

Learning, Teaching and Quality Committee: Actions from the Minutes

Date of Meeting	Min Ref	Matter for Action	Responsible Person	Action Taken	Timescale (where applicable)
15 Feb 2023	LM520	Draft Partnership events information will be available early 2023.	Student Association	New SA Team now in place and will take this forward	November 2023
15 Feb 2023	LM522	My curriculum – presentation to full Board of Management at a focused session.	L Coutts	Schedule for focused sessions for the Board is in development.	December 2023
15 Feb 2023	LM523	Curriculum Strategy Progress report yearly.	S Gunn	On track for annual report	Feb 2024

Title of Paper	.1 Student Association Achievement Report .2 Student Association Constitution
Presented by:	Kyle Prêle, Student President
Recommendation:	.1 To Note .2 To recommend to Board for Approval
Status:	.1 Public .2 Public once approved

Purpose / Executive Summary:

This paper provides the Learning, Teaching & Quality Committee with an update on the Student Associations achievements over the past few months in office.

The paper also includes a revised Constitution for the Students Association and Student Partnership Agreement, which are currently being reviewed by NUS. These will then be submitted to the Board for final approval.

Recommendations:

The Learning, Teaching & Quality Committee is asked to:

- **note** the report on activities.
- **Recommend** the revised SA Constitution to the Board for approval.

Implications:

Financial	<p>All possible implications are covered within reports and activities undertaken by the SA.</p> <p>The Constitution takes into account all areas and ensures there are no adverse implications for students</p>
Student Experience	
People	
Legal	
Reputational	
Community/ Partnership impact	
Environment	
Equalities	

Student Association Achievement Report

Introduction /Background

I am delighted to present to you an overview of the remarkable achievements of the Student Association (SA) during the few months. These accomplishments are a testament to our collective efforts in serving our students and advancing our mission.

Sections

1. Successful Elections:

Our democratic process recently concluded with the election of a new team to lead the Student Association. The elected members are as follows:

- President: Kyle Prêle (Cross Campus)
- Vice President: Edmond Cselik (Greenock)
- Vice President: Sandor Nagy (Paisley)
- Vice President: Krystian Turek (Clydebank)

We are confident that this new passionate leadership team will steer us towards continued success.

2. Finalising the Budget:

We have diligently finalised the budget for the upcoming year. This budget is a crucial tool that will enable us to allocate resources effectively, ensuring that we continue to provide valuable services and initiatives to our students.

3. Building a SA Website:

The SA has launched our new website, a significant milestone. This platform serves as a hub for information, updates, and resources, enhancing communication and accessibility for our students in all areas of their college life, including updates around campuses, events, health and wellbeing support, etc.

4. Student Inductions:

The SA have given presentations to large groups of students as well as class groups to introduce the new team and give the students an idea and a feel for their new SA. Our active involvement in wellbeing events and student inductions demonstrates our commitment to supporting the holistic well-being and smooth transition of our members into the academic community.

5. Enhancing Clubs and Societies:

We have successfully addressed previous challenges related to clubs and societies where there needed to be a lecturing member of staff present for these to run.

These issues have been resolved now, ensuring that our members can fully engage in extracurricular activities, fostering a vibrant campus community.

6. Inclusive Constitution and Two-Year Post:

Our dedication to inclusivity has led to the revision of our constitution, making it more inclusive using they/them pronouns throughout and extending post terms to two years which will be up for review and to be voted in by class reps, sector reps, and the executive team, thereby promoting stability and continuity within our organization.

7. SSES Survey Results Review:

We have thoroughly reviewed the results of the Student Satisfaction and Engagement Survey (SSES), identifying key areas for improvement to better serve our students and provide more stability throughout the SA.

8. Streamlining PVG Process:

In previous years the SA has found it difficult to get Voluntary Officers into the post quickly enough due to the slow process for PVG checks. The expediting of the PVG process for voluntary officers streamlines our onboarding process, making it more efficient and ensuring the involvement of dedicated volunteers in our organization much sooner.

9. New SA Teams Site for Improved Communications:

Our new SA Teams site offers a centralised platform for all students to join, facilitating transparent communication and collaboration, and improving engagement. Emails have been sent out to all CQL's to promote the channel to their classes, as well as information on how to join having been sent out with induction emails.

10. Participation in NUS Lead and Change Training:

Our attendance at the NUS Lead and Change 2-day training program has equipped our team with valuable skills and knowledge to enhance our leadership capabilities. It also provided us with the opportunity to network with SA Officers from other colleges and universities.

11. Introduction of "The Cave" in Paisley Campus:

We are excited to announce the establishment of a new SA space, aptly named "The Cave," in Paisley campus atrium space. This space will provide students with a dedicated area for social interaction and community building. It also provides a space for the SA to run events, showcase student's work, advertise, etc.

12. Forming a Partnership with UWSSA:

Our partnership with the UWSSA allows us to utilize UWS spaces for events, expanding our resources and reach to host more inclusive and engaging events for our own student body. This gives WCS SA access to some areas and supplies that may never have been available to us.

13. Finalising Freshers Dates:

We have successfully finalised the dates for freshers' events, ensuring a warm and memorable welcome for new students. The dates are as follows:

- Paisley Campus – Monday 9th October
- Waterfront Campus – Wednesday 11th October
- Clydebank Campus – Thursday 12th October
- Finnart Street Campus – Tuesday 24th October

The Finnart Street date had to be rescheduled due to industrial action taking place on the original date of the 10th October.

14. Addressing Graduating Students:

The President, Kyle, had a presence at the recent graduation ceremonies, where he addressed the graduating student body, wishing them all the best as they move forward onto new horizons and as well reinforcing the SA's commitment to our students throughout their academic journey.

These achievements underscore our commitment to enhancing the student experience, fostering inclusivity, and serving our members diligently. We are excited about the future and look forward to building on these successes to create an even more vibrant and inclusive campus community.

Thank you for your ongoing support and guidance as we work together to achieve our shared goals.

Recommendations

The Board is asked to note the update provided.

Title of Paper	ELT Update
Presented by:	Stephanie Gunn
Decision:	For noting
Status	PUBLIC

<p>Purpose / Executive Summary:</p> <p>To provide LTQC with a high-level summary of items of note for areas covered by the Educational Leadership Team since the last meeting.</p>
<p>Recommendations:</p> <p>The Committee is requested to:</p> <ul style="list-style-type: none"> Note the information contained within this report and seek any clarification as required.

Implications:	
Financial	Not applicable for this report
Student Experience	Industrial action continues to impact on the students.
Human Resources	An update on changes in ELT staffing is provided.
Legal	Not applicable for this report
Reputational	Not applicable for this report
Community/ Partnership impact	Not applicable for this report
Equalities	Not applicable for this report
Environment	Not applicable for this report

Education Leadership Team Update

1. Staffing

Angela Pignatelli Assistant Principal Creativity and Skills will be leaving us at the beginning of January to take up a Vice Principal role in South Lanarkshire College. At this point no final decision has been taken as to a replacement.

Alistair Rodgers, Head of Engineering Technologies has secured a promotion at Ayrshire College as Director of Enterprise Development. We will be looking to replace the role as soon as possible.

Our CQL for Access & Progression Neil Weir in Paisley stepped down to part time lecturing and we have recruited a replacement CQL, Sophie Wheatley. Our CQL for Hospitality, Travel and Tourism Hugh McCluskey who works across both Clydebank and Greenock is due to retire at the end of this month and we are currently undertaking the recruitment process for a replacement.

Sadly, since the start of term two of our lecturers have passed away - James Lawson Construction Lecturer and Mark McGowan BSL Lecturer.

18 lecturers and 2 Level 1 Promoted Lecturers left at the end of 2022-23 through VS.

2. Credits 2022-23

Our 2022-23 credit shortfall was in line with the shortfall consistently reported to the Board and in finance papers. The 2022-23 credit audit has just concluded and will be reported to the Audit Committee.

3. Industrial Action

Both EIS and our Support staff unions are engaged in National industrial action and we had two strikes on 7th and 18th September, with a further Unison and Unite strike on 10th October. For the 10th October we were able to continue most classes but very little teaching activity took place on the previous two strike days.

EIS Action Short of Strike (ASOS) has been ongoing since 1st May and very few results from assessments undertaken after May have been input into the MIS system. We worked throughout the summer with our University partners to ensure no progressing students were disadvantaged. In a similar way, we have been working with employers. The EIS mandate for industrial action finished on 13th October. A ballot to extend the mandate did not achieve sufficient numbers participating but EIS have now gone back out with a further ballot. Meanwhile, we are progressing the 2022-23 resulting on Friday 13th October and in the week after the October holiday by prioritising this activity with teaching staff.

4. Lecturer CPD Day 17 August

The first all teaching staff on one campus CPD day was held at the start of term and was very positively received. The day was a combination of mixed Sector large group activity and selected sessions on the theme of learning and teaching practice.

Following the success of the day, we will be running a similar day on 15th February.

5. Portfolio Reviews and Curriculum Planning and Review

All meetings are now concluded and we will be holding a Heads and CQL Post CPR day on 17th November to consider themes, share practice and review plans for delivery changes. The outcome will be reported at the February LTQ Committee.

6. STEM and Sustainability

We will continue to enhance and develop our work on providing opportunities for STEM and sustainability learning within the curriculum. In addition, we plan to grow our offering of STEM activities to school pupils (particularly primary) in 2023-24, keeping within the 1.5% of credit limit for pupils below S3. We are currently in discussion with a number of partners on approaches to doing this.

Our STEM manifesto is currently being revised in conjunction with our STEM West forum and in light of our refreshed College vision and values. Within this, we are developing a set of metrics to be able to further measure our level of STEM engagement including credits, volume of staff undertaken STEM-related CLPL, STEM-related commercial income and STEM-related articulation links. The STEM manifesto will include stretch and challenge targets. Building on the success of last year's sustainability audit, we will carry out this year's audit against the Sustainable Development Goals (SDGs) in November. Finally, we plan to build on the success of our first participation in the Global Teach in Week 2023 in 2024 in conjunction with our Student Association and curriculum teams.

7. Cyber First

Through our CQL Iain Shand, we have had a leading role on the Cyber First program and certification with Education Scotland, GCHQ and the Nation Cyber Security Centre. A pilot was completed last year and is now being rolled out to Local Authority areas in 23-24. This comprehensive programme pushed by Education Scotland, employers and government agencies has the potential to be genuinely transformative for school college pipelines and should move the dial at last on the ongoing national skills shortage in computing and particularly cyber security.

We are delighted to report that Ian has been shortlisted in the national Cyber Awards

[Scottish Cyber Awards 2023 finalists revealed \(digit.fyi\)](#)

Title of Paper	Education Scotland Annual Engagement Visit 2023
Presented by:	Stephanie Gunn
Recommendation:	To Note
Status:	PUBLIC

Purpose / Executive Summary:

This paper is to provide the Learning, Teaching & Quality Committee with the feedback from the Education Scotland Annual Engagement Visit in April 2023 and outline the actions the College are taking to address any areas for development identified. This paper was also submitted to the Board meeting held on Monday 9 October 2023.

