delivery staff will be supported to gain teaching

qualifications and to develop their skills in adapting classroom practice. Staff development needs are revised annually. CPD activity will include:

- specific support for teaching staff and frontline staff in relation to specific areas – autism, dyslexia, mental health.
- the participation of relevant staff in on-going staff development through CDN (College Development Network).

Bespoke Programs

The college provides a range of "group 5" programs within the college, in various community venues, and in conjunction with a large-scale employer. These programs cater for the needs of students who experience a range of mental health issues and/or issues of cognitive processing, autism or learning needs. Partnership agreements with key specialist agencies will support the needs of each individual on these programmes.

Partnerships

The college works in close partnership with the local authority and schools and is well represented within the community planning partnership (CPP) at operational and strategic levels. The college also collaborates with NHS primary and secondary care in relation to Mental Health Services. The college has partnered with SMILE counselling to receive ongoing mental health and wellbeing training and will also refer age-appropriate students to them for support. There are additional partnerships with a number of third sector organisations in West Lothian and beyond, including Children 1st, Action for Children and Access2Employment.

Digital Services

It is acknowledged that technology can play a role in improving the student experience. The college operates a Microsoft environment which has good accessibility and is compliant with the Web Content Accessibility Guidelines (WCAG) on all websites and applications.

Monitoring and Review

The following monitoring and review processes will be addressed:

- The policy will be reviewed annually in relation to protected characteristics and disadvantaged groups and key performance indicators within the ROA.
- Student satisfaction surveys will be taken as a measure of success.
- Use of distance travelled as a measure of success.
- Liaison and communication with the Student Association.
- Use of program team evaluation, the Support, Partnership, Alliance, Representation, Knowledge, Learning, and Evaluation (SPARKLE) survey and the Student Satisfaction and Engagement Survey (SSES).
- Data on outcome agreement key priorities and commitments.

- The college will analyse data on protected and other student characteristics and adapt services to support optimal success for all.

The college has been improving information gathering and tagging within Information Systems, this will support:

- Better quality analysis of data
- Identification of risk factors to inform proactive interventions
- Identification of correlations between life circumstances and withdrawal/partial success.

Data across many years indicates that students who engaged with Student Support remained on courses and achieved success in keeping with their peers. This would appear to evidence that additional support is at least providing a level playing field through reasonable adjustment.

The college undertakes deep level analysis of data and uses this to inform planning of proactive and targeted services. The data analysis will seek to identify causal factors underpinning withdrawal from programs and factors which lead to partial success. It is intended that the interrogation of data will seek to explore the interplay between a range of factors such as age, gender, socioeconomic background, disengagement from education and experienced poverty of aspiration.

The policy will be reviewed every three years, or when required by legislation and governance changes.

Appendix 1: Equality Impact Assessment

Before carrying out an EIA, you should familiarise yourself with the College's EIA Policy Statement and Guidance, along with further information and resources which are available on Sharepoint.

EIA covers **strategies**, **policies, procedures, plans, provisions, criteria, functions, practices and activities, including decisions and the delivery of services**, but will be referred to hereinafter as 'policy/practice'.

Policy/Practice (name or brief description):	**Student Support Policy v1**
Strategy/Policy includes Equalities Statement of Inclusiveness? Yes/~~No~~	**Text to be included in strategy/policy:** **Statement of Inclusiveness** West Lothian College is an inclusive organisation and all policies, procedures, strategies, plans, provisions, criteria, functions, practices and activities, including decisions and the delivery of services are assessed to consider the impact on staff and students covered by the Equalities Act 2010 by the completion of an Equalities Impact Assessment (EIA). Protected characteristics are defined as age, disability, gender reassignment, marriage or civil partnership (in employment only), pregnancy and maternity, race, religion or belief, sex, sexual orientation. Please see end of this document for EIA.
Reason for Equality Impact Asessment (choose from the following options):	
• Proposed new policy/practice • Proposed change to an existing policy/practice • Undertaking a review of an existing policy/practice • Other (please give detail):	Creation of a new policy (converted from existing Access and Inclusion Strategy)
Person responsible for the policy area or practice:	

Name:	Beth Brownlee
Job title:	Head of Quality, Student Support and Learning Resources

An Equality Impact Assessment must be carried out if the policy/practice:

- affects **operational** or **strategic functions** of the College
- is relevant to the promotion of equality (in terms of the Public Sector Equality Duty 'needs' as set out in the Policy and Guidance)

Why the EIA is being carried out	The policy underpins the core strategic and operational work of the college in attracting, enrolling, retaining and promoting the success of all students on their chosen studies. The policy is highly relevant to the promotion of equality.

Equality Groups

Relevant to the Policy/Practice, identify which of the undernoted equality groups are impacted upon:

- Age - Disability - race (including ethnicity and nationality) - religion or belief - sex - sexual orientation - gender reassignment - pregnancy and maternity - marriage or civil partnership	Relevant to all protected groups

Record your assessment against the following statements:

Statement	Equality assessment
Detail the evidence of the needs of the identified equality groups and any gaps in information	No specific group identified. The policy ensures all staff are aware of the support available to students to best encourage successful completion of their course regardless of individual differences.
Will application of this policy/practice lead to discrimination (direct or indirect), harassment, victimisation, less favourable treatment for particular	No

equality groups?	
If yes, how will the policy/practice be changed to contribute to advancing equality of opportunity	
State how this policy/practice will foster good relations:	The policy will promote openness and transparency around disclosure of student needs and thus support good relations with all protected groups.
Will the policy/practice create any barriers for any other groups?	No
If yes, how will the policy/practice be changed to contribute to advancing equality of opportunity	
Which equality groups or communities have been consulted in the development and review of this policy/practice?	None specifically

Equality Impact Assessment Outcome Select one of the four options below to indicate how the development/review of the policy/practice will be progressed and state the rationale for the decision. (Delete the options that do not apply):	
Option 1: No change required – the assessment is that the policy/practice is/will be robust. **Option 2:** Adjust the policy or practice – this involves taking steps to remove any barriers, to better advance equality and/or to foster good relations. **Option 3:** Continue the policy or practice despite the potential for adverse impact, and which can be mitigated **Option 4:** Stop the policy or practice as there are adverse effects cannot be prevented/mitigated against.	**No change required**
Monitoring	
When will the policy/practice next be reviewed?	April 2025 or as required by changes in policy or legislation
Publication of EIA	

Can this EIA be published in full, now? Please state Yes or No If No – please specify when it may be published or indicate restrictions that apply:	**Yes**

Sign-off	
EIA undertaken by Name: Date: Accepted by person responsible for the policy/practice named above: Name: Date: Referred by Equalities Committee Date:	 **Beth Brownlee** **XX August 2022** ~~Yes~~/No

Appendix 2: Third Party Authorisation Mandate

THIRD PARTY MANDATE

Full Name of Representative: _____

Representative's Contact Details:_____

Student's Name: _____

Student Reference Number: _____

Student Course: _____

To be completed by the student, I agree that my representative may communicate with West Lothian College staff in the following departments as follows (tick below where contact is allowed, not allowed or required):

Service/Staff	Allowed	Not Allowed/ Required
Student Support		
Student Funds		
Information Systems (Student Records)		
Course Tutor		
Lecturers or other delivery staff		
Faculty manager		
Other college manager		
Other – please write in: _____		

I agree that West Lothian College may make any enquiries to my relative/representative concerning my attendance and progress at college. This includes requests for further information/evidence (for example, reasons for absence, wellbeing concern, safety, progress reports).

_____ Signed (student):

_____ Date: