

<b>Title of Paper</b>	Students Association Update
<b>Presented by:</b>	Stephanie Gunn / Karam Mohamed
<b>Recommendation:</b>	<b>To Note</b>
<b>Status:</b>	PUBLIC
<b>Linked To:</b>	
<b>KPI(s)</b>	
<b>Strategic Objective</b>	Our Students
<b>Strategic Risk</b>	

**Purpose / Executive Summary:**

This paper provides an update on activities from the Students Association since the last meeting.

**Recommendations:**

The Learning, Teaching & Quality Committee is asked to note the update provided.

**Implications:**

<b>Financial</b>	There are no direct financial implications associated with this paper.
<b>Student Experience</b>	There are no student experience implications directly associated with this paper.
<b>People</b>	There are no human resource implications associated with this paper.
<b>Legal</b>	There are no legal implications associated with this paper.
<b>Reputational</b>	There are no reputational implications associated with this paper.
<b>Community/ Partnership impact</b>	There are no community implications associated with this paper.
<b>Environment</b>	There are no environmental implications associated with this paper.
<b>Equalities</b>	There are no equality implications associated with this paper.

## Student Association Update – February 2025

This has been a busy period for the Students' Association since the appointment of the new Students' Association Liaison Officer last November, and one of changes with regards to the sabbatical posts. We continue to develop and implement strategies to support students, to build on our systems of representation, and to increase engagement across all four campuses.

- **Student Association Liaison Officer**

[REDACTED] took up this new staff position three months ago and has focused on planning and managing the January freshers' events, providing training for Class Reps and members of the Students Representative Council, raising the profile of the Students' Association, supporting the Student President, and developing the roster of clubs and societies.

- [REDACTED]

- **Raising the profile of the Students' Association through freshers' events**

Freshers' events were held across all four campuses during the week beginning 27<sup>th</sup> January. These were some of the most ambitious freshers' events that have been held at the College, and included fairground stalls, face painting, a caricaturist, live music, animal handling sessions, circus skills workshops, and alpacas. In addition, external and internal agencies had stalls, including departments from within the College (e.g. Enabling Services, Health and Wellbeing), charities (e.g. White Ribbon, RSPCA) and businesses (Domino's, Pure Gym). The feedback from the Freshers' Feedback Survey was incredibly positive, with 74% stating that the events helped to raise the profile of the Students' Association. We have been working hard to capitalise on the success of these events by creating a video, which can be viewed here: [Freshers 2025 Highlights video 1.mp4](#). This will be shared via social media and on the website.

- **Improving student representation – Class Reps**

In-person training for new Class Reps took place at the start of December at all campuses. This was supplemented by self-paced, online training, which was made available in January. Feedback from training was very positive, with most students judging the training to be 'outstanding'. Since then, the Students' Association has seen an increase in students seeking help and support with matters relating to courses and studying within the College. The proposed new system for Reps (including Class Reps and Communications Reps) was not implemented as the work had not been done to prepare for this. When Laura started in November, her priority was offering training for Reps, creating channels of communication between Reps and the Students' Association, and responding promptly to issues raised by Reps.

- **Improving student representation – Student Representative Council (SRC)**

Class Reps were invited to volunteer to join the SRC and a Development Day for these new members was held on 4<sup>th</sup> February. This training was inspired by sparqs' annual event for education officers and those who support them ('That's Quality') and included

presentation/input/appearances from WCS's Fiona Goggins and Cathy MacNab, as Ian Sadiq-Gilmour (NUS). The SRC Development Day also provided an opportunity for us to evaluate the effectiveness of the current system of student representation within the College (please see below).

- **Evaluating the structure of student representation within the College**

A focus group was held with SRC members to evaluate the effectiveness of the structure that is currently in place so that the student body has representation. This was followed up with a survey that was shared with all Class Reps. Both the focus group and the survey overwhelmingly favoured adjusting the current system to allow students to take up the Student President roles on a part-time basis. The reasons for this were largely to do with increasing the potential for attracting the 'right kind' of candidates for these sabbatical posts. Several members of the SRC stated that they would consider running if the role is part-time but would be unwilling or unable to take a year out of their life – putting their academic plans/career progression on hold to do so. Given the strong response of representatives of the student body on this matter – and taking into consideration the issues there have been with full-time Presidents in recent years – we are currently considering making adjustments to the current structure. For example, by replacing the full-time roles with part-time positions.

- **Creating and maintaining connections with external agencies**

The Students' Association has met with a number of agencies/colleges in the last few months, including: sparqs, NUS Scotland, City College, Kelvin College, University of the West of Scotland. Connections such as these are incredibly important for the ability of the Students' Association to support students with matters that are bigger than the College. For example, next week, we will meet with Rachel Currie (Campaigns and Influencing Manager, NUS Scotland) to try to support students who are frustrated and angry that the course they were hoping to progress to has been cancelled as a result of funding cuts.

- **Clubs and societies**

Work is ongoing to try to establish as many clubs and societies as we can that will be of interest students. A survey was created to ascertain what clubs and societies students would like to join and MS Teams have been set up for the viable options. These include creative writing, LGBTQ+, Film & TV, Music, and Debating. The following clubs are already in the process of being set up: Chess/Board Games, Creative Writing, Crochet. The SCR and the Students' Association have identified a need for information about clubs and societies to be more easily accessible to students. One option is to create a page dedicated to clubs and societies (including a link for students to suggest and set up their own club) on the College website. Clubs and Societies will also be advertised during the freshers' events in August. We will start planning these events in the coming months to avoid a repeat of the cancellation of these events that occurred last year.

- **Raising the profile of the Students' Association and Student President**

One of our priorities, moving forward, is to increase awareness of what the Students' Association is, and what it can do to support students. The successful freshers' events were an important first step. This will be followed up with a campaign that will include posters and posts on social media to increase awareness. One of the incredibly disappointing pieces of feedback from the Class rep training was that most students did not know who the Student President was. Karam's high profile at freshers' events (wearing a Student President hoody) was, again, an important first step. We will continue to build on this through a comprehensive poster

campaign. Posters have already been made with Karam's headshot – plus the days and times he will be on campus (and where) – and have been sent to the Print Room. We are also planning 'meet your Student President' events, in which Karam and Laura will set up a stall at reception at all campuses, beside a roller banner for the Students' Association. In addition, online 'office hours' will be set up to make it easier for students to contact him.

<b>Title of Paper</b>	<b>Curriculum Strategy Progress update</b>
<b>Presented by:</b>	<b>Stephanie Gunn</b>
<b>Decision:</b>	<b>For noting</b>
<b>Status</b>	<b>PUBLIC</b>
<b>Linked To:</b>	
<b>KPI(s)</b>	<b>All Student KPIs (satisfaction, destinations, attainment, retention, enrolments &amp; applications) plus Credit &amp; Alternative Income Generation</b>
<b>Strategic Objective</b>	
<b>Strategic Risk</b>	<b>Falling Student numbers / Alternative Income Generation / Reputational Risk</b>

**Purpose / Executive Summary:**

To provide LTQ Committee with a high-level summary of progress to date on the objectives of the 2021-26 Curriculum Strategy.

Our focus this session is on the key objectives, including our overall curriculum efficiencies and performance, ensuring a clear rationale and strategic alignment for all courses.

We made good progress overall last session on curriculum design to ensure more consistency and coherence of FE provision. In line with the Strategy, our curriculum balance is continuing to shift to a greater focus on part-time and key employment sectors, along with an increase in apprenticeships. Strategically, as advised in the outcomes from Curriculum Planning and Review paper, we are reducing our second year HND provision and focusing more on commercial and upskilling courses at the higher levels, as well as strengthening the performance of HNC.

The work is about to commence to prepare a new updated Curriculum Strategy planned to be launched at the start of 2025-26. This work has been brought forward by a year to reflect the new Corporate Strategy and changing external and financial environment which impacts on our curriculum delivery and priorities going forward.

**Recommendations:**

The Committee is requested to:

- Note the information contained within this report and seek any clarification as required.

<b>Implications:</b>	
<b>Financial</b>	There is an increased focus on the work for our Curriculum Strategy to help the financial challenges of the College
<b>Student Experience</b>	The removal of some HND courses will impact on a small number of our current HNC students, however alternative routes to HND are being offered, if appropriate.
<b>Human Resources</b>	Not applicable to this report
<b>Legal</b>	Not applicable for this report
<b>Reputational</b>	Not applicable for this report
<b>Community/ Partnership impact</b>	Work to revise community and schools' provision will be undertaken with partners
<b>Equalities</b>	Not applicable for this report
<b>Environment</b>	Not applicable for this report

## Introduction

Our [West College Scotland Curriculum Strategy 2021-26](#) was written May 2021, approved by the Board and published for staff at the start of session 2021-22.

Key objectives are for:

- An impactful curriculum, specifically designed to meet the breadth of individual student, employer and local needs.
- A curriculum co-designed and delivered in collaboration with employers and other relevant stakeholders, with explicit progression pathways and not limited by our College curriculum structures.
- A curriculum that can easily flex and is regularly adapted and re-imagined to respond to Government and Regional differentiated priorities, meet the employers' needs and to the College financial context.
- A curriculum to fully develop all students' digital skills making the very best of digital pedagogy, through both remote and campus-based learning, teaching and assessment.

Work will now be progressing to update the Strategy in line with the new Corporate Plan and in response to the changing context.

### 1. Delivery against Strategy Objectives 2023-24

The key Curriculum Strategy objectives were again embedded within the autumn Curriculum Planning and Review process (CPR), requiring individual curriculum Sectors to assess their curriculum against the Strategy objectives and identify their actions to contribute to the Strategy overall. Integrating into the CPR process helped to ensure awareness and understanding of the Strategy direction.

Work is still ongoing on all areas of the Strategy, but the following progress update highlights the key areas of progress made last session.

Strategy Objective	Sub-actions	Update Note & Progress %
Personalised Design an impactful curriculum that meets the needs of individual students, employers and local needs	Develop and implement new Course Design Principles for FE courses to include course aims, core skills profiles, access & progression pathways, work integrated learning, Meta Skills, guidance and career management.	Course Design Principles developed and published with recommendations of units to use in 24-25 curriculum set up <b>100% complete – review of implementation to be undertaken 2024-25</b>
	Implement the MP Tracker across the College and develop the Centre for Meta Performance	MP Tracker presented at SMT, to CQLs and individual teams <b>100% complete.</b> Staff and student awareness of Meta Skills verified through Education Scotland Review visit.
	Build our flexible portfolio of short course provision and	Online Microcredential demand exceeded expectations with significant growth across our

	micro-credentials designed specifically to meet employer needs and upskilling.	offering and development of new relevant courses inc. Cybersecurity. Upskilling and reskilling courses reviewed as part of CPR process to ensure fit with labour market and regional needs <b>100% complete for 2023-24. Continuing action</b>
<b>Collaborative</b> Collaborate with employers and other stakeholders to design and deliver a curriculum with explicit progression pathways and not limited by our College curriculum structures.	Standardise and combine SCQF4 provision across the College to ensure more appropriate generic skills development and a breadth of progression options.	All SCQF 4 vocational courses for August renamed "Transitions 2... " Construction courses all revised as 'Hard Hat Ready' Standardisation guidance within the Course Design Principles Further development being considered for more generic part time provision and for adults within 2024-25 <b>75% complete. Further action 2024-25</b>
	Review and revise School College programme pathways in collaboration with Local Authorities to ensure there is a strategic offering to meet local skills needs and co-creating curriculum.	2024-25 programmes finalised, further revisions required for 2025-26  70% complete <b>Further action 2024-25</b>
	Review and revise Community pathways in collaboration with Local Authorities to ensure there is a strategic offering to meet local skills needs.	Initial review undertaken of community provision by Head of Access & Progression 30% complete <b>Action 2024-25</b>
	Facilitate cross-Sector and interdisciplinary curriculum developments within the College to respond to emerging employment opportunities, encourage innovation.	Launched at the CQL and Curriculum Head session in November with initial discussions of options between CQLs Interdisciplinary learning requirement built into Course Design Principles 50% complete <b>Action 2024-25 – review &amp; build on initiatives</b>
<b>Agile &amp; Adaptive</b> Develop a curriculum that can respond to the College financial context, Government and Regional priorities and meet the	Identify, support and invest in strategic growth areas of the curriculum in line with current and emerging regional and national skills needs.	Decisions made as to 2024-25 full time courses. Estates and staffing requirements defined Estates upgrades approved in both Greenock & Paisley to support key curriculum delivery. Work started to upgrade Paisley workshops and address RAAC in Greenock. Subcontracted off site assessment work for Construction to enable lecturing staff to be used for specialist teaching. <b>50% - Continuing action</b>
	Grow our work-based learning and Apprenticeship delivery.	Significant growth in our work-based and apprenticeship delivery. WCS has the 4 <sup>th</sup> largest SDS contract across 12 Frameworks providing us

needs of employers		with both scale and scope. Growth in new markets such as Pharmacy and sustained growth in Engineering and new models of delivery for Construction keep us at the forefront of work-based learning and development. <b>100% complete for 2023-24. Continuing action</b>
	Deliver cross-campus and combined elements of the curriculum to improve student choice and options for students to study more in their local campus, whilst reducing duplication of staff effort and improve efficiencies.	Planning took place along with potential pilots. Increased cross campus delivery within Sectors. IT hybrid technology installed on each campus to support further delivery. Essential Skills timetabled to increase number of combined groups <b>50% complete. Further action in 2024-25</b>
	Lead cross Sector 'green' developments in the curriculum	Progress made and reported to Learning, Teaching & Quality Committee 29 November <b>30% complete. Further action in 2024-25</b>
<b>Digital</b> Develop students' digital skills through remote and campus-based learning teaching and assessment	Provide appropriate level learning opportunities to ensure all students have the digital skills required for online learning and entry to their courses.	3 new units developed to be offered to all students to support their digital skills development. Fully online and co-developed with students, this allows individual or stackable progression through: Beginner, Intermediate or Advanced skills. This provision was shortlisted for The Herald Higher Education Awards 2024 <b>100% complete</b>
	Ensure the development of generic and industry related digital skills are included and ideally accredited in every course.	Part of College Course Design Principles and MP Tracker <b>30% complete</b>
	Include specific curriculum to meet the digital employment and digital industry needs. •	Increase in Cyber Security provision and work with Education Scotland and schools. <b>70% complete</b>
	Design curriculum assessment to utilise digital technology as a default position, with a rationale required for alternatives based on an inclusivity and accessibility for individuals.	Ongoing work <b>50% complete</b>

The overall ELT assessment is that we continued to make good progress last session, whilst there are areas that are being prioritised further during this session.

## 2. Strategy Priorities 2024-25

As identified in the 2023-24 progress report, there are actions to be continued or extended into 2024-25. In addition, new actions (in bold below) have been added around work-placement, 2<sup>nd</sup> year HND and HNC articulation, commercialisation and a specific focus within actions around efficiency and strategic alignment of provision.

Our 2024-25 Curriculum Strategy key priorities are as follows:

Strategy Objective	Sub-actions	Assigned to
<b>Personalised</b> Design an impactful curriculum that meets the needs of individual students, employers and local needs	<b>Review the implementation of the Course Design Principles across the College</b>	[Redacted]
	Continue to build our flexible portfolio of short course provision and micro-credentials designed specifically to meet employer needs and upskilling, <b>commercialising or developing alternatives to core provision, where opportunities exist</b>	[Redacted]
	<b>Review and revise our support for student work-placements, strengthening arrangements and improving efficiencies in delivery</b>	[Redacted]
<b>Collaborative</b> Collaborate with employers and other stakeholders to design and deliver a curriculum with explicit progression pathways and not limited by our College curriculum structures.	<b>Develop suitable skills development entry provision for adults returning to education and provide pathways to vocational learning or employment</b>	[Redacted]
	<b>Consolidate the School College programme</b> in collaboration with Local Authorities to ensure there is a strategic offering to meet local skills needs.	[Redacted]
	<b>Review and revise Community pathways to ensure there is an efficient and strategic offering to meet local skills needs.</b>	[Redacted]
	<b>Strengthen articulation pathways top HEIs or other colleges from HNC provision</b>	[Redacted]
	Facilitate cross-Sector and interdisciplinary curriculum developments and the sharing of resources within the College to respond to emerging employment opportunities, encourage innovation.	[Redacted]
<b>Agile &amp; Adaptive</b> Develop a curriculum that can respond to the College financial context, Government and Regional priorities and meet the needs of employers	Identify, support and invest in strategic growth areas of the curriculum in line with current and emerging regional and national skills needs, <b>building on and promoting our areas of specialism.</b>	[Redacted]
	Grow our work-based learning and Apprenticeship delivery.	[Redacted]
	<b>Review and revise our HND 2<sup>nd</sup> year provision to ensure efficiency, vocational need and high quality outcomes.</b>	[Redacted]
	Deliver cross-campus and combined elements of the curriculum to improve student choice and options for students to study more in their local campus, whilst reducing duplication of staff effort and improve efficiencies.	[Redacted]
	Lead cross Sector 'green' developments in the curriculum	[Redacted]
<b>Digital</b> Develop students' digital skills	Ensure the development of generic and industry related digital skills are included and ideally accredited in every course <b>with a focus on cyber security, data analysis and digital citizenship</b>	[Redacted]

through remote and campus-based learning teaching and assessment	<b>with these themes to be used in courses rather than generic, IT Core Skills units, where possible.</b>	
	Include specific curriculum to meet the digital employment and digital industry needs. •	
	Design curriculum assessment to utilise digital technology as a default position, with a rationale required for alternatives based on an inclusivity and accessibility for individuals.	

### 3. KPIs

In terms of measuring Strategy progress overall, we previously identified specific KPIs. Whilst not measuring all that the Strategy is designed to address, these KPIs focus on key areas of Curriculum change.

Our benchmark year was 2021-22.

Strategy Objective	KPI	2021-22	2022-23	2023-24
To provide a more flexible, individualised curriculum with an increased range of part-time delivery.	<b>Enrolments Short Full-time courses</b>	<b>1,200</b>	<b>1,660</b>	<b>1,174</b>
	<b>Enrolments Block Release</b>	<b>487</b>	<b>503</b>	<b>745</b>
	<b>Enrolments Day Release</b>	<b>548</b>	<b>672</b>	<b>713</b>
	<b>Enrolments Work Based Learning</b>	<b>522</b>	<b>557</b>	<b>481</b>
	<b>Enrolments Distance Learning</b>	<b>5,535</b>	<b>5,788</b>	<b>6,571</b>
To grow apprenticeship delivery	<b>Apprentice numbers</b>	<b>226</b>	<b>236</b>	<b>226</b>
To revise SCQF4 provision to provide a more coherent skills based vocational offer with a breadth of progression routes.	<b>SCQF4 credit activity</b>	<b>13.18%</b>	<b>11.68%</b>	<b>16.62%</b>
Adapting provision to meet Government and Regional employment priorities.	<b>Information Tech % of college activity</b>	<b>5%</b>	<b>5%</b>	<b>5%</b>
	<b>Construction % of college activity</b>	<b>8%</b>	<b>8%</b>	<b>8%</b>
	<b>Engineering % of college activity</b>	<b>13%</b>	<b>16%</b>	<b>15%</b>
Improving the efficiency of delivery overall	<b>Teaching hours for student credit activity</b>	<b>TBC</b>	<b>TBC</b>	<b>TBC</b>

Note: Our overall enrolments as a College were reduced but our part-time modes increased in line with Strategy objectives

Credits reduced for Engineering, but student activity did not reduce. The credits were reduced because we were required to reduce credits per student to comply with updated SFC guidance. These KPIs will be reviewed, along with the overall KPIs for LTQ to determine the best KPIs going forward

**Learning, Teaching and Quality Committee**  
**Wednesday 26 February 2025 at 4.00pm, Online**  
**Agenda Item No: 08**

<b>Title of Paper</b>	<b>Female full-time enrolments</b>
<b>Presented by:</b>	<b>Stephanie Gunn</b>
<b>Decision:</b>	<b>For noting</b>
<b>Status</b>	<b>PUBLIC</b>
<b>Linked To:</b>	
<b>KPI(s)</b>	<b>Student enrolments</b>
<b>Strategic Objective</b>	
<b>Strategic Risk</b>	<b>Falling Student numbers</b>

**Purpose / Executive Summary:**

At the LTQ in Autumn 2023, it was reported that subject areas with lower full-time August enrolments were mainly in the traditionally female areas of Care, Childhood Practice, Hairdressing and Beauty. The question was asked as to whether we had a reduction in female enrolment overall or if female students were choosing different subjects to study. It was clarified at the last LTQ that the proportion of female enrolment overall in the college did not really reduce last session. The Committee therefore requested more detail of female enrolments in curriculum areas across the College. This report provides a summary of enrolment trends over that last three years, particularly focused on full time since part-time is so broad, it's far more complex to analyse.

**Recommendations:**  
 The Committee is requested to **note** the information and seek any clarification as required.

<b>Implications:</b>	
<b>Financial</b>	Not applicable to this report
<b>Student Experience</b>	The College continues to work to address gender imbalance in the curriculum where it exists.
<b>Human Resources</b>	Not applicable to this report
<b>Legal</b>	Not applicable for this report
<b>Reputational</b>	Not applicable for this report
<b>Community/ Partnership impact</b>	Not applicable to this report
<b>Equalities</b>	This report highlights the more marked reduction in female full-time students than males since 2020. The percentage of females in the college overall is broadly similar however, as females are undertaking more part-time study. This report shows that the College has had some level of success in attracting more female students into the more male dominated areas of Engineering, Motor Vehicle, Computing and Sport.
<b>Environment</b>	Not applicable for this report

## Introduction

Our full-time enrolment has reduced steadily in the College with a move to more part-time provision and short full-time alternatives. Last session, our College full-time enrolment numbers were similar to the previous session, with a small increase, but over three years we can see a significant reduction overall, with the greatest reduction in female full-time students.

A reduction in full-time students isn't replicated across all curriculum areas however, and it should be noted that whilst the overall market for full-time has reduced, the College Curriculum Strategy focuses on increasing part-time provision and we intentionally removed full-time courses with low demand when the College overall SFC credits were reduced by 10%.

We have however, had growth in full-time engineering and ESOL student numbers. Our main curriculum percentage reductions in full-time are in Make Up Artistry (partly through replacing full-time with short full-time which is categorised as part-time), Building Services (with a move to more commercial and part-time upskilling), Business (including Administration), and Health and Social Care.

### Full-time enrolment change from 2020/21 – 2023/24

	Overall	Female
<b>Beauty</b>	-21%	-22%
<b>Building Services</b>	-42%	-50%
<b>Business</b>	-32%	-43%
<b>Childhood Practice</b>	-27%	-27%
<b>Computing</b>	-5%	23%
<b>Construction</b>	-1%	-19%
<b>Creative Industries</b>	-11%	-9%
<b>Engineering</b>	41%	56%
<b>Hairdressing</b>	-22%	-21%
<b>Health &amp; Social Care</b>	-28%	-32%
<b>Hospitality</b>	-7%	-20%
<b>ESOL</b>	24%	14%
<b>Learner Development</b>	-7%	-26%
<b>Make-up Artistry</b>	-66%	-64%
<b>Motor Vehicle</b>	-5%	57%
<b>Science</b>	-13%	12%
<b>Social Science</b>	-19%	-24%
<b>Sport</b>	0%	10%
<b>Travel &amp; Tourism</b>	2%	1%
	<b>-13%</b>	<b>-20%</b>

In terms of numbers rather than percentages, the largest student reductions have been in Business, Health & Social Care and Make Up Artistry. Whilst Computing and Motor Vehicle enrolments have seen a slight reduction, the number of females has actually increased. Sport has also a higher percentage of females and whilst Engineering has increased overall, there has been a larger percentage increase in female numbers.

Our gender split in female dominated curriculum areas is still broadly similar, although there has been an increase in the proportion of males in Health & Social Care (male numbers have remained fairly constant whilst females have reduced). In traditionally male dominated curriculum areas, we have seen an increase in both percentages and numbers of females in Computing, Engineering, Motor Vehicle and Sport.

In analysing the data, some individual curriculum areas are more impacted by an increased number of students not identifying as either male nor female or choosing 'prefer not to say' when selecting their gender at enrolment. For full-time students there has been a 1% increase in these students, giving 2% overall, but in curriculum areas such as Computing, Creative Industries, Hospitality and Learner Development, these are 4% of their full-time students.

This is a high-level analysis of change to female enrolment. Curriculum areas however look in more detail during Portfolio Review and where relevant, have actions to address change. The Equality, Diversity and Inclusion (EDI) Committee also has the remit to review College level data to inform the equalities statutory reporting and College equalities actions.

<b>Title of Paper</b>	Tertiary Quality Enhancement Framework (TQEF) Update and Internally Led Quality Review
<b>Presented by:</b>	
<b>Recommendation:</b>	<b>To Note</b>
<b>Status:</b>	<b>RESTRICTED / PUBLIC</b>
<b>Linked To:</b>	
<b>KPI(s)</b>	Student engagement, experience, satisfaction and outcomes
<b>Strategic Objective</b>	Our Students
<b>Strategic Risk</b>	Reputational

**Purpose / Executive Summary:**

**This paper provides an overview of internal college developments that support the roll out of the implementation of the TQEF.**

**Recommendations:**

The Learning, Teaching & Quality Committee is asked to **note** the contents and seek clarity and/or make recommendations.

**Implications:**

<b>Financial</b>	There are no direct financial implications associated with this paper.
<b>Student Experience</b>	The processes highlighted in the paper are designed to enhance the student learning experience within West College Scotland
<b>People</b>	There are no human resource implications associated with this paper.
<b>Legal</b>	There are no legal implications associated with this paper.
<b>Reputational</b>	There are no reputational implications associated with this paper.
<b>Community/ Partnership impact</b>	There are no community implications associated with this paper.
<b>Environment</b>	There are no environmental implications associated with this paper.
<b>Equalities</b>	The processes highlighted in this paper are designed to proactively support equity, with all learning provision subject to the same quality arrangements irrespective of source of funding.

## Tertiary Quality Enhancement Framework (TQEF) Update

The implementation of the TQEF within our college requires strong and robust internally led quality review mechanisms, designed to be impactful and evidenced as making positive differences to the student experience. All process must be underpinned by data and evidence and embed a degree of independence (externality).

We already have a well-established curriculum evaluation cycle to build on and have just completed portfolio review 24-25 meetings. Work to align the current processes against the TQEF principles is underway and the aim is to have a refreshed portfolio and curriculum planning review process ready for April 2025.

Additionally, the Self Evaluation Report and Action Plan, commonly referred to as the SEAP, captures high level actions for improvement and enhancement, that are drawn from the college self- evaluation activities. All departments – teaching and professional services – have ownership of elements of the TQEF principles.

Our response to implementing the new framework within, and across our college, is highlighted below. It is worth noting that all our college learning provision – whether funded by SFC, or from other sources, including self-funded students – will be subject to the same quality assurance processes. This promotes and safeguards equity of the learning experience.

What we  
need to do  
now:



- College Steering Group set up to provide oversight
- Methodology
- Ensure coverage of all TQEF Principles
- Check narrative, actions and monitor progress of SEAP 2024-25
- Foster awareness and understanding of the TQEF across college
- Promote peer review in all internal evaluation processes

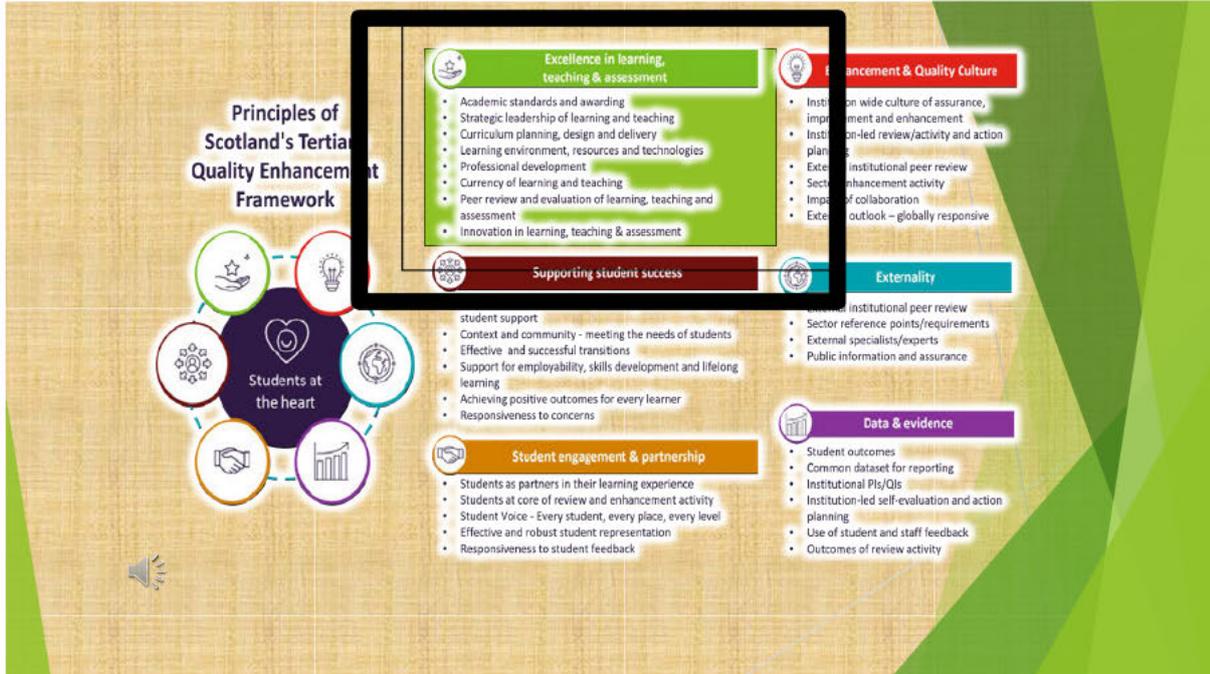
Ensure independence, externality, data and evidence  
Review approach to self -evaluation incl. PR and CPR processes

Steering Group – the first meeting of the college TQEF steering group took place on Monday 10<sup>th</sup> February 2025. The membership and remit is shown in Appendix 1.

The group will meet fortnightly to advance the roll out of TQEF across the college and support changes to internal review processes that may be required to ensure coverage across all TQEF principles.

## Teaching Staff Engagement

During the college CPD days 19-21<sup>st</sup> February 2025, the Assistant Principals and Heads led staff awareness sessions across all teaching sectors and departments. The focus of the staff sessions was on the TQEF principle of Learning, Teaching and Assessment.



A shared presentation was used for consistency of message and aimed to foster a sense of shared ownership within and across college departments.

Teaching staff were asked to participate in group discussions relating to the quality of their own, and the team, learning and teaching and assessment approaches and practices, and how we can agree a shared terminology in conversations around the quality of teaching, across the college.

The tasks were designed in response to, and to provide evidence of progress on, a SEAP action highlighted previously by Education Scotland during the Annual Engagement Visit in May 2024:

*Assuring and enhancing the quality of learning and teaching: the College arrangements for review of learning and teaching are not sufficiently consistent. Within curriculum teams there are mechanisms for reflecting on the quality of delivery, however, it is unclear how the college wide development of learning and teaching is progressing.*

The activities were informed by CPD undertaken in November 2024 with CQLs, and led by Heads of Sector – Fiona McKenzie, Jim McAllister and Nicola Murray. Tasks were completed on MS Forms which enable the collation and sharing of task outputs and will help inform next steps in establishing a peer review approach to the evaluation of learning and teaching and assessment.

Staff were also provided with an update on STEP – the 4-year long, national enhancement thematic based on best practice in 'Supporting Diverse Student Journeys'. We are currently considering using our funding to support two emerging internal projects that align well to our corporate objectives.

This programme is being internally led by Wendy Sheridan Price, Head of Care and Wellbeing, and more information on advancements on this work will be shared at the next committee meeting.

### Student Engagement

We have started a process of engaging student representatives in understanding their role in the TQEF. We have internally created a TQEF PP which has been shared with students during training. The Student Engagement team have aligned survey feedback questions against the framework principles, for ease of sharing, communications and mapping evidence of progress against actions.

At national level, the SFC engaged in developing a student-centred video, as a shared sector resource. It was generally felt by QAA reviewers, during training for the role, that the video in its current format, did not portray the right messaging or tone, to enable students to fully engage with the role in the framework. Remedial work is underway with the request that the national agency for student engagement, *sparqs*, get involved.

### Professional Services Teams

We aim to engage with Professional Services departments using the same consistent messaging and with a focus on the TQEF Principle Supporting Student Success. This strand of work will be supported by the Steering Group and led by Nathan Tyler, Director of Student Experience, and align to a new operational planning approach.

## TQEF Steering Group January 2025



### **Purpose**

[Scotland's Tertiary Quality Enhancement Framework](#) (TQEF) has been developed to deliver a shared vision between the Scottish Funding Council (SFC), colleges and universities, and partner agencies such as the Quality Assurance Agency (Scotland) (QAA), Universities Scotland. SPARQS (*Student Partnership and Representation in Quality Scotland*) and College Development Network (CDN).

The ambition is for the delivery of coherent and streamlined tertiary sector system that delivers the best learning experience for all students.

All individual institutions have a part to play in contributing to the wider success of TQEF. To support implementation of the TQEF across our college, a Steering Group has been established, comprising of college staff and student members, each bringing different skills and experiences to the group. Members are selected base on their experience of leading, supporting and/or implementing quality assurance and/or enhancement processes, structures and pedagogy.

Members do not represent their own areas of work and instead bring wider knowledge, experience and input into the design of the TQEF in relation to our college.

### **Remit**

1. To provide strategic guidance to college staff, students and stakeholders on the implementation and evaluation of the TQEF as it relates to the college.
2. To provide oversight of the roll out of TQEF and ensure that college staff and student groups, committees and senior management are kept up to date in development of an enhancement led approach to delivering the best student experience.
3. To act as a medium for gathering and considering feedback on the development, implementation and evaluation of the TQEF.

4. To provide specialist advice and enact solutions on the development, implementation and evaluation of TQEF across the college.
5. To proactively support collective understanding across the whole college community, working collaboratively and collegiately as TQEF members, for the good of the wider college.

**Desired Outcomes/Measurables**

1. The development of a methodology for implementation and impact evaluation of internally led quality review (ILQR) across the college, including assuring independence at each stage.
2. Development and delivery of a college model of self-evaluation that is consistent with, and can be measured against, the Principles of TQEF.
3. Agree and deliver on a consistent approach to communications with staff and student groups, highlighting progress and signposting impact of the TQEF.
4. Monitor and review at regular intervals of the Self Evaluation and Action Plan (SEAP)
5. Successful outcomes from the TQER in May 2026

[End]



Principle	Key Outcomes Measure	Regulator	External Benchmark	Link	Notes	FTFE	FTHE	PT FE	PTHE	EDI	Owner	Progress Reporting	Monitoring Committee	Board Committee
Excellence in L&T&A	Student Satisfaction Rate	SFC	SSES annual publication			Y	Y	Y	Y		ELT	QSC	SMT	LTQ
	Student SSES Survey Response Rates by Mode	SFC	SSES annual publication			Y	Y	Y	Y		ELT	QSC	SMT	LTQ
	Student Survey Response rates by department, course and class	Internal	Internal		Trends available internal						ELT	QSC	SMT	LTQ
	Staff regularly discuss my progress with me.	SFC	SSES annual publication			Y	Y	Y	Y		ELT	QSC	SMT	LTQ
	Staff encourage students to take responsibility for their learning.	SFC	SSES annual publication			Y	Y	Y	Y		ELT	QSC	SMT	LTQ
	I am able to influence learning on my course.	SFC	SSES annual publication			Y	Y	Y	Y		ELT	QSC	SMT	LTQ
	I receive useful feedback which informs my future learning.	SFC	SSES annual publication			Y	Y	Y	Y		ELT	QSC	SMT	LTQ
	The way I'm taught helps me learn.	SFC	SSES annual publication			Y	Y	Y	Y		ELT	QSC	SMT	LTQ
	My time at college has helped me develop knowledge and skills for the workplace.	SFC	SSES annual publication			Y	Y	Y	Y		ELT	QSC	SMT	LTQ
	I believe student suggestions are taken seriously.	SFC	SSES annual publication			Y	Y	Y	Y		ELT	QSC	SMT	LTQ
	I believe all students at the college are treated equally and fairly by staff.	SFC	SSES annual publication			Y	Y	Y	Y		ELT	QSC	SMT	LTQ
	Any change in my course or teaching has been communicated well.	SFC	SSES annual publication			Y	Y	Y	Y		ELT	QSC	SMT	LTQ
	The online learning materials for my course have helped me learn.	SFC	SSES annual publication			Y	Y	Y	Y		ELT	QSC	SMT	LTQ
	I feel that I am part of the college community.	SFC	SSES annual publication			Y	Y	Y	Y		ELT	QSC	SMT	LTQ
Number of L&T&A categorised Complaints	SPSO	Annual Published Report		Trends available internal						ELT	QSC	SMT	LTQ	
Supporting Student Success	College Leavers Destinations	SFC	FT completers			Y	Y				ELT	QSC	SMT	LTQ
	College Leavers - PT and non completers/partial success and withdrawn	Internal					Y	Y	Y	Y	ELT			
	Application to Enrolment Conversion Rates by department, course, class	Internal			Trends available internal						ELT		SMY	LTQ
	Successful Attainment of Qualification Aim	SFC	Performance Indicators Annual Publication		SFC Funded Students	Y	Y	Y	Y	Y	ELT	QSC	SMT	LTQ
	Partial Success	SFC	Performance Indicators Annual Publication		SFC Funded Students	Y	Y	Y	Y	Y	ELT	QSC	SMT	LTQ
	Total Withdrawal rates	SFC	Performance Indicators Annual Publication		SFC Funded Students	Y	Y	Y	Y	Y	ELT	QSC	SMT	LTQ
	Early withdrawal	Internal	No longer published		SFC Funded Students	Y	Y	Y	Y	Y	ELT	QSC	SMT	LTQ
	Special Interest Groups	SFC	Performance Indicators Annual Publication		SFC Funded Students	Y	Y	Y	Y	Y	ELT	EDI	SMT	LTQ
	School /College Partnerships	SFC	Performance Indicators Annual Publication		SFC Funded Students	Y	Y	Y	Y	Y	ELT	EDI	SMT	LTQ
	Under 16's	SFC	Performance Indicators Annual Publication		SFC Funded Students	Y	Y	Y	Y	Y	ELT	EDI	SMT	LTQ
Transition internal to higher level*	Internal													
On course work experience*	Internal													
Student Engagement and Partnership	Range and Participation in SA clubs and societies	Internal												
	Number of trained SA sabbatical officers	Internal												
	Proportion of trained student reps	Internal												
	Percentage of classes with representation	Internal												
Enhancement and Quality Culture	The college Students' Association influences change for the better.	SFC	SSES annual publication		SFC Funded Students	Y	Y	Y	Y		ELT	QSC	SMT	LTQ
	Improvement Actions per department*	Internal												
	Outcomes/actions from External QA Review per department, sector, college	External	Various											
	Curriculum Planning and Review outcomes*	Internal			Trend									

\*New proposed Questions

Gaps?

Apprenticeships /work based learning - SDS PIs

Non SFC funded students



<b>Title of Paper</b>	Performance KPI reporting
<b>Presented by:</b>	Stephanie Gunn
<b>Recommendation:</b>	<b>To Approve</b>
<b>Status:</b>	<b>PUBLIC</b>
<b>Linked To:</b>	
<b>KPI(s)</b>	<b>Agreement of KPIs for LTQ</b>
<b>Strategic Objective</b>	
<b>Strategic Risk</b>	<b>Falling Student numbers, Reputational Risk</b>

**Purpose / Executive Summary:**

To follow up on the discussion around KPI reporting at the Board Strategy session on 27<sup>th</sup> January.

At the Strategy session we presented our top high level KPIs and an alternative presentation, placing greater value on student satisfaction and destinations.

As discussed on that day, KPI reporting for LTQ can be grouped against LTQ Committee meeting themes and broken down to consider in more detail as the KPI and agenda requires.

**Recommendations:**

The Learning, Teaching & Quality Committee is asked to

- Discuss this report and agree the KPI reporting priorities

**Implications:**

<b>Financial</b>	Improved student KPIs with a greater analysis and improvement actions, can have a positive impact on college finances.
<b>Student Experience</b>	A focus on student KPIs should be designed to improve the student experience
<b>People</b>	Use of KPIs is a core part of our internal review processes, and improved access to consistent data would improve the analysis and action planning by staff
<b>Legal</b>	Not applicable for this report
<b>Reputational</b>	Benchmarked KPIs have an impact on the college reputation
<b>Community/ Partnership impact</b>	Joint KPIs can be used with partners
<b>Environment</b>	Not applicable for this report
<b>Equalities</b>	Equalities reporting of KPIs is a critical part of the process.

## 1. Context

At the Board Strategy Day, we presented the standard range of KPIs that LTQ typically review for SFC returns, as well as the KPIs required for the new TQEF.

For the Board, we suggested a reordering of the standard reporting and rather than the format in the SFC measurement table whereby credit delivery has been the first KPI to report and the presentation of KPIs tend to then follow the student journey from applications through to enrolment, retention, outcomes and destinations, we would look at a flipped emphasis.

Our proposal was that the main KPIs for Board reporting should be on 'Student Satisfaction' and 'Destinations', with 'Attainment of Qualifications' and 'Retention' as secondary.

- **Student Satisfaction**
- **Student Destinations**
- Student Attainment
- Student Retention
- Student Enrolments
- Student Applications
- Credit delivery
- Alternative Income Generation

The high level KPI reporting of our suggested priorities is in line with the two first Principles of the TQEF

Principle	KPI
<b>Excellence in Learning, Teaching &amp; Assessment</b>	<b>Student Satisfaction</b>
<b>Supporting Student Success</b>	<b>Student destinations (employment, further study &amp; articulation)</b> <b>Attainment of Qualifications</b> <b>Retention</b>

All of these KPIs have regularly been reported to LTQ and have some level of national benchmarking available, although we may also value some amended reporting and not necessarily only use the SFC criteria.

One of the most valuable aspects of KPI reporting is to review our own internal trends. Where high level KPIs may have improved or reduced, a more granular level of reporting may be required and shared with the Committee to examine the change (i.e. if overall student satisfaction has reduced, is it in a particular campus, in certain curriculum areas, types of student etc)

As relevant to the KPI and content of the agenda topic, the KPIs can be broken down for the Committee by

- curriculum area,
- campus,
- mode of learning (HE, FE, part time, full time, distance learning etc)
- category of student (SIMD, Care experienced, gender, age etc)

Whilst figures are important, qualitative reporting and context should be included and there will be areas of performance reporting that can only really be reported in a qualitative way.

It is proposed that KPIs are reported under the current LTQ Meeting Themes and the KPI focus identified in papers. LTQ meeting themes:

- **Performance** – Credit delivery, Student attainment (by groups) and destinations
- **Learning, Teaching & Digital** – Retention and student satisfaction
- **Curriculum Planning** – applications and enrolments to assess demand (shifts in modes of learning & categories of student, including apprentices, age groups, gender).
- **Student Experience** – Equalities and student needs profile (SIMD10, disability etc), student satisfaction

Many of our KPIs can only be reported on an annual basis (i.e. student attainment of qualifications), others may be more regular (i.e. retention) and we may wish to review subsets of the main annual KPI.

The implementation of Civica has delayed our internal development of more College dashboard reporting through Power BI. Currently this means there is a more manual process of generating KPIs. It is expected however that in the near future, we have a College dashboard through Power BI which will aid both internal and Committee analysis and reporting.

## **2. For discussion and approval**

Does the Committee agree with the KPIs identified and prioritisation?  
Are there any other main KPIs that should be included?

We suggest that the presentation of our KPIs overall wait until the College 'dashboard' is in place to aid reporting and we work to bring the presentation into line with TQEF.

<b>Title of Paper</b>	Risk Register Review
<b>Presented by:</b>	Stephanie Gunn
<b>Recommendation:</b>	To Discuss & Agree
<b>Status:</b>	PUBLIC
<b>Linked To:</b>	
<b>KPI(s)</b>	All KPIs will be closely monitored, any causing major concern will be covered within the Register
<b>Strategic Objective</b>	Aims and Actions for all Strategic Objectives will be carefully monitored and any causing concern will be covered within the Register
<b>Strategic Risk</b>	All agreed Strategic Risks for LTQ Committee to be identified and monitored

**Purpose / Executive Summary:**

At the Board Strategy Day on 27<sup>th</sup> January, there was a review of the current Strategic Risk Register and agreement that Committees should review the Register to determine the key risks associated with the Committee, along with consideration as to whether all key strategic risks are identified.

The Committee should also consider the mitigations for the associated Committee key strategic risks, in line with the agenda discussions at the Committee and recommend any amendments to be submitted for the next Risk Register update.

It is proposed that for future Committee meetings, risks linked to the theme of each meeting will form a more focussed discussion to ensure the risk and mitigating actions, both in place and planned, are correct or require any changes. Any changes to the register from the previous meeting will be highlighted on the document.

**Recommendations:**

The Learning, Teaching & Quality Committee is asked to review the Risk Register to:

- **Agree the key risks associated with the LTQ Committee**
- **Recommend any amendments to the key Strategic Risks**
- **Recommend any amendments to the mitigations associated with the key LTQ risks**

**Implications:**

<b>Financial</b>	All implications have been considered across all risks on the Register.
<b>Student Experience</b>	
<b>People</b>	
<b>Legal</b>	
<b>Reputational</b>	
<b>Community/ Partnership impact</b>	
<b>Environment</b>	
<b>Equalities</b>	

Learning, Teaching & Quality		
Summer Meeting (June)		
<b>Governance:</b>	Minutes of Previous Meeting	Proposed dates for following year
	Schedule of Business	Main Theme:
	Quality Standards Committee Minute	<b>Student Experience</b>
	QA Update	Student Survey Feedback
	IA Reports	IA Reports - Recruitment & Retention / Enhancement Planning/Corp Strat/Risk
		Academic Skills Development & Support
<b>Student</b>	Student Association Report	SA Budget Report
		Student Liaison Officer in attendance
<b>Learning &amp; Teaching</b>		Tertiary Quality Enhancement Framework (TQEF)
<b>Finance / Estate/Risk</b>		Risk Review
		Evaluation of Committee
<b>Annual Updates</b>	<b>Annual Updates</b>	
<b>Policies:</b>	<b>Policies:</b>	
<b>Strategies:</b>	<b>Strategies:</b>	Safeguarding & Student Wellbeing

Autumn Meeting (September)		
<b>Governance:</b>	Minutes of Previous Meeting	Review of Remit Membership / Dates of Mtngs
	Schedule of Business	Presentation:
	Quality Standards Committee Minute	<b>Main Theme: Digital Strategy Update and learning &amp; teaching practice</b>
	QA Update	Tertiary Quality Enhancement Framework (TQEF)
		Professional Learning
		Sustainability Goals Audit
<b>Student</b>	Student Association Report	
<b>Learning &amp; Teaching</b>	ELT Update	
<b>Finance / Estate/Risk</b>		Risk
<b>Annual Updates</b>		ES Annual Engagement Report
<b>Policies:</b>		
<b>Strategies:</b>		

Winter Meeting (Nov)		
<b>Governance:</b>	Minutes of Previous Meeting	
	Schedule of Business	<b>Main Theme: Performance (prev year)</b>
	Quality Standards Committee Minute	Draft SE Report and action plan (prev yr)
	QA Update	Student Activity & Enrolment (prev yr)
		Tertiary Quality Enhancement Framework (TQEF)
<b>Student</b>	Student Association Report	
<b>Learning &amp; Teaching</b>	ELT Update	
<b>Finance / Estate/Risk</b>		Risk Review
		Alternative Income Performance & Plans
<b>People:</b>	People:	Professional Learning
<b>Annual Updates</b>		Digital (theme above)
<b>Policies:</b>	Policies	
<b>Strategies:</b>	Strategies:	Digital