

## 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 2024.	Student Association	New SA Team taking forward. Board will be advised as soon as any are arranged.	Early 2024
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. CIVICA implementation is replacing My Curriculum (although we will still be using the branding My Curriculum for consistency). The presentation to the Board is not therefore appropriate at this time.	
15 Feb 2023	LM523	Curriculum Strategy Progress report yearly.	S Gunn	On track for annual report	Feb 2024
25 Oct 2023	LM541	<b>Student Association</b> 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.	Jan 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	4 December 2023
25 Oct 2023	LM542	<b>ROA SE Report</b> Narrative to be added to the SE report reflecting on the challenges faced with the level of funding received and the impact this has had on what the college has been able to undertake.	C MacNab	Narrative added to document before submission to SFC	<b>Completed</b>
25 Oct 2023	LM542	Following the input of the results data, the current position and what has been reported to SFC would be submitted to the next LTQ meeting.	S Gunn	Updated report submitted to November LTQ meeting.	<b>Completed</b>
25 Oct 2023	LM543	<b>Alternative Income</b> Work with local and Scottish Chambers and	L Connolly		

		Federation of Small Businesses (FSB) to advocate on behalf of their members regarding alternative funding			
25 Oct 2023	LM544	<b>Student Recruitment</b> Student reductions in areas mostly associated with females, to be checked and reported if this was due to a decrease in female student numbers or if they were moving into other subject areas	S Gunn	Committee will be updated at the November meeting	<b>November 2023</b>
25 Oct 2023	LM544	<b>Student Recruitment</b> Copy of WCS Perception Survey results to be forwarded to members	S McDonald	Document uploaded to Teams channel	<b>Completed</b>
25 Oct 2023	LM546	<b>Remit &amp; Membership</b> Minor amendments noted and final Remit to be submitted to Board for approval	SMcDonald	Amendments made and Remit added to Board Agenda for Dec	<b>Completed</b>
25 Oct 2023	LM550	<b>SQA Systems Audit 2023</b> Report back on any risks noted within planned audit	C MacNab	SQA Audit Report submitted to November 23 meeting	<b>Completed</b>



**Learning, Teaching & Quality Committee**  
**Wednesday 29 November 2023, 4pm, via Teams**  
**Agenda No: 6**

<b>Title of Paper</b>	<b>Student Association Achievement Report</b>
<b>Presented by:</b>	Kyle Prêle, Student President
<b>Recommendation:</b>	<b>To Note</b>
<b>Status:</b>	<b>Public</b>

**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.

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

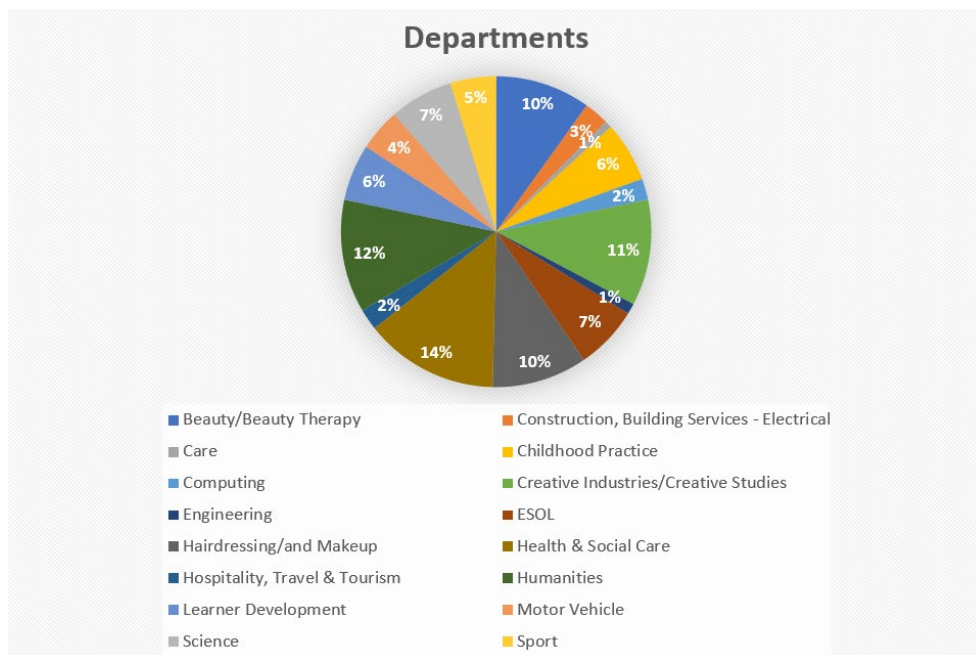


# LTQ Committee November 2023

## 1. Class Reps

1.1. Since the beginning of the academic year 23-24, the Students' Association has diligently worked to recruit Class Reps from all sectors of West College Scotland. We are proud to announce that, as of 14/11/2023, we have 273 class reps from all sectors, we actively collaborate with CQLs to increase this number daily.

1.2. Currently, **276** students represent 21 departments within West College Scotland.



1.3. Class Rep training will commence in December across all 4 campuses, offering students the option to participate in person or via Moodle.

## 2. Progress Report on Strategic Plan

- 2.1. The previous Strategic plan ran from 2020 to 2023 and as such is up for review. Strategic plans are essential for Students' Association to ensure a consistent approach over a length of time, given the high turnover of officers. The strategic aims have been identified through a self-evaluation process as per NUS' 'Developing Effective Students' Association Framework'. As part of this strategic planning, we have arranged a series of focus groups with our members to help us inform the formulation of a Mission Statement, a set of values, and the vision of the SA. The focus groups will encompass a wide range of our members including ESOL, Learner Development, Mainstream, and Apprentice students.
- 2.2. Commencing on 24/11/23, a series of Focus Groups will be conducted to obtain valuable stakeholder input. These discussions will primarily focus on shaping the Mission Statement, establishing a set of values, and defining the vision of the SA.
- 2.3. A SWOT analysis has been completed, providing a comprehensive understanding of the SA's current standing. This analysis serves as a foundational element in the strategic planning process.
  - 2.3.1. The SWOT analysis has identified several key strengths within the SA, underscoring areas of commendable performance and positive attributes. The analysis highlights an improved election process, emphasising its role in ensuring a free and fair democratic election of officers. This strength signifies a commitment to transparent and inclusive governance process, fostering trust among the student body.
  - 2.3.2. A noteworthy strength lies in the SA's sustainably funding. This financial stability ensures that the SA has consistent access to resources, empowering it to pursue and achieve operational objectives effectively. The ability to maintain financial sustainability reflects prudent management and enhances the SA's capacity for impactful initiatives.
  - 2.3.3. The SWOT analysis recognises the presence of dedicated College staff supporting the SA in its primary objectives. This collaboration indicates a strong partnership between the SA and institutional stakeholders. The support provided not only demonstrates commitment but also contributes to the overall success of the SA's endeavours.
  - 2.3.4. Another highlighted strength is the SA's physical presence with offices and social spaces across all four campuses. This widespread accessibility enhances the SA's reach and engagement with the student body, promoting inclusivity and creating opportunities for interaction and involvement.
- 2.4. These identified strengths collectively contribute to the robust foundation of the Students' Association, positioning it favourably in achieving its mission and serving the needs of its diverse student community.

## 3. SA Teams Site Update

- 3.1. As per 14/11/2023, we have **2140** enrolled students on our Teams site.
- 3.2. The SA utilises this tool as an effective means of communication with students.
- 3.3. In the "General" channel, we have 331 reactions, 4 mentions, 47 replies and 13 posts in the last 90 days. Unfortunately, there is no way to determine how many students read our posts, but based on engagement we estimate 600-700 views on each post.

- 3.4. The SA believes that using Teams to communicate with students is crucial and plans to expand to invite more students.

## ***What's next?***

### **4. Students' Online and On-Campus Engagement**

- 4.1. The SA is committed to enhancing its social presence through various initiatives, focusing on the following areas:

#### **4.1.1. Online Engagement**

1. Maintain an active social media presence with consistent updates and posts covering campus events and student opportunities.
2. Establish a student blog and newsletter that delves into popular student topics, providing guides to enhance the college experience.
3. Conduct virtual "town hall" style meetings where students can freely pose questions to the SA Executive Team. These sessions will be open for anyone to join.

#### **4.1.2. On-Campus Engagement**

1. The SA will create a comprehensive events calendar encompassing on-campus activities and club events.
2. Establish dedicated student spaces in Greenock and Clydebank to facilitate socialising, studying, gatherings, and club organisation.
3. Implement an easy-to-use feedback system for Class Representatives, conducting monthly meetings to address campus issues and gather input for potential improvements and new initiatives.
4. Acknowledge and celebrate students for their achievements through awards, giveaways and recognition programs.
5. Provide incentives for completing surveys or contributions to our initiatives.

### **5. Student Newsletter**

- 5.1. The SA will launch a Student Newsletter, inspired by the already popular WestWorld, in January 2024. We will send this to students every 2 months.
- 5.2. The main theme will revolve around events on campus, student achievements, SA accomplishments, getting to know Board Members, useful resources, and more.

<b>Title of Paper</b>	STEM and Sustainability Update
<b>Presented by:</b>	Dr Lee Coutts, Assistant Principal Technology & Skills
<b>Recommendation:</b>	For discussion
<b>Status:</b>	PUBLIC

**Purpose / Executive Summary:**

The purpose of this report is to update the committee on the work being undertaken in curriculum in STEM and sustainability.

**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>	Not applicable for this report
<b>Student Experience</b>	Report has positive implications for the student experience.
<b>People</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>	Report has positive implications for partnerships.
<b>Environment</b>	Report has positive implications for the environment.
<b>Equalities</b>	Not applicable for this report

## 1 STEM Manifesto

The College's STEM manifesto is currently being reviewed in light of the Scottish Government's STEM Strategy Refresh and Colleges' new vision and values. The review has been undertaken in conjunction with the STEM West Forum and various representatives from across the College. The manifesto outlines our commitment towards STEM and the pledges we are making for students, industry partners and the region. For the first time, the manifesto now includes key performance indicators relating to STEM activity across the College.

## 2 STEM Leads Forum

The AP Technology and Skills represents the College on national STEM Leads Forum and attends their quarterly meetings. Over the last 12 months, the group have spent time providing feedback to various national consultations around STEM provision in the College sector.

## 3 STEM West Forum

The STEM West Forum have met twice so far this academic year and are currently planning College-based STEM events for this session. The forum has heard from various invited speakers across the College, including developments in cyber security, artificial intelligence and our MOYA project. We plan to build on the success of last year's Smart STEM event in Paisley in February. The College hosted the 2023 DYW STEM West event at its Clydebank campus on 20 and 21 November (with over 600 local secondary school pupils and 100 teachers attending) and will also be hosting the Inverclyde Science Festival next summer. Finally, the National Partnerships Manager for SSERC hosted an information session for College staff and students on 14 November to encourage participation in the STEM Ambassador Programme.

## 4 Curriculum STEM Activity

Our **Computing** team have co designed new qualifications with Microsoft for computing in schools and are working with Education Scotland, the Nation Cyber Security Centre and GCHQ as the key partner in the roll out of Cyber First schools.

Our **Construction & Building Services** sector have been working closely with ESP to develop Green Skills and promote Net Zero Government agenda. Training of apprentices in Heat Pumps and the upskilling of Industry in other green based technology (Heat Pumps, Solar Thermal Hot Water Systems, Photo Voltaic, Battery Storage and Smart Controls). Our relationship with BE:ST (the former Construction Innovation Centre), continues to grow and we recently had 20 staff undertake upskilling in retrofit activity at their innovation factory in Hamilton.

We have seen growth of the Commercial MA provision as well as the College SDS MA Contract Funded Modern Apprenticeship has remained a priority in partnership with Skills Programmes. There has been an increase in MA numbers across both **Engineering and Motor Vehicle**. There has been growth with both BAE and Babcock at the Clydebank Campus as well as the College MA contact at Greenock which has seen 50 MAs start in the current academic year. Our **Motor**



**Vehicle** team have been using virtual reality to teach spray painting and our **Electrical** team have purchased a virtual reality kit to teach fine motor and dexterity skills.

Our **Sports** team continue to develop their use of Gro-Pro cameras by students to capture real-time footage of coaching activities for use in reflection.

Our **Access & Progression** team in Greenock have been using the former outdoor Nursery space as an outdoor horticulture space to grow fruit and vegetables.

In addition to our usual full-time and part-time **Science** provision, in 2022-23 we worked with local primary and secondary schools to delivery:

- Primary science to 691 primary school pupils
- Human Body and Function at SCQF level 8 to 29 S6 pupils
- Microbiology training to 40 students in conjunction with SSERC

There has been continued effective collaboration with the NES/NHS in the delivery of the **Pharmacy** qualifications with numbers continuing to increase year on year with further opportunities to expand.

## 5 Other Information

The **Colleges' Sustainability Group**, chaired by the Principal, continues to meet quarterly. We were recently shortlisted for the **Renfrew Chamber of Commerce Environmental Sustainability** award.

Committed to ensuring sustainability is an everyday conversation, March saw the College hold its first **Global Goals Teach Week**. Hosted across the three campuses the weeklong event involved students taking part in sustainability-focused learning, encouraged cross campus discussions around best practices and hosted information days, which welcomed external partners including Home Energy Scotland, Enva and Dr Bike, who provided support and raised awareness around sustainable practices. Both classroom and non-classroom based activities were linked to the SDGs to identify goals that we need to target in the future. We will be participating in the annual Global Teach Week in March 2024.

We provide a range of **sustainability and green skills** training including solar thermal, electric vehicle charging, ground & air source heat pumps and environmental technical systems. We also offer a free online level 2 Certificate in Understanding Environmental Sustainability. From 2023-24, all of our curriculum offering needs to show explicit links to developing students' awareness of sustainability. This is monitored by Senior Managers and regularly the focus of discussions with course teams.

Teaching teams are continuing to promote sustainability and the Sustainability Development Goals (SDGs) to students and we will shortly be carrying out our annual audit of the curriculum against the SDGs. Our curriculum continues to evolve to meet changing industry requirements and we are currently planning new provision around retrofit and sustainable heating.

<b>Title of Paper</b>	<b>ELT Update</b>
<b>Presented by:</b>	<b>Stephanie Gunn</b>
<b>Decision:</b>	<b>For noting</b>
<b>Status</b>	<b>PUBLIC</b>

**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:**

<b>Financial</b>	The CIVICA implementation will provide financial savings for the College over a two year period
<b>Student Experience</b>	The CIVICA product is being introduced to provide a better student application experience. The student interdisciplinary learning and course design principles are designed to improve the student experience, attainment and skills development.
<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>	The College is assisting our partners, Coresford College with temporary accommodation.
<b>Equalities</b>	Not applicable for this report
<b>Environment</b>	Not applicable for this report

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

Following Board approval, this initiative has been progressing well. The contract will be signed shortly and work will start on the required changes on our website. Paul Ferguson has taken on the project management role.

The full-time courses for August start are now confirmed and uploaded into the CIVICA system. The Applications Team have been working on the final application forms and revised processes. Several CQLs have volunteered to assist in the current review and testing work. Training session dates are being confirmed. We are currently on track to go live for August applications on 15 January.

**2. Corseford College emergency accommodation in Finnart Street campus**

Due to a potential issue with their building, students and staff from Corseford College in Renfrewshire have had to find temporary alternative accommodation. We currently work in partnership with the College and distribute some of their funding. Corseford College is a small establishment for school leavers with very complex needs. We offered Corseford the use of Finnart Street until either their building is deemed safe to occupy or repairs are completed. There will be 26 Corseford students and 26 staff in Finnart Street from 10-2.30 five days per week. They will be occupying the canteen as a main base, along with other facilities in the building.

