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	**Student Association** Draft' Partnership events information will be available early 2024.	Student Association	New SA Team taking forward. Board will be advised as soon as any are arranged.	Early 2024
15 Feb 2023	LM523	Curriculum Strategy Progress report yearly.	S Gunn	On track for annual report	**Completed Feb 24 meeting**
25 Oct 2023	LM541	**Student Association** The Principal, Chair of the Board and the Chair of the LTQC to be invited to join Student Association podcast sessions	K Prele	Podcast sessions will start to be recorded late November / early December, with participants to be contacted to take part.	Early 2024
25 Oct 2023	LM541	SA Constitution and Partnership Agreement to be submitted to Dec Board for final approval	K Prele / S McDonald	Awaiting confirmation on constitution from NUS	**Ongoing**
25 Oct 2023	LM543	**Alternative Income** Work with local and Scottish Chambers and Federation of Small Businesses (FSB) to advocate on behalf of their members regarding alternative funding	L Connolly	Ongoing activity	**BAU**
29 Nov 2023	LM557	**Actions from Previous Meeting** Female enrolments. Further work to take place over next few cycles to see if any specific downtrends with regards to specific age groups, etc	S Gunn	To be reported at the end of session	**Ongoing June 2024**
29 Nov 2023	LM558	**Cyber First Programme** The need to ensure this unique project and approaches, working with tertiary and school partners, are highlighted to the Minister, and that we promote and broadcast our work in this area		Still to be taken forward	
29 Nov 2023	LM560	**Digital Strategy Update** Monthly communication updates to be added to the Board Teams Library as a further source of information	N Tyler	Monthly communication updates now being uploaded to Library	**Completed**

29 Nov 2023	LM561	**STEM and Sustainability** Suggestion of including sustainable food systems across the curriculum areas.	SM /SG	Future date to be identified for meeting with JCP/SG/LeeC to discuss further.	**Ongoing** **By end June 2024**
29 Nov 2023	LM561	**STEM and Sustainability** Results of sustainability goals audit to be brought to a future meeting.	SG	To be submitted to committee once audit has taken place.	

Title of Paper	Student Association Achievement Report
Presented by:	Ed Cselik, Vice President
Recommendation:	**To Note**
Status:	**Public**

Purpose / Executive Summary:

This paper provides the Learning, Teaching & Quality Committee with an update on the Student Associations achievements and activities since the last meeting.

Recommendations:

The Learning, Teaching & Quality Committee is asked to **note** the report.

Implications:	
Financial	
Student Experience	
People	All possible implications are covered within reports and activities undertaken by the SA.
Legal	
Reputational	
Community/ Partnership impact	
Environment	
Equalities	

Executive Summary

Our student association has experienced a transformative year marked by strategic initiatives across various domains. Notably, the recruitment and training of Class Representatives have undergone enhancements, aiming to diversify and equip students with the necessary knowledge and skills to tackle various challenges. These changes align with our commitment to fostering a more inclusive and skilled student body.

Throughout the year, our collective efforts have yielded significant achievements, underscoring our dedication to enhancing academic experiences. From successful event executions to impactful community outreach, these accomplishments showcase the positive influence of our association within the college community.

Looking ahead, we are in the process of training a dynamic Student Representative Council (**SRC**). This process will amplify student voices and provide a robust platform for advocacy, ensuring a more influential role in decision-making processes.

Integral to our approach has been the active solicitation of student feedback, reflecting our commitment to transparency and responsiveness. By incorporating diverse perspectives, we aim to shape initiatives and policies that resonate with the needs and aspirations of the student body.

In the subsequent sections, we will delve into the specifics of these key areas, providing a comprehensive overview of the recruitment and training processes, our notable achievements, the evolution towards a Student Representative Council, and the impact of student feedback on our initiatives. Together, these initiatives mark our commitment to creating a more dynamic, inclusive, and student-centred association.

Student Representation

1. Number of Class Representatives

   As of the current reporting period, the Students' Association proudly boasts a total of **353** dedicated Class Representatives actively engaged in representing their peers. This represents a commendable coverage of approximately 70% of all classes within the college.

   1.1 Anticipated Increase
   Anticipating a surge in representation, the introduction of January start courses is expected to elevate the total number of Class Representations by an additional 80 students. This expansion aligns with our ongoing commitment to ensuring comprehensive representation across all academic disciplines.

   1.2 Ongoing Collaboration
   In our pursuit of excellence in representation, we are in constant collaboration with CQLs and Heads. This collaboration is instrumental in identifying opportunities to increase the number of Class Representatives, ensuring a diverse and inclusive representation that captures the unique needs and perseverance of our student body.

2. On-Campus Training
   In our commitment to equipping Class Representatives with the necessary skills, an on-campus training program has been rolled out. To date, over 50 representatives have participated in these sessions, benefiting from hands-on, interactive learning experiences.

2.1 Moodle Training Platform
   Recognising the need for flexibility and accessibility, we have introduced an online training module on Moodle. This platform accommodates the schedules of busy students, allowing 29 individuals to successfully complete the training remotely.

2.2 Valuable Feedback
   Throughout the training sessions, we actively solicited both written and verbal feedback from participants. This valuable input has provided insights into the effectiveness of the training methods, enabling us to refine and enhance the program for future groups.

2.3 Future Sessions
   Acknowledging the positive response and the growing demand for training, we are poised to deliver more sessions in February and March. This proactive approach ensures that a great number of Class Representatives can benefit from the training, ultimately contributing to a more empowered and effective student representation body.

In conclusion, the current representation and training initiatives underscore our commitment to cultivating a robust and inclusive student association. The collaborative efforts with CQLs and Heads, coupled with the expansion of Class Representatives, are shaping a more diverse and comprehensive representation. The ongoing training programs, both on-campus and online, exemplify our dedication to providing the necessary skills and knowledge to our representatives, fostering a dynamic and impactful student body.

Building a Better Student Community

The Students' Association has made significant strides in building a better student community through a multifaceted approach. With a robust membership of 2204 active students in our Teams channel, initiatives such as The Cave and successful Freshers Week have contributed to creating a vibrant, inclusive, and engaging environment.

A massive Class Representative community and an active and engaging Student Representative Council amplifies student voices and strengthens advocacy efforts. The high awareness level of 83% among students reflects the successful promotion of the association's presence and initiatives.

Voluntary Officers, integral to our leadership structure, contribute to demonstrate dedication to student welfare. The continuous advocacy for students, coupled with initiatives like My Health Scotland subscriptions, underscores our commitment to the holistic well-being of our student community.

In essence, these initiatives collectively contribute to our efforts to building a better student community, fostering unity, representation, and a positive student experience within the college.

Based on the responses from students who participated in the recent college survey, a notable percentage expressed awareness of the existence of the college's Students' Association.

Student Feedback

Over the last six months, comprehensive feedback from students has highlighted key areas of consideration for the college. In terms of Estates, concerns have been raised about the wear and tear in communal spaces, a lack of social areas, and perceptions of some classrooms being "old" or "poorly designed". Requests for improved water facilities and addressing large queues in the canteen were also noted, along with a call for enhanced cleanliness in some parts of the college.

In the realm of learning, challenges related to lecturer feedback during strikes were raised. Additionally, preferences for learning styles varied, with a majority favouring on-campus learning, a significant portion preferring a hybrid approach, and a smaller percentage opting for online learning.

Based on the responses from students who participated in the recent college survey, 62% prefers to always learn on campus, 33% prefers a hybrid approach and 4% always prefers online learning.

General feedback encompassed suggestions for staggered breaks to reduce queues, requests for healthier food options, and the introduction of self-catering facilities in the canteen. Improvements to the car park in Paisley were sought, and financial support for beauty courses was highlighted as an essential need.

This summary provides a concise overview of the diverse feedback received, offering valuable insights into areas for potential improvement and refinement within the college environment.

In conclusion, we celebrate our successes in representation, training, and community engagement, while recognising the need for targeted improvements based on student feedback. We hope that this summary provides a snapshot of our achievements and areas for growth, guiding our ongoing commitment to enhance the overall student experience within the college.

Title of Paper	Curriculum Strategy Progress update
Presented by:	Stephanie Gunn
Decision:	For noting
Status	PUBLIC

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 has been on the key objectives around the design of our overall curriculum and individual course provision, to ensure a more standardised approach, prioritising skills development.

We have made good progress overall on curriculum design to ensure a consistency and coherence. Our curriculum balance is continuing to shift to a greater focus on part-time and key employment sectors, along with an increase in apprenticeships. The Learner Partners initiative is now demonstrating a positive impact for our SCQF4 provision.

Recommendations:
The Committee is requested to:
- Note the information contained within this report and seek any clarification as required.

Implications:	
Financial	Not applicable for this report
Student Experience	The progress in the Learner Partners initiative for SCQF4 vocational provision is improving the student guidance and generic skills development for students on these courses. Our Meta Performance focus and tracker is enhancing the learning experience for students.
Human Resources	Not applicable to this report
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

1. 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.