Recommendations:

The Learning, Teaching & Quality Committee are asked to note the findings in the Education Scotland report and the actions being taken in the College to address improvements.

Implications:	
Financial	Not applicable for this report
Student Experience	The Education Scotland findings on the student learning experience were very positive overall. Action plans are in place for areas where further improvements were identified.
People	Not applicable for this report
Legal	Not applicable for this report
Reputational	The Education Scotland report is positive on the College's progress overall.
Community/ Partnership impact	Not applicable for this report
Environment	Not applicable for this report
Equalities	Not applicable for this report

Education Scotland Annual Engagement Visit 2023

A team from Education Scotland visited the College on 26th April 2023 and met with groups of staff and students across the College to assess our progress on previously identified areas for quality improvements.

The full Annual Review findings can be seen in the report attached, which was published 11th July 2023.

Overall, it's a positive report with recognition of the good progress we have made in the key priority areas including:

- Recent changes to our recruitment processes have improved the student application and enrolment experience, along with better management and monitoring of applications data.
- Redesigned curricula offer, aligning with skills development, external priorities and incorporating Meta Skills. More flexible offerings and improved offer SCQF level 4 programmes and well-embedded self-evaluation processes such as Portfolio Review and Curriculum Planning and Monitoring (CPR).
- Ongoing improvements in the support for students starting college. Student engagement and retention has improved through the return of on campus learning during session 2022-23.
- Most learners feel well supported in their studies and have a high level of confidence in their lecturers, who are described as hugely supportive. Learners are aware of wellbeing services and learners value the prompt and helpful support provided. Although College wellbeing and counselling services continue to be in high demand, staff in these areas are being more proactive in supporting learner resilience. The external independent review supported our own internal findings gathered through student feedback mechanisms.
- The overall rate of learner success rates in the Education Scotland report were benchmarked for 2020-21 since the benchmarked data had not yet been published for 2021-22. Since the Review, this data is now available. While our full-time FE success rate reduced, so did the national Sector average, and we are still 4% above Sector average.
- High proportions of full-time students in positive destinations and good articulation arrangements with Universities.

Areas for further development

It should be noted that there were no surprises in the findings for areas for development and they are all aspects we are already addressing. A full action plan has been drawn up from the report to use for monitoring progress in actions being taken and for use in forthcoming Education Scotland engagement.

Context and actions in summary:

- The student MyWest App is now fully implemented and is having a positive impact, particularly for students being able to see timetables and for direct communication. Other student communication tools have been discontinued so we should not have the same confusion.
- Confusion with the use of online learning platforms (Moodle v MsTeams) is being addressed through the Digital Strategy group operations and within teaching staff CPD events.
- Improvements in pre-entry support for employed learners has been addressed for 2023-24.
- In preparation for 2023 course starts, Student Funding and Student Advisory staff defined their working arrangements and met with Curriculum Leaders to clarify processes. The Student

Advisory Service on campus provide immediate first level help for students who have any difficulties applying for funding support and we will review the student experience for August 2023 and consider if any further changes are required.

- A new Student Association (SA) is in place, following a successful election process in May 2023. Internally, a new Head of Sector is supporting the SA team and introduced a schedule of training and skills development for the office bearers over the summer of 2023. This has helped the SA make a positive start on raising their profile for 2023-24 through better signposting to their activities, a new website and physical campus presence. Plans are underway to recruit and train student reps across all departments and campuses.
- Last minute changes to timetables have been effectively reduced through new timetabling procedures and we will gauge feedback through the first student survey.
- All teaching staff have been reminded about the importance of high quality and timely student assessment feedback in the 'all teaching staff development day' in August. This will also be addressed in the course teams where it has been identified as requiring to be improved.
- Despite the extent of partnership working with schools and Local Authorities we have not made progress in increasing FA (Foundation Apprenticeships) recruitment.
- Our full-time HE success rates for reduced for 2021-22, along with the rest of the Sector but our gap closed by 1%. Our HE success rates are consistently low in comparison with the rest of the sector and remain an area of renewed focus to make improvements.
- Education Scotland reported that internal data for 2022-23 suggested reduced success rates across the college sector. Due to EIS Action Short of Stake we are unable to confirm our overall success rates. However, overall student retention on full time courses improved although retention on full time HE courses reduced slightly. This suggests our full-time success rates will likely stay on trend and that our issue with HE advanced learner success remains. Portfolio review processes will pick up on emerging themes that are impacting success rates.

Main Point for Action: Senior managers should reflect on the introduction of digital initiatives and ensure staff and learner feedback is fully considered as new systems are implemented. Education Scotland reported that almost all teaching staff were not sufficiently aware of how the improvements in IT infrastructure were being implemented or monitored. Generally, staff and student groups were not clear about how their views were being taken into account. We will consider how feedback can be utilised in IT infrastructure developments and review the communication methods.

The pace of change with new initiatives, including in digital, has made it difficult for all staff to be involved or keep updated with the number of different communications. We will look at ways to involve staff and students, where relevant, more within any further developments and evaluate progress of initiatives already implemented.

Recommendations

The Learning, Teaching & Quality Committee are asked to note the findings in the Education Scotland report and the actions being taken in the College to address improvements. Further progress will be reported through the Learning, Teaching and Quality Committee.

Annual Engagement Visit Report

West College Scotland

11 July 2023

College Principal	Liz Connolly
Annual Engagement Visit Date	26 April 2023
College Nominee	Cathy McNab
College HMI	Dr John Laird

1. Background

AEVs are planned collaboratively between the college, HM Inspectors, and the Scottish Funding Council (SFC). During the AEV, the team focussed on the progress made on improvement priorities and the outcomes of previous engagement with HM Inspectors. HM Inspectors met with staff, learners and other stakeholders. This report outlines the findings from the visit, and includes aspects of positive practice, aspects for improvement, and any associated main points for action. The report will be shared with the college Principal, college Board of Management, and/or Regional Strategic Body. An accompanying short report will be published on Education Scotland's website. The data referred to throughout this report relates to academic year 2020/2021.

During the AEV the team explored the following overarching themes linked to the college's enhancement plan and priorities around COVID-19 recovery: learner recruitment; retention; attainment; and progression.

2. The college and its context

West College Scotland is a large regional college in the central west of Scotland. The college delivers provision from its four main campuses in Clydebank; Paisley; Greenock Finnart Street; and Greenock Waterfront, and offers a range of full-time, part-time and online learning opportunities from Scottish Credit and Qualifications Framework (SCQF) levels 2-10.

Over recent years, the college has undergone significant change having implemented a Business Transformation Plan on behalf of SFC. The college delivers just under 160,000 credits, offering provision to over 25,000 students. Over the last year, there have been significant and growing estates issues which the college is working to resolve.

3. Summary of findings

3.1 Recruitment

Areas of positive progress

Learner progress and outcomes

- Staff have made several positive improvements to marketing and admissions arrangements and in the current year the college is working confidently toward meeting recruitment targets.
- Staff have introduced a number of helpful changes to the application process enabling support services to provide a faster response to students' learning or personal support needs early in their programme. As a result, referrals for dyslexia testing early in the year have risen significantly.

Curriculum, learning, teaching and assessment

- Curriculum teams now have access to more timely information regarding learner recruitment. This helps in the planning of provision and in making early decisions about further marketing requirements or the viability of certain programmes.
- The college is working closely with neighbouring local authorities and Skills Development Scotland (SDS) to develop a curriculum offer which aligns well with current and future skills requirements. Most college staff signpost meta skills development opportunities well across curriculum areas.
- In response to learner and employer feedback, college managers are adjusting the curriculum and timetables to increase part-time and flexible learning options to increase recruitment and support learners to attend college whilst remaining in work.

Services to support learning

- The marketing and admissions teams are making increased use of digital promotion, and undertaking a greater number of visits to schools. They are also working successfully with the local authority and Developing the Young Workforce (DYW) contacts to raise awareness amongst young people of college options.

Learner engagement

- Learners have access to MyWest from an early stage and most learners find this helpful, for example, by allowing access to provisional timetables before the term has started. However, MyWest is not yet fully embedded or in use across all areas of the college.
- Most learners feel that recruitment is well organised. Continuing learners welcome being able to apply early in the year for a place during the following academic year.
- Online application arrangements work well and the majority of learners are provided with useful pre-entry information. Learners in a few areas are also invited to a helpful pre-application meeting in college.

- Learners who accessed a helpful on-line pre-enrolment module outlining expectations regarding behaviour, conduct, IT acceptable use and student services found this very helpful.

Evaluation to support improvement

- College staff have taken good account of local, national and regional priorities to inform the redesign of the curriculum. This is impacting positively in providing an appropriate range of programmes for learners.

Areas for development

- A number of staff and some learners lack confidence in the use of college digital resources. Limited use of MyWest and inconsistent guidance and support regarding the use of online teaching platforms is leading to duplication, and technical issues are affecting learners' ability to access the attendance portal or other information.
- For a few employed learners, pre-entry support is provided by industry representatives. Where this is the case, learners do not always receive sufficient information regarding the full range of college support available to them.
- Despite improvements in arrangements and timeliness of disbursement of funding, a few learners report delays in accessing help with funding support, particularly as staff are only available online or by telephone. This is particularly challenging for applicants whose first language is not English, or applicants with very limited IT skills.

3.2 Retention

Areas of positive progress

Learner progress and outcomes

- Staff have recently implemented a number of interventions to help improve learner retention. College internal data indicates that learner early withdrawal rates have improved significantly.
- The overall rate of learner success for learners on part-time higher education (HE) programmes is 4 percentage points above the sector average. Part-time HE learner withdrawals are low at 3.3%, down from 8.5% in 2018-19.

Curriculum, learning, teaching and assessment

- Staff in a number of areas have revised the curriculum to include a greater number of options at SCQF level 4 and increase the range of programmes on offer. This has helped to ensure that learners can be placed on a programme that meets their needs.

Services to support learning

- Support services staff are actively involved in the induction arrangements, visiting most classes in person. This is helping to raise awareness of available support amongst learners and introducing staff to learners at an early stage in their programme.
- Support staff follow up issues regarding student attendance or engagement quickly. This ensures learners are offered appropriate support to help them remain on their programme.

Learner engagement

- College staff have increased the support available to help learners prepare for college. A focus on digital skills has been useful in enhancing learner knowledge, skills and confidence early in their programme regarding the use of IT.
- The return to in-person learning is helping staff to identify where learners are hesitant or concerned about their learning, and to offer immediate support when it is needed. Staff are confident that this has helped to ensure that support is in place at an earlier stage.
- Most learners feel well supported in their studies and have a high level of confidence in their lecturers, who are described as hugely supportive. Learners are aware of wellbeing services and learners value the prompt and helpful support provided.

Evaluation to support improvement

- Staff have reflected well on the issues that have previously impacted on learner retention and rates of partial success. This has resulted in the formation of a dedicated team to support admissions arrangements that has been instrumental in identifying and putting improvements in place.

Areas for development

- Despite the high number of class representatives in place across the college, not all have undertaken training or are active in their role. Most learners have little knowledge about the role and impact of the Students Association (SA).
- A few learners were frustrated that, at the start of term, as there were too many late changes in timetables at short notice.

3.3 Attainment

Areas of positive progress

Learner progress and outcomes

- The majority of learners make good progress and achieve their qualification.
- Most learners in the college study FE programmes, and the overall rate of learner success for full-time FE programmes is 5 percentage points above the sector average.

Curriculum, learning, teaching and assessment

- Staff across the college have worked to reduce the assessment burden for learners where possible. They have considered carefully the units being delivered and integrated assessments where appropriate.
- Staff recognise that many learners entering college programmes directly from school have lower levels of learning and social skills than in previous years. Staff have responded by placing greater emphasis in many programmes on developing these learning and social skills early in programmes.
- Provision at SCQF level 7, for example providing HNC programmes, is now being offered more extensively to learners in secondary schools. This is helping to prepare learners more effectively for next steps to work or further study by reducing repetition in learning, and encouraging greater levels of independent learning.

Services to support learning

- College wellbeing and counselling services continue to be in high demand from learners. Staff in these areas are being more proactive in supporting learner resilience. Useful information shared through MyWest and other mechanisms highlights the importance of self care, and signpost where help is available.

Evaluation to support improvement

- Staff use of well-embedded self-evaluation arrangements has been helpful in ensuring systematic review of programmes and the identification of actions for improvement.
- Where programmes require improvement, staff are supported well to develop and implement Intervention and Improvement Plans. Staff recognise the value of this approach, and feel appropriately supported to make changes.

Areas for development

- The overall rate of learner success rate for full-time HE programmes is 5 percentage points below the sector average.
- The overall rate of learner success rate for part-time FE programmes is 7 percentage points below the sector average.
- Internal college data for the current year indicates that success rates for full-time programmes have declined.
- Staff and learners feel increasingly frustrated by the complex range of learning technologies and communication platforms in use across the college.
- Learners describe delays in receipt of feedback on assessments in a few programmes.

- Most learners are unaware of the work of the SA, or how it might represent their views. They had little knowledge of campaigns or events in place to encourage the sense of community and promote the engagement of learners.
- Almost all teaching staff were not sufficiently aware of how the improvements in IT infrastructure were being implemented or monitored, and were not clear about how their views were being taken into account.

3.4 Progression

Areas of positive progress

Learner progress and outcomes

- The proportion of full-time learners who sustain a positive destination 3-6 months after leaving college is high. This has increased for both FE and HE learners over time.

Curriculum, learning, teaching and assessment

- Curriculum teams are working well with local schools to promote the learning and progression pathways. This is impacting positively on learner aspiration and motivation. Learners are making informed choices about subject pathways and engaging well in their learning to make progress.
- Curriculum teams have established a number of articulation agreements with a range of universities. Staff are collaborating with colleges and universities to highlight the value of college learning.

Areas for development

- The quality of partnership working and commitment to the delivery of Foundation Apprenticeship across local secondary schools is variable.

4. Main Point for Action

- Senior managers should reflect on the introduction of digital initiatives and ensure staff and learner feedback is fully considered as new systems are implemented.

5. What happens next?

We recognise the progress made against almost all aspects for improvement, however, further progress is required in learner engagement, including the profile of the Students Association. We will ask for a report on progress on the agreed areas for improvement to be provided to the college link HM Inspector within agreed timescales. Taking account of the progress report, we will then decide what further engagement with the college is required.

Dr John Laird
HM Inspector

Quality Standards Committee

25 May 2023

Via Microsoft Teams



Present:

Cathy MacNab (Chair)	Assistant Principal
Fiona Goggins	Quality Assurance & Examinations Manager
Fiona McKenzie	Head Education Pathways and Enhancement
Gary McIntyre	Organisational Development Manager
Isobel Lightbody	CQL Childhood Practice
Johanne Porter	Quality Standards Co-ordinator
Kirsty Kenney	Quality Standards Administrator
Lesley Clark	Quality Standards Co-ordinator
Lorna Smith	Teaching Enhancement Lecturer/Social Sciences Lecturer
Martin Timoney	CQL Education, Training and Professional Enhancement
Raymond Moir	Innovative Learning Manager
Robin Chandler	Stakeholder Experience Co-ordinator
Sandor Nagy	Student Association Vice President
Susan Carton	Lecturer (Business)

Apologies:

Jim McAllister	Head Hospitality, Tourism, Languages & Business
Suzanne Thompson	QEL Science

Item	Action	Responsibility
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1. **Welcome and apologies**

C MacNab welcomed everyone to the meeting and informed them M Timoney would be joining later to give an overview of 'Centre for Meta Performance'.

2. **Minute from last meeting – 02 February 2023**

Minute was approved without amendment.

Actions

Members to feedback ideas on how to improve survey response rates.

R Chandler gave a brief update on her meeting with Kelvin College, who also had issues with poor response rates and have taken positive action that has improved rates.

As a result, the College will move away from Survey Monkey and look to use Power Automate (element of Power BI) and utilise Microsoft Forms for student surveys. This will generate a saving of £1,100 per annum and will give response rates in real time.

C MacNab added that each curriculum team would be given their own dashboard where they could monitor responses for their own areas. Kelvin have kindly shared their technical knowledge and the team will work closely with them when running the pilot survey.

Item	Action	Responsibility
	G McIntyre stated that he is meeting with IT and A McDonald regarding Power Bi and how it is being taken forward as a college. He indicated that, when the time comes, training could be offered to the staff who will be using the software.	
3.	Approvals	
	a. Internal approvals	
	K Kenney informed the committee that there were 3 approvals being sought. The quality assurance team had reviewed the paperwork and approved the qualifications but were seeking the committee's endorsement that the interim decision was correct.	
	C MacNab stated that the full paper for each approval would be available on the QSC Teams site for one week, to give members a chance to read it over and give their endorsement. She went on to say that the Quality team are looking to change to a panel system and will submit a proposal next session.	C MacNab
	b. New awarding body applications and approvals	
	F Goggins advised that the approvals process for awarding body ABBE was now complete. Candidates undertaking sprinkler qualifications will be transferred over from Skills for Justice. She expressed thanks to Robert Hart, Allan Bauld, and Lesley Clark for their hard work moving to a new awarding body.	
	It was noted that Skills for Justice and NEBOSH were no longer approved awarding bodies.	
	F Goggins also advised that, due to security measures around testing and a shortage of invigilators, we were no longer able to operate as a CITB test centre for CSCS cards. Students, mainstream or commercial, wishing to do the testing can use another test centre. The delivery of the programme is not affected.	
	F McKenzie queried the possibility of schools groups being able to do the award. C MacNab advised that this should go through Business Development.	
	c. SQA Examinations Report	
	F Goggins directed members to the WCS SQA Exam report that had been uploaded to the Teams site and gave a brief update.	
	It was noted that:	
	<ul style="list-style-type: none"> • Some exams were still to take place and the diet would be complete early next week. • There were issues regarding lack of exam space, particularly the loss of the space in Paisley campus. Some exams took place in Abercorn building and others had to be moved to Clydebank. • There was interference from members of staff telling invigilators the process and were they like students to be. This is becoming a recurring theme with specific exams. • Sharing information (seating plans, attendance registers, etc.) via Teams has worked well this year. 	

Item	Action	Responsibility
	<ul style="list-style-type: none"> • Support from the invigilation team has helped ensure smooth running. • The team had support from 3 work experience students which worked exceptionally well. F Goggins wished to thank Lesley, Trudy and Stuart for their hard work; and stated that she would consider accessing the resource again next year. 	
	<p>S Carton wished to thank the Quality team for all their help, patience, and guidance in the lead up to the exams. She also had 3 work experience students which were a great help, and she will also consider accessing the resource again.</p>	
4.	<p>Awarding Body Update</p>	
	<p>F Goggins directed members to the External Visits Summary on the Teams site. She explained that there are currently 3 holds in place for certification. Actions relating to the holds are mainly around internal assessment and verification. It is hoped that next session the team will be able to provide new and refresher training for CQLs and anyone involved in the verification process.</p>	
	<p>If anyone has any suggestions for improving the process, they can email them to F Goggins. C MacNab added that internal and external verification processes were being reviewed further to the work that has been done with My Curriculum. F Goggins is collating a list of issues to go back to SQA.</p>	All
	<p>S Carton intimated that some online training regarding uploading digital evidence in preparation for external verification, would be useful. G McIntyre and F Goggins to meet out with the committee to look at what training could be offered to staff.</p>	G McIntyre / F Goggins / R Chandler
5.	<p>Student Association Update</p>	
	<p>S Nagy gave a brief recap of the Student Association Report, which had been uploaded to the Teams site and will be shared with the Board of Management at the next meeting. C MacNab noticed that the figures in the accounts, page 2 of the report, required updating, and asked that R Chandler and the SA update this.</p>	R Chandler / Student Association
	<p>C MacNab went on to congratulate S Nagy on being elected as Vice President (Paisley Campus) again for session 23/24. A new President and Vice President (Greenock Campus) have also been elected. Elections will take place for the Vice President (Clydebank Campus) role.</p>	
	<p>C MacNab thanked R Chandler for all her hard work with the elections, and Grant Taylor, Head of Sector, who is now overseeing the Student Association.</p>	
6.	<p>Performance & Skills – structure and responsibilities</p>	
	<p>C MacNab advised that all departmental organisational charts are being redesigned by the Organisational Development team and will reflect the recent changes in directorates / sectors. An overview of the area will be provided at the start of next session.</p>	C MacNab

7. Complaints 22-23

J Porter gave a brief overview of complaints received in quarter 3.

28	Received
3	Still to be closed off
21	Moved to Stage 2
7	Resolved
12	Not upheld
6	Upheld

J Porter to upload Quarter 3 report to the Teams site. The full report for 22/23 will come to the next committee meeting.

J Porter

8. Student Satisfaction & Engagement Survey Report

R Chandler directed members to the SSES Report that had been uploaded to the Teams site. It was noted that the figures had since been updated, thanks to the work experience students processing 200 paper survey responses.

It was noted that there had been changes in students' preference for learning online, hybrid and on campus. R Moir asked for clarification on what was meant by online learning. R Chandler stated that unless the student explicitly provided clarification, it was difficult to determine what was meant. R Chandler will be working with SPARQs regarding blended and hybrid learning and what that means to students. It will help Colleges better understand what students are saying if a shared language is established.

R Chandler to update figures in the report and add to the Teams site for reference.

R Chandler

9. Accessibility Steering Group – update and action plan for 2023-2026

R Moir gave a brief update on the compliance action plan for 2023-2026 and the role out of Blackboard Ally. He went on to discuss a paper he had written on assessment planning and delivery to promote accessibility.

Links to additional information can be found in the Accessibility Steering Group paper in the Teams site.

10. Education Scotland Progress Visit – 27th April 2023

C MacNab advised that feedback and general points arising from the recent Education Scotland Progress Visit can be found on the Teams site.

11. Centre for Meta Performance

M Timoney gave a brief presentation on Meta Skills and the Centre for Meta Performance. A copy of the presentation to be uploaded to the Teams site.

J Easdale

C MacNab thanked M Timoney for his time and reiterated the importance of Meta Skills. She anticipates that it will be a focus next session and commented that it is a great opportunity to link with Organisational Development and Innovative Learning.

Item	Action	Responsibility
12.	Student Association, Governance and Support G Taylor was unable to make the meeting. He will be invited to attend a QSC meeting next session.	J Easdale
13.	AOB K Kenney informed the committee that a request for training on completing the Portfolio Review paperwork had been received. C MacNab agreed that it would be a good idea to offer some training when the 23/24 paperwork is launched. C MacNab and F Goggins to review paperwork and devise training.	C MacNab / F Goggins
	Session 23-24 meeting dates to be circulated once LTQ dates are finalised.	J Easdale
	Suggestions for future agenda items should be emailed to C MacNab.	All

SMT Update - SQA Systems Verification

September 2023

Purpose – paper provided for information and SMT comment prior to submission to SQA

Introduction

All awarding bodies are required by SQA Accreditation and Ofqual (England and Wales) to monitor centres for compliance. They do this through regular systems monitoring of approved centres.

What is Systems Verification?

Systems verification is the process used by SQA (and other awarding bodies) to ensure that centres comply with their quality assurance criteria and have internal quality assurance systems appropriately documented, effectively implemented and evaluated, and can evidence continuous improvement,

Guidance and further information relating to the systems verification visit can be found at www.sqa.org.uk/qualityassurance. This is supported by external verification on qualifications, annual activity which tests compliance with SQA criteria based on qualification claims for certification.

West College Scotland last had a Systems Verification from SQA in 2017. Systems visits were suspended temporarily during the COVID pandemic, and our next verification is scheduled for 7th November 2023. Summary Outcomes and progress on actions from the Systems Verification 2027 activity can be found in Appendix 1.

Preparations for 2023 Systems Verification

The systems visit involves a review of

- relevant quality management processes, policies and procedures across the whole organisation (not just Quality)
 - testing for wider centre compliance including meetings with a range of staff* and students undertaking a variety of SQA awards
- *teaching staff (assessors/verifiers), quality and data services team, Heads of Sector, curriculum managers, HR and OD
- completion of a [Self-Assessment](#) form for submission prior to visit date
 - upload of all relevant documentation by 30th September for sharing with SQA
 - meetings arranged between SQA personnel and college staff/student groups for 7th November

Managing Risk

SQA unit and award delivery across our college accounts for around 67% of our accredited qualification portfolio with 75219 enrolments across SCQF levels 1 to 10, covering a wide range of qualifications such as HNC/D, NC, PDA, NPA, Skills for Work, SVQs, and so on.

Like all awarding bodies, we have overarching approval for a single centre (whole college rather than by depart or award type categories). At this point in time, legacy arrangements mean that colleges benefit from Devolved Authority Status which means that we can internally approve delivery of our college courses based on compliance with quality assurance requirements). Loss of devolved authority status would be monumental for a college of our size and shape and would result in increased base costs (as we would have to verify every student result prior to sending to SQA) reputation damage. Continued devolved authority is not assured and progress of the Tertiary Quality Framework sector work indicates a greater importance will be placed on college risk rating as evidenced by SQA systems and qualifications verification activities.

It is also worth noting that SQA Accreditation have oversight of all awarding bodies who operate in Scotland. Increased risk rating from one awarding body is shared and we have a centre responsibility to update all awarding bodies of significant changes in our centre that may impact on our ability to comply with any QA requirements. Serious sanctions from others escalates overall risk to our future ability to gain centre and qualification approval and deliver qualifications.

Risk reporting from SQA is categorised in Appendix 2.

Overall, our current College risk level has been low. To maintain this, there are a few areas of practice across the college which require attention. Our internal self -evaluation has picked up potential non- compliance and increased risk resulting from external verification outcomes:

1. Registration, resulting and claiming certification without reasonable gap between the dates (minimum 6 weeks between registering and certification claims although this must be reflective of the size of the award)
2. Risk to students from assessment by non-qualified assessors
3. High levels of action planning arising from EV activities noting that internal verification processes require improvement.
4. One instance of malpractice resulting from centre maladministration in claiming awards
5. Use of third-party contracts to deliver and assess students enrolled within WCS systems increases risk to students if the third-party defaults on any agreement

APPENDIX 1

Summary Outcomes from Systems Visit 2017				
No.	Criterion	Outcome Statement	Non-Compliant Criteria	Actions and Progress 2017-2023
1	Management of a Centre	Some strengths and some weaknesses identified in the systems that support the maintenance of SQA standards within this centre. Moderate risks exist within this category	<p>SQA must be notified of any changes that may affect the centre's ability to meet the quality assurance criteria.</p> <p>Suspected candidate or staff malpractice must be investigated and acted upon, in line with SQA requirements.</p>	<p>Documented process for notification of changes to awarding body status.</p> <p>Documented process for notification to awarding bodies in relation to changes in centre status.</p> <p>Documented oversight, reporting and monitoring quality management functions of ELT, Quality Standards Committee and Learning, Teaching and Quality Committee.</p>
2	Resources	Strengths outweigh weaknesses identified in the systems that support the maintenance of SQA standards within this centre	Assessors and internal verifiers must be given induction training on SQA qualifications and requirements.	Staff quality induction available for new staff and all assessors/verifiers receive annual quality updates.

3	Candidate Support	Strengths outweigh weaknesses identified in the systems that support the maintenance of SQA standards within this centre	Candidate complaints must be handled in line with a documented complaints procedure which meets SQA requirements.	This was a national issue now addressed through the sector College Complaints Handling Group who worked with SQA to issue joint guidance to colleges.
4	Internal Assessment and Verification	Strengths outweigh weaknesses identified in the systems that support the maintenance of SQA standards within this centre	Internal assessment appeals must be handled in line with a documented procedure which meets SQA requirements.	Appeals procedure updated and shared with SQA 2017
5	External Assessment	Significant strengths identified in the systems that support the maintenance of SQA standards within this centre		
6	Data Management	Significant strengths identified in the systems that support the maintenance of SQA standards within this centre		

Sanctions	Entry in Action Plan 2017 Progress –All actions completed and closed off 2017
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Records of Discussions	
Discussions with Candidates	Yes
if YES, please provide a brief summary of the discussion:	Discussion took place around candidate induction, malpractice procedures, complaints and appeals, assessment arrangements, feedback and resources - see sections within report for comments received.
SQA Systems Verification Visit Report for 1003054 - West College Scotland	
Discussions with Assessors	Yes
if YES, please provide a brief summary of the discussion:	Discussion took place around recruitment of assessors and internal verifiers, staff development opportunities, internal verification procedures, conflict of interest and external verification activities - see relevant sections of report for comments received.
Discussions with Internal Verifiers	Yes
if YES, please provide a brief summary of the discussion:	Discussion took place around recruitment of assessors and internal verifiers, staff development opportunities, internal verification procedures, conflict of interest and external verification activities - see relevant sections of report for comments received.

APPENDIX 2

Quality Assurance Criteria:	Outcome Rating	Sanction in relation to qualification verification
Resources	High Confidence	
Candidate Support	Broad Confidence	Entry in Action Plan
Internal Assessment and Verification	Reasonable Confidence	Suspension of specific qualification certification: <ul style="list-style-type: none"> • by verification group • by qualification Suspension of approval application by verification group

		Suspension of direct certification claim status: <ul style="list-style-type: none"> • by verification group • by qualification
	Minimal Confidence	Suspension of specific qualification approval: <ul style="list-style-type: none"> • by verification group • by qualification
	No Confidence	Withdrawal of specific qualification approval: <ul style="list-style-type: none"> • by verification group • by qualification

DRAFT



Learning, Teaching & Quality Committee
Wednesday 25 October 2023 at 4.00pm by Teams

Agenda Item No:

PUBLIC

Title of Paper	2023/2024 Learning, Teaching & Quality Committee Schedule of Business
Presented by:	S Gunn, Vice Principal
Recommendation:	For review, comment and agreement

Purpose / Executive Summary:

The role of the Learning, Teaching & Quality Committee is to support the Board in its responsibilities.

The attached table gives Board Members advance notice of the known items due to be discussed at forthcoming meetings. Please note that some of these will be subject to change as we progress through the year and other priorities emerge. This information has taken into account our Regional Outcome Agreement, Curriculum, Digital and Student Wellbeing Strategies. The calendar does not take into consideration future projects that may be submitted for discussion or approval; these will be added as timescales become known.

This table will be regularly updated and presented for information on a rolling basis at each meeting.

The paper is presented in line with West College Scotland Committee Terms of Reference: *'To review its own effectiveness at least annually and to report the results to the Board.'*

Recommendations:

The Learning, Teaching & Quality Committee is requested to **review** and make **comment** upon the proposed Schedule of Business and **consider** whether there are any further assurances required in work to be undertaken during 2023/2024.

Implications:	
Financial	Covered within the budget setting reporting
Student Experience	Covered in all meetings
Human Resources	Not applicable for this report
Legal	No further legal implications to those listed above
Reputational	Adherence to governance requirements assists with ensuring the positive reputation of the College
Community/ Partnership impact	Not applicable for this report
Equalities	EIAs are embedded across the College's activities
Environment	Not applicable for this report

Learning, Teaching & Quality Committee - Schedule of Business

Winter Meeting (Nov)	
Standing Items	Additional Items
Minute of Previous Meeting	Main theme: Digital Strategy Update
Student Association Report	Tertiary Quality Framework
ELT Update	Professional Learning
	Risk Review (normally Oct)

Spring Meeting (February)	
Standing Items	Additional Items
Minute of Previous Meeting	Main theme: Curriculum Planning
Student Association Report	Curriculum Strategy Progress Report
ELT Update	Risk Review

Summer Meeting (May/June)	
Standing Items	Additional Items
Minute of Previous Meeting	Main theme: Student Experience
Student Association Report	Student Survey Feedback
ELT Update	Safeguarding & Student Wellbeing
	Student Association Budget Spend

Autumn Meeting (October)	
Standing Items	Additional Items
Minute of Previous Meeting	Student Association Update & Constitution
Student Association Report	Main theme: Performance 2023/2024
ELT Update	Draft Self Evaluation Report 2022/2023
	Remit, Membership and Dates of Meetings
	Alternative Income Performance & Plans
	Student Activity & Enrolments 23/24
	Draft Regional Outcome Agreement 2023/2024 ROA Draft Measurement Table
	Education Scotland Annual Engagement Report
	Quality Standards Committee Minute
	Risk Review