**3. Head and CQL Day 17 November**

We held a day in the Waterfront Campus for CQLs and Curriculum Heads to consider themes from the Curriculum Planning and Review meetings. As part of the day, some CQLs shared their different curriculum delivery models including Workbased Learning, the Diploma in Pharmacy Services, online PDAs in Social Sciences, Cyber First, a new course with the Civil Engineering Contractors Association (CECA) and experiences with using alternative awarding bodies.

CQLs reviewed our proposed new Course Design Principles for FE and considered options for interdisciplinary activities for students next session to further enhance their learning in college.

**4. Malaysian Delegation**

We recently hosted the first visit of two Malaysian partner centres. Memorandum of Understandings were undertaken focussing on promoting and strengthening relationships between our educational institutions, sharing educational experiences and practice, supporting enhancement of educational programmes in Malaysia.

<b>Title of Paper</b>	SQA Systems Audit Final Report
<b>Presented by:</b>	Stephanie Gunn, Vice Principal
<b>Recommendation:</b>	To Note
<b>Status:</b>	PUBLIC

**Purpose / Executive Summary:**

The purpose of this report is to provide the Learning, Teaching and Quality Committee with the final outcomes from the recent SQA Systems Audit.

**Recommendations:**

The Learning, Teaching & Quality Committee are asked to **note** the report provided which forms part of our Centre Approval Agreement with SQA. The report includes identification of areas of good practice and one action for improvement.

**Implications:**

<b>Financial</b>	Compliance arrangements with awarding bodies includes a requirement for appropriate time gaps between registering and resulting (normally 10 weeks). This provides assurance of adequate opportunity for learning activities and assessment to take place. A temporary change to college processes was made during session 2022-23. The college has reverted back to previous years complaint process. This may result in entry charges for students who do not complete their award.
<b>Student Experience</b>	Continuous monitoring and improvements of systems and processes assures quality and enhances the overall student experience
<b>People</b>	
<b>Legal</b>	
<b>Reputational</b>	SQA audit reports will be included as evidence of ongoing quality assurance compliance as part of the proposed tertiary sector quality framework due for implementation from August 2024.
<b>Community/ Partnership impact</b>	
<b>Environment</b>	
<b>Equalities</b>	

# Systems Verification - Visit Report



*Systems verification is the process we use to ensure that SQA centres comply with the quality assurance criteria and have internal quality assurance systems appropriately documented, effectively implemented and evaluated, and show continuous improvement in their application. Guidance for centres relating to the systems verification visit can be found at [www.sqa.org.uk/qualityassurance](http://www.sqa.org.uk/qualityassurance).*

Rescheduled date		Reason	
Centre Name	<b>West College Scotland</b>	Centre Number	<b>1003054</b>
Systems Verifier Name	<b>Kelly Gray</b>	Systems Verifier Contact Details	<b>kelly.gray@sqa.org.uk</b>
Double Banker Name (if applicable)		Date/Time of Visit	<b>7 Nov 23 - 10:00</b>
Head of Centre Name	<b>Liz Connolly</b>	Head of Centre Email Address	<b>Fiona Goggins</b>
SQA Co-ordinator Name	<b>Fiona Goggins</b>	Centre Email Address	<b>fiona.goggins@wcs.ac.uk</b>

Summary of Visit		
	Outcome Statement	Non-Compliant Criteria
Management of a Centre	<b>High Confidence identified in the systems that support the maintenance of SQA standards within this centre</b>	
Resources	<b>High Confidence identified in the systems that support the maintenance of SQA standards within this centre</b>	
Candidate Support	<b>High Confidence identified in the systems that support the maintenance of SQA standards within this centre</b>	
Internal Assessment and Verification	<b>High Confidence identified in the systems that support the maintenance of SQA standards within this centre</b>	
External Assessment	<b>High Confidence identified in the systems that support the maintenance of SQA standards within this centre</b>	
Data Management	<b>Reasonable Confidence identified in the systems that support the maintenance of SQA standards within this centre. Moderate risks exist within this category</b>	<b>Data on candidate entries submitted by centres to SQA must accurately reflect the current status of the candidate and the qualification.</b>

Sanctions	Entry in Action Plan
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Records of Discussions	
Discussions with Candidates	No
if YES, please provide a brief summary of the discussion:	
Discussions with Assessors	Yes
if YES, please provide a brief summary of the discussion:	Fiona I'm grateful that you were able to stay with me throughout my visit to explain your responsibilities as Quality Assurance and Examinations Manager and to provide access to requested documents, records and electronic systems. I'm also grateful to the three staff from the Skills Programme Department who explained how they assess, and quality assure SVQs; and to Data Services Manager Lynn who I met via MS Teams. A summary of my discussions with these staff is noted under the relevant sampled criterion.

<b>Discussions with Internal Verifiers</b>	Yes
<b>if YES, please provide a brief summary of the discussion:</b>	See above.