For this academic year we have focused on key objectives around the design over our overall curriculum and individual course provision, to ensure a more standardised approach, prioritising skills development.

2. Delivery against Strategy Objectives to date

The key Curriculum Strategy objectives were again embedded within the autumn Curriculum Planning and Review process, 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 focus this session and a brief commentary as to progress made to date. The overall assessment is that we have continued to make good progress, whilst there are areas that will need to be prioritised further during the rest of this session.

We have made better progress on the design of the curriculum and of individual courses to ensure a consistency and coherence. Our curriculum balance is continuing to shift to a greater focus on part-time and key employment sectors, along with an increase in apprenticeships.

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■ terms of measuring progress overall, we identified specific KPIs last year. 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 and therefore this is the first progress report.

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Our overall enrolments as a college were reduced but our part-time modes increased in line with the Strategy objectives

There were a high number of part-time enrolments on Flexible Workforce Development Fund activity but since we have no funding for this in 2023-24 we will see a reduction in part-time numbers this session overall. We will look to separate out FWDF numbers in the trend reporting next year to ensure that the comparisons are accurate.

We have been unable to complete a teaching hours per student credit activity for this report. This is because it has been difficult to separate out teaching hours delivery for non-credit generating courses (i.e. commercial). We will be building this into our new CIVICA reporting for the new system.

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

Purpose / Executive Summary:
To provide LTQC with a high-level summary of items of note for areas covered by the Educational Leadership Team since the last meeting.

Recommendations:
The Committee is requested to: • Note the information contained within this report and seek any clarification as required.

Implications:	
Financial	Not applicable for this report
Student Experience	The EIS National Industrial Action of Action Short of Strike may impact on students. Final dates for staff leaving through VS have been agreed to ensure no impact on curriculum delivery for this session. Our new CIVICA Applications system is providing a better experience for applicants.
Human Resources	Our SMT and Curriculum Heads are currently managing interim arrangements for the vacant posts. Our Lecturer CPD day in February is designed to support lecturers in key development needs.
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	The Sustainability Audit currently underway will result in an action plan for improvement.

1. **Staffing Update**

    We have recruited a new Head of Engineering Technologies to replace Alastair Rodgers who has taken up a promoted role in Ayrshire College. The successful candidate, Sam Thomson is from Glasgow Kelvin College and will start on 1st March.

    We are currently interviewing for the Assistant Principal Improving Life Chances and Skills to replace Angela Pignatelli who left to take up a VP role in South Lanarkshire College at the start

    of the year. We have a significant number of applications and final interviews should be concluded by 2 February.

    Following the VS programme opened in October, we have approved 11 lecturers (8.4 FTE) for VS. Some staff will leave in February and the others at the end of the session in order not to disrupt their current student classes.

2. **Replacement of the College Management Information System**

    Applications successfully went live, using the new CIVICA system on our target date of 15 January. Other than small technical and process changes since then, the system is working well.

    We are now into Phase 2 of the project and progressing the course set up, timetabling, enrolment and registers elements. A number of workshops have been set up for the coming two months to progress this work.

    We are also working on the completion of this session within Unit-e and aiming to bring the normal processes of closing off the year further forward, where possible.

3. **All Lecturing Staff CPD Day 15 February**

    Planning is in place for a lecturing CPD day in a similar format to the one we held in August. This will again be in the Finnart Street campus and includes an extended range of elective CPD sessions around Digital, Learning, Teaching and Assessment and Student Support.   The programme for the day was launched on Evolve and the response has been very good with several sessions already full and most lecturers completing their session bookings.

4. **Industrial Action**

    We have received notification that following a ballot of members, EIS National Industrial Action will commence with Action Short of Strike from 12th February. This will include a resulting boycott in a similar format to last year.

5. NMIS Membership

We have agreed in-kind contributions in order to gain membership of NMIS. This includes promotion of internships and FAs, provision of hospitality in the NMIS site from our hospitality students twice per year, access to legacy equipment which can be retrofitted with industry 4.0 technology and training at industry 4.0 level to compliment the NMIS training offer.   Members of the Paisley Engineering Team have visited NMIS over the past several weeks to build our relationship.

6. External Visits

The AP Creativity, Technologies and Skills has completed several external visits recently to strengthen our relationship with some of our large apprentice employers. He visited BAE Systems in Preston and Barrow in Furness in November and Babcock in Plymouth, with colleagues from Fife College, in December. He also represented the College, being only one of 3 providers of the Fire Sprinkler Installation qualification, at the British Automatic Fire Sprinkler Association annual engagement event in Liverpool.

7. Annual Sustainability Audit

Our annual audit of the curriculum against the Sustainable Development Goals (SDG) is currently underway. Each curriculum team is required to map activity against each of the 17 SDGs. Upon completion, an action plan will be devised to further promote sustainability in the curriculum next session.

8. Retrofit Provision

Significant engagement with the former Construction Innovation Centre (now BE:ST) has taken place over the last 6 months. The College is part of a project in conjunction with BE:ST and 5 other Colleges who have developed a proposal to access £100,000 of funding to train staff in modern construction methods (particularly retrofit) and to develop teaching material. Not only will this be used in our new Pre-apprenticeship in Insultation & Sustainable Heating but will be used to develop commercial offering in retrofit. Discussions are also on-going with the National Retrofit Academy and the Verdancy Group on how best to meet industry needs in this emerging growth area.

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Present:

Fiona McKenzie (Chair)	Head of Education Pathways and Enhancement
Ed Cselik	Vice President, Student Association
Fiona Goggins	Quality Assurance & Examinations Manager
Fiona McLaren	Marketing Manager
Isobel Lightbody	CQL Childhood Practice
Janise Maxwell	CEL Hairdressing & Make-up Artistry
Jim McAllister	Head Hospitality, Tourism, Languages & Business
Johanne Porter	Quality Standards Coordinator
Kirsty Kenney	Quality Standards Administrator
Paul McLaughlin	Head of Creative Industries
Raymond Moir	Innovative Learning Manager
Robin Chandler	Stakeholder Experience Coordinator
Steven Cairney	Lecturer (Business)
Stuart Molloy	Automotive Assessor
Suzanne Thompson	QEL Science

Apologies:

Cathy MacNab (Chair)	Assistant Principal
Charlene McKinnon	Lecturer (Science)
Gary McIntyre	Organisational Development Manager
Kyle Perle	President, Student Association
Lesley Clark	Quality Standards Coordinator

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

F McKenzie welcomed everyone to the meeting and informed them she would be chairing on behalf of C MacNab. After a recent call for new members, F McKenzie was pleased to announce that C McKinnon, F McLaren, and S Molloy had joined the committee.

2.   Minutes and actions from last meeting – 05 October 2023

Minute was agreed without amendment.

All actions were noted as complete.

3.   Approvals

 a. Internal Approvals Course / Unit Applications 23-24

F Goggins directed members to the paperwork that had been uploaded to the QSC Teams site. It was noted that the approval documentation wasn't the usual 'in-house paperwork'; it was paperwork for two SQA re-accreditations.

 b. New Awarding Body applications and approvals

F Goggins advised there were no approvals for new awarding bodies.

F McKenzie advised that the newly revised Internal Qualifications Approval Policy had been uploaded to the intranet.

4. Awarding Body Updates including EV visits and outcomes

F Goggins directed members to the summary document that had been uploaded to the Teams site, detailing current EV activity.

It was noted that the Quality team had received notification for SQA regulated qualifications, however, they were still awaiting notification for Group Award activity. F Goggins raised concern about visits being 'end loaded' to April and May, and the impact this has on the team and the College as a whole.

F Goggins went on to advise there was an outstanding action for TQUK (Teaching Qualifications United Kingdom), which sits under Distance Learning. The action relates to assuring and verifying markers qualifications and ensuring they can continue marking for the College. F Goggins expressed thanks to R Moir and the team for their support during this arduous process.

5. SQA Systems Audit – feedback

F Goggins fed back on the recent SQA systems audit, which was the first one since 2017. She explained that the systems visit is different to an EV visit as they look across everything that the College does and not just elements relating to candidates. Although the final report hadn't been received yet, verbal feedback had been good.

One area which resulted in required college actions, and needs investigated further, was data management. This related to candidate entries retained on our Unit e system. F Goggins gave an example of outstanding results on the system from 2019. There was also an issue around short duration between registration and resulting dates for some candidates. F Goggins will work with L Tabor to devise focused guidance, which will be issued in due course. | F Goggins

Recommendations were made regarding the colleges Malpractice Procedure which have been immediately actioned.

S Cairney enquired if there were any themes emerging from audits in other centres and how do we know. As a member of the SQA Quality Focus group, F Goggins regularly shares experiences, themes, and frustrations with colleagues and SQA.

F Goggins to bring the final report and feedback from the focus group to the next meeting. | F Goggins

6. Student Association Update

E Cselik gave a brief overview of the Student Associations priorities for this session; one of which is student engagement. They have taken several approaches to this and hope that if any student is approached in the corridor and asked who the Student Association are, they will know. The Student Association have put up posters; are engaging with students in corridors;

Item	Action	Responsibility

giving regular updates to class rep's; and offering train the trainer courses to class reps.

A Teams site has also been created which has over 2,000 members, of which, 200 are class reps. It is hoped class rep training will take place before the Christmas break.

E Cselik was pleased to inform the committee that the association are planning to introduce a student newsletter, similar to West World. The newsletter will highlight the associations achievements; have staff interviews; and relevant stories for students. It is also hoped that a podcast may be possible in future.

G Taylor added that there is 500+ fulltime courses therefore, ideally, there should be 500 class reps. This has been discussed previously at the Heads meeting and it was acknowledged that the biggest gap relates to apprenticeship courses. There has been a push to rectify this with the relevant Heads and CQLs.

S Thompson enquired if it would be possible to make some standard information available that lecturers could share with students when trying to recruit class reps. R Chandler advised that there is a video clip available explaining the role of the Student Association. R Chandler to share link to video clip.   R Chandler

After a lengthy discussion regarding class reps and how their names are shared with the Student Association. It was felt that there is a breakdown in communication somewhere and it could possibly be students aren't clicking the link in the cognito form. It was suggested that the link be shared with CQLs who could pass it on to their teams and include it in the induction slides they use. R Chandler to share link.   R Chandler

7. Invited Input: Grant Taylor, Head of Student Academic and Skills Development

G Taylor gave a brief high-level update on work being carried out. It was noted that the Student Partnership Agreement has been shared with the Learning, Teaching & Quality committee (LTQ), after which it will go to the Board of Management. Once agreed, it will be signed by the Principal and Student Association President.

It is hoped the new Student Experience Strategy will be shared in March 2024. This is being devised in line with the new student learning experience model which was commissioned by the Scottish Funding Council (SFC) and written by *Sparqs*.

G Taylor shared a draft copy of the Student Partnership Agreement and the Student Learning Experience model from *Sparqs* with the committee.

Item	Action	Responsibility
8.	**Secure Assessment – potential impacts and mitigations arising from local printer removal**	

Further to the removal of the majority of printers, F Goggins wished to discuss issues that staff have faced when using shared printers in open areas e.g. scanning GDPR protection information or printing secure assessment materials. Staff have encountered issues with printers jamming or running out of paper during jobs and facing the dilemma of needing to leave the printer to seek help whilst the job is unfinished, and the assessment materials may be accessed by others.

It was noted that there isn't a requirement from SQA, or other awarding bodies, to print these materials; historically it is how they have been delivered to the students. F Goggins posed the question how the College moves forward and moves assessments onto a digital platform.

The Quality team are in the process of devising guidance and hope to share it soon.

S Thompson suggested that there be one printer per campus that is in a secure area, only accessed by staff, that can be used for printing sensitive information / materials.

R Moir gave the committee examples of an Electronic Management of Assessments strategy and how assessments could be carried out securely online.

J Maxwell pointed out that using the print room to print assessments wasn't always ideal as they are easily accessible, and materials could be accidently picked up by others. Being able to print assessments in staff rooms / secure areas alleviates this issue. K Kenney stated that in Clydebank Campus, if the print room is made aware that materials are confidential, they are not 'put out' for collection, they are kept secure until the person who has requested the printing collects it. F Goggins to speak with print room staff to ensure this practice is the same on all campuses. **F Goggins**

| 9. | **AOB** | |

Autumn Survey
R Chandler advised the committee that the Autumn survey for session 2023-24 will be issued shortly. Each course will have a QR code, as well as a link, that can be used to access the survey. Additional questions regarding EDI, marketing, and AI have been added to the survey. S Thompson asked if the QR codes could be shared with CQLs. **R Chandler**

Complaints
S Thompson enquired how 'lessons are learned' actions were measured. F Goggins stated that this was an area the Quality team planned to strengthen and suggested bringing 'lessons learned' to future meetings.

Item	Action	Responsibility
	C MacNab stated it was also important to ensure actions from lessons learned from student feedback are then shared with students. To be added to the next agenda.	C MacNab

10. **For information:**
SFC Self Evaluation Report 2022-23 (final submitted 31 October 2023)
Added to the Teams site for information.

11. **For information:**
Complaints Annual Report 2022-23
Added to the Teams site for information.

12. **Next meeting date and time**
Thursday 1st February 2024 at 3pm

WEST COLLEGE SCOTLAND

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

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

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
	Risk Review

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

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

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