## Outcome Summary

1.1	1.2	1.3	1.4	1.5	1.6	1.7	1.8	1.9	1.10
2.1	2.2	2.3	2.5						
3.1	3.4	3.5	3.6						
4.1	4.5	4.7	4.8						
5.1	5.2	5.3							
6.1	6.2	6.3	6.4						

## Management of a Centre

	Criteria	Impact	Compliance Level	Comments	Agreed Action	Good Practice	Recommendations
1.1	Policies and procedures must be documented and reviewed to ensure full compliance with SQA quality criteria.	High	<b>Green</b>	<p>QA policies and procedures are available to all staff in the Quality Portal on the College Intranet. Your demonstration confirmed all staff have easy access and that there is consistent formatting and version control across all documents. As you highlighted in your Self-Assessment you have effective procedures in place for reviewing existing policies and for ensuring that new policies have been approved before they are uploaded.</p> <p>Our professional discussion and your demonstration of the Quality Portal support the evidence presented in your Self-Assessment. I can therefore confirm this criterion is fully met.</p>		<p>In your Self-Assessment you noted the following comments in the "Areas of good practice" section:</p> <p>Oversight of all policies and procedures is centrally managed by the SMT PA team, who monitor use of a standardised template and presentation.</p> <p>All policies and procedures are easily accessible to all staff and students, and in accessible format. Staff and students can contact <a href="mailto:quality@wcs.ac.uk">quality@wcs.ac.uk</a>, should they wish a different format.</p> <p>All policies and procedures have a control box on the front page with version control, and highlight changes made when a new version is created.</p> <p>Policy owners are automatically notified via Pentana system flags when policy/procedure is due to lapse/be reviewed.</p> <p>All policies and procedures related to teaching are reviewed by teaching unions and feedback considered before approval is granted and this improves compliance and awareness across staff groups.</p> <p>All policies and procedures are accompanied by an Equality and Quality Impact Assessment which is required to be completed prior to approval.</p>	



1.2	Policies and procedures must be endorsed by senior management and disseminated to all relevant staff.	Low	<b>Green</b>	<p>Please see my comments under 1.1</p> <p>Our professional discussion and your demonstration of the Quality Portal support the evidence presented in your Self-Assessment. I can therefore confirm this criterion is fully met.</p>			
1.3	SQA must be notified of any changes that may affect the centre's ability to meet the quality assurance criteria.	High	<b>Green</b>	I agree the evidence presented in your Self-Assessment confirms this criterion is fully met.		<p>In your Self-Assessment you noted the following comments in the "Areas of good practice" section:</p> <p>Quality Portal for sharing all quality related documents.</p> <p>MS Teams – for specific ABs</p> <p>One Drive – for sharing quality assurance documentation with ABs</p> <p>Quality Assurance and Examinations Manager is part of the SQA / Quality Focus Group</p>	<p>In your Self-Assessment you noted the following comments in the 'Areas for continuous improvement' section of your Self Assessment:</p> <p>The quality team are constantly looking at improving the way they communicate both internally and externally.</p>
1.4	The roles and responsibilities of those involved in the administration, management, assessment and quality assurance of SQA qualifications across all sites must be clearly documented and disseminated.	Medium	<b>Green</b>	I agree the evidence presented in your Self-Assessment confirms this criterion is fully met.		<p>In your Self-Assessment you noted the following comments in the "Areas of good practice" section:</p> <p>Quality Induction for all new members of staff involved in the teaching process.</p> <p>The college OD department provide an updated list of teaching staff new to teaching, learning and assessment.</p>	<p>In your Self-Assessment you noted the following comments in the 'Areas for continuous improvement' section:</p> <p>Qualifications Quality Induction can be further developed and delivered in an online version using our Evolve (CPD) system.</p> <p>We have created a teaching department for Education and Training pathways to strengthen partnership working with our Operational Development managers on Learning, Teaching and Assessment CPD for staff.</p>

1.5	Suspected candidate or staff malpractice must be investigated and acted upon, in line with SQA requirements.	High	<b>Green</b>	<p>We reviewed the Procedure for Dealing with Malpractice. At my request, you updated the retention period for evidence related to regulated qualifications. You also made a small update to the Academic Appeals Procedure, so that it is clear that it would be a member of the Senior Management Team that would investigate an appeal against the outcome of a Malpractice Investigation.</p> <p>A case of centre malpractice was confirmed by an SQA Malpractice Panel in June 2023. As a result, an action plan was put in place to ensure ongoing compliance with SQA assessment requirements, and you advise this is now complete.</p> <p>You demonstrated the short presentation created by the quality team, which was sent to all departments to be shared with students at the start of their course. You explained how teaching staff had been asked to contextualise this by adding in examples of the specific assessments the students will undertake.</p> <p>You demonstrated how your team manages malpractice concerns and investigations using MS Teams. The restricted folder contains your Malpractice/Maladministrati on Log which tracks each case from reporting, to investigation, to conclusion. You advised you've made a small amendment to your procedures to require departments to provide any evidence related to a malpractice investigation to the Quality Team for</p>		<p>In your Self-Assessment you noted the following comments in the "Areas of good practice" section:</p> <p>Procedure for dealing with Malpractice is available to students on the MyWest App.</p> <p>Short PowerPoint has been introduced to be delivered to students when they commence SQA qualifications. This is disseminated to students by teaching departments for subject area/award contextualisation.</p>	<p>In your Self-Assessment you noted the following comments in the 'Areas for continuous improvement' section:</p> <p>Reinforce Malpractice and its wider implications to students as part of their induction processes.</p> <p>Continuously review awarding body, quality agency (QAA) and other guidance on the potential impact of AI on the assessment process</p>
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			<b>Green</b>	<p>retention.</p> <p>After our discussion you added links to SQA Malpractice Information for Centres and SQA Standards for Devolved Investigations to the Quality Portal, so these documents can be easily shared with staff assigned as investigating officers.</p> <p>Our professional discussion and your demonstrations during my visit support the evidence presented in your Self-Assessment. I can therefore confirm this criterion is fully met.</p>			
1.6	No-one with a personal interest in the outcome of an assessment is to be involved in the assessment process. This includes assessors, IVs and invigilators.	Low	<b>Green</b>	I agree the evidence presented in your Self-Assessment confirms this criterion is fully met.		<p>In your Self-Assessment you noted the following comments in the "Areas of good practice" section:</p> <p>Staff induction, annual reminders and communications reinforce requirements for notification to the Quality department.</p> <p>A Conflicts of Interest Form is available via the staff intranet and completion requires an outline of risk mitigation actions.</p> <p>Maintenance of a Conflict-of-Interest Register is centralised through the Quality Team. All forms are logged on the Conflicts of Interest.</p>	<p>In your Self-Assessment you noted the following comments in the 'Areas for continuous improvement' section:</p> <p>News Announcement at the start of term to highlight the section on Conflict of Interest in our Assessment Policy.</p> <p>Reinforce this in our Quality Inductions for new teaching staff.</p> <p>Add conflict of interest into Invigilation Training Session in March.</p>

1.7	There must be an effective process for communicating with staff, candidates and SQA.	Medium	<b>Green</b>	<p>Your demonstration of the College Intranet helped me to understand how staff access information. The Quality Portal is an excellent tool which provides easy access to information and communications for the awarding bodies you work with. In the SQA section staff can access lots of relevant and helpful information such as copies of SQA Centre News, the SQA Evidence Retention table etc.</p> <p>As well as having frequent contact with their lecturing staff, students have easy access to lots of information, including policies and procedures, via the MyWest App.</p> <p>You have a shared mailbox in place for the quality team which ensures both internal and external communications are received and processed quickly.</p> <p>Our professional discussion and your demonstrations during my visit support the evidence presented in your Self-Assessment. I can therefore confirm this criterion is fully met.</p>		<p>In your Self-Assessment you noted the following comments in the "Areas of good practice" section:</p> <p>Student representative on the Board of Management.</p> <p>Schools Liaison Coordinators disseminate exam information to school pupils attending college.</p> <p>Student Experience Assistants disseminate exam information to students on national award programmes.</p> <p>All enrolled students have access to MyWest for information sharing.</p>	<p>In your Self-Assessment you noted the following comments in the 'Areas for continuous improvement' section:</p> <p>The Quality Team are developing online resources for sharing important updates for students, for example Your Exams</p>
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1.8	Feedback from candidates and staff must be sought and used to inform centre improvement plans.	Low	<b>Green</b>	I agree the evidence presented in your Self-Assessment confirms this criterion is fully met.		<p>In your Self-Assessment you noted the following comments in the "Areas of good practice" section:</p> <p>Student feedback invitations are sent to individual student college email accounts or personal accounts if that is their preferred method of communication.</p> <p>A new QAR code was created for the Complaints Procedure, this can be accessed at each Campus Reception area. Leaflets were also produced containing the QAR code. Complaints link to our Lessons Learned which are shared with SMT, all staff and students via the Students Association.</p> <p>Quality Assurance and Examinations Manager is part of the SQA/College Quality Focus Group sharing feedback and good practice.</p>	<p>In your Self-Assessment you noted the following comments in the 'Areas for continuous improvement' section:</p> <p>There are plans in place to utilise MS Forms to improve response rates for student surveys this session 2023-24.</p> <p>The Student Association is being supported by the Student Experience Team to develop a Student Engagement Strategy and improve representation.</p> <p>The Quality Team plan to introduce a SCQF college student ambassador role which will involve students promoting SQA pathways and use of the SCQF framework for transition and RPL purposes.</p>
1.9	The centre must comply with requests for access to records, information, candidates, staff and premises for the purpose of external quality assurance activities.	High	<b>Green</b>	<p>I agree the evidence presented in your Self-Assessment, and your demonstration of your shared mailbox confirms this criterion is fully met.</p> <p>My thanks all staff who met with me during my visit.</p>		<p>Your use of MS Outlook Task Bar to manage external verification requests is a really effective way of ensuring that all external verification meetings are well planned and that everyone has oversight of the planning no matter which Quality Standards Co-ordinator has responsibility.</p>	
1.10	Outcomes of external quality assurance must be disseminated to appropriate staff and any action points addressed within agreed timescales.	Medium	<b>Green</b>	I agree the evidence presented in your Self-Assessment confirms this criterion is fully met.			

## Resources

	Criteria	Impact	Compliance Level	Comments	Agreed Action	Good Practice	Recommendations
2.1	Assessors and internal verifiers must be competent to assess and internally verify, in line with the requirements of the qualification.	High	<b>Green</b>	<p>The Recruitment and Selection Procedures in place ensure that minimum requirements for qualifications/training, work experience, knowledge and skills are set out in every job advert and that candidates are short listed for interview against these requirements.</p> <p>You demonstrated the Evolve Platform which facilitates and records mandatory and professional development training for all college staff.</p> <p>I'm very grateful to Marie, Del and Claire from the Skills Programme Department for taking the time to meet with me. Their department oversees the delivery, assessment and quality assurance of work based SVQs. Our discussions show they are fully aware of the additional quality assurance requirements for these regulated qualifications, and they have effective procedures in place for supporting candidates on these work based, roll on/roll off awards.</p> <p>Our professional discussion and your demonstrations during my visit support the evidence presented in your Self-Assessment. I can therefore confirm this criterion is fully met.</p>		<p>In your Self-Assessment you noted the following comments in the "Areas of good practice" section:</p> <p>A Skills Programme Department dedicated to SVQ Programmes.</p>	
2.2	Assessors and internal verifiers must be given induction training on SQA qualifications and requirements.	Medium	<b>Green</b>	I agree the evidence presented in your Self-Assessment confirms this criterion is fully met.			

2.3	There must be a documented system for initial and ongoing reviews of assessment environments; equipment; and reference, learning and assessment materials.	Medium	<b>Green</b>	I agree the evidence presented in your Self-Assessment confirms this criterion is fully met.		In your Self-Assessment you noted the following comments in the "Areas of good practice" section:  Internal Approvals Procedure scrutinise site selection checklists prior to granting approval to recruit candidates.	
2.5	All sites where candidates undertake assessments for SQA qualifications must be safe and appropriately resourced, and must provide access for candidates, staff and SQA personnel.	Medium	<b>Green</b>	<p>You provided a selection of completed site selection checklists which record the checks undertaken at external sites used for assessment. Many of these were related to SVQ delivery and my discussions with Marie, Del and Claire from the Skills Programme Department confirm that these checks are a routine part of their established processes when working with new employers.</p> <p>Departments seeking to offer new group awards or units must complete an Approval Application. If assessment sites are to be used, the application requires a completed Site Selection Checklist to be submitted before approval is granted.</p> <p>You advised that the College no longer have any international programmes running.</p> <p>Our professional discussion and the sampling I undertook during my visit support the evidence presented in your Self-Assessment. I can therefore confirm this criterion is fully met.</p>			

## Candidate Support

	Criteria	Impact	Compliance Level	Comments	Agreed Action	Good Practice	Recommendations
3.1	Candidate induction must include information about the SQA qualification and SQA requirements.	High	<b>Green</b>	I agree the evidence presented in your Self-Assessment confirms this criterion is fully met.			
3.4	Policies and procedures must give SQA candidates equal opportunities for assessment.	Low	<b>Green</b>	I agree the evidence presented in your Self-Assessment confirms this criterion is fully met.		<p>In your Self-Assessment you noted the following comments in the "Areas of good practice" section:</p> <p>Equality Impact Statement is contained within each of West College Scotland's Policies, and to that end is included in our Policy on Assessment.</p> <p>The college is committed to equal access to assessment for internal assessment, online assessment, graded units, external examinations, and assessment to support candidates with additional needs, and in line with awarding body guidance.</p>	
3.5	Individual candidates' requirements for assessment arrangement must be discussed, identified, implemented and recorded.	Medium	<b>Green</b>	I agree the evidence presented in your Self-Assessment confirms this criterion is fully met.		<p>In your Self-Assessment you noted the following comments in the "Areas of good practice" section:</p> <p>MS Teams for Alternative Assessment Arrangements</p> <p>Dedicated Enabling Services Team</p>	



<p>3.6</p>	<p>Candidate complaints must be handled in line with a documented complaints procedure which meets SQA requirements.</p>	<p>Medium</p>	<p><b>Green</b></p>	<p>Similar to malpractice concerns, your team manage complaints using a restricted folder on MS Teams. You demonstrated the Complaints Register and provided an overview of the information recorded in each column. You highlighted the recent addition of the “Lessons Learned” column which captures any improvements or changes to procedures as a result of an investigation.</p> <p>We discussed the various ways students can raise their complaint. You explained the role of the Student Advisory Team which can include helping students with minor matters which can be resolved informally, and providing support if they wish to make formal complaints. As you highlighted in your Self-Assessment there is good information available to students on the MyWest App, in leaflets at reception, and via the dedicated QR code.</p> <p>You provided The Complaints Procedure Part 4- The Customer Facing Student Guide. This sets out what students can complain about, timescales and how to make their complaint. It also explains the support available to help them make their complaint. Information on their options to escalate their complaint once they have exhausted the college’s internal procedures are noted. There is clear reference to SQA awarding body, and for regulated qualifications, the regulator SQA Accreditation. Information on complaining to SPSO is also noted.</p>		<p>In your Self-Assessment you noted the following comments in the “Areas of good practice” section:</p> <p>The QR Code makes it easy for students to access our Complaints Form for any of their digital devices.</p> <p>The Complaints Leaflet explains the Complaints Procedure in a student-friendly way.</p> <p>The College has a Lessons Learned built in the Complaints Handling Procedure to ensure that, where we can, we can make things better for our student population.</p> <p>We review all complainants with protected characteristics to ensure equity across experience and identify any emerging feedback trends that may have an equality impact.</p>	<p>In your Self-Assessment you noted the following comments in the 'Areas for continuous improvement' section:</p> <p>Continue to strengthen our Lessons Learned process.</p>
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				<p>Our professional discussion and your demonstrations during my visit support the evidence presented in your Self-Assessment. I can therefore confirm this criterion is fully met.</p>			
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## Internal Assessment and Verification

	Criteria	Impact	Compliance Level	Comments	Agreed Action	Good Practice	Recommendations
4.1	Internal assessment and verification procedures must be documented, monitored and reviewed to meet SQA requirements.	Medium	<b>Green</b>	<p>We discussed the recent changes the Quality Team have made to the organisation and management of internal verification for the current session. You demonstrated the sites set up on MS Teams for each verification group. The files in each group contain sampling plans and template forms for recording standardisation decisions and verification activities. This visit was quite early in the session, so you explained you are monitoring how well each department engages with this new recording system and plan an audit to determine the effectiveness at the end of session. To compliment this new way of working each department has four days set aside to undertake standardisation/ internal verification.</p> <p>The Internal Verification Procedure has been updated to reflect these changes. You were able to show me the draft, and advised this has been approved by your SMT but needs to be ratified by the Board of Management before publication.</p> <p>Our professional discussion and your demonstrations during my visit support the evidence presented in your Self-Assessment. I can therefore confirm this criterion is fully met.</p>		<p>In your Self-Assessment you noted the following comments in the "Areas of good practice" section:</p> <p>New to Session 23-24 - MS Teams for our Verification Process Leads to have wider college and campus insight of verification activities within their VG Group. Each MS Teams will contain Internal Verification Planning, completed Internal Verification Forms, Standardisation Minutes.</p>	

4.5	Assessment materials and candidate evidence (including examination question papers, scripts and electronically-stored evidence) must be stored and transported securely.	High	<b>Green</b>	<p>Access to SQA Secure is restricted to the Quality Team. You demonstrated the Secure Site Materials Request Form available to staff in the Quality Portal and showed me the standard disclaimer on assessment material security which the Quality Standards Co-ordinator includes in the response when sharing materials downloaded from SQA Secure.</p> <p>Our professional discussion and your demonstrations during my visit support the evidence presented in your Self-Assessment. I can therefore confirm this criterion is fully met.</p>		<p>In your Self-Assessment you noted the following comments in the "Areas of good practice" section:</p> <p>Quality Campus Offices having restricted access and secure storage.</p> <p>SQA Secure Site Materials Procedure</p> <p>Quality Induction for all staff is accessible via the Quality Portal</p>	
4.7	Candidate evidence must be retained in line with SQA requirements.	High	<b>Green</b>	I agree that the evidence presented in your Self-Assessment confirms this criterion is fully met.			
4.8	Internal assessment appeals must be handled in line with a documented procedure which meets SQA requirements.	Medium	<b>Green</b>	I agree that the evidence presented in your Self-Assessment confirms this criterion is fully met.			<p>In your Self-Assessment you noted the following comments in the 'Areas for continuous improvement' section:</p> <p>The Quality Team hope to move the Appeals Form to an online version, which will be easily accessible to students both on the college website and the MyWest App. This is scheduled to take place as part of ongoing developments with SharePoint online.</p>

## External Assessment

	Criteria	Impact	Compliance Level	Comments	Agreed Action	Good Practice	Recommendations
5.1	Assessment evidence must be the candidate's own work, generated under SQA's required conditions.	High	<b>N/A</b>	This criterion was not covered in this pilot model of systems verification.			
5.2	Assessment materials and candidate evidence, (including examination question papers, scripts and electronically-stored evidence) must be securely stored and transported.	High	<b>N/A</b>	This criterion was not covered in this pilot model of systems verification.			
5.3	The centre must submit, where appropriate, within published timelines, results services requests.	Medium	<b>N/A</b>	This criterion was not covered in this pilot model of systems verification.			

## Data Management

	Criteria	Impact	Compliance Level	Comments	Agreed Action	Good Practice	Recommendations
6.1	Candidates' personal data submitted by centres to SQA must accurately reflect the current status of the candidate.	High	<b>Green</b>	I agree that the evidence presented in your Self-Assessment confirms this criterion is fully met.			

6.2	Data on candidate entries submitted by centres to SQA must accurately reflect the current status of the candidate and the qualification.	High	<b>Amber</b>	<p>Due to scheduled leave, I wasn't able to meet with Data Services Manager Lynn Tabor during my visit, but I am very grateful that she was able to meet me via MS Teams a few days later.</p> <p>Lynn explain how her small data services team process the entry and results data provided by departments and submit this to SQA, she also explained the procedures in place to withdraw entries when it is confirmed a student will not progress.</p> <p>As noted during the 2017 systems verification, the team are experienced and proficient in the working procedures for Unit-e and the other electronic systems in use. Lynn explained the annual Processing Schedule she produces which is used by the team to effectively plan the huge number of entry and result submissions for all SQA award types. The schedule factors in SQAs published Key Dates for National Qualifications, academic timetabling for Higher National and other awards and the roll on/roll off nature of SVQs.</p> <p>We discussed the Data Profile provided to the College in January 2023. Lynn agreed this has been a helpful tool as it has highlighted that estimated completion dates for many current SVQ candidates have been incorrectly entered, as they reflect the completion of the class timetable and not the completion of the entire group award. Lynn outlined the plan in place to update these entries.</p> <p>Fiona, during our follow up chat we agreed that</p>	Develop and share with relevant staff, updated guidance on how to calculate the estimated completion date for SVQ awards.		
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				<p>enhanced guidance for calculating estimated completion dates for SVQs would be beneficial to prevent further issues. (See action below) This guidance is for the staff delivering the awards as it is them who provide the dates to the Data Services Team. When developing the guidance please ensure that time for internal verification activities and the processing of results via college systems is built into the estimated date provided to SQA. The guidance should also outline procedures for lecturing staff to inform the Data Services Team of any extension required to estimated completion dates. This will reduce the number of entries identified under the "GA Resulted after Completion" tab in any future data reports.</p> <p>The Data Profile highlights a large number of outstanding unit and group award entries, and while Lynn's plans to update the estimated completion dates for current SVQ candidates will cleanse a significant number of them, there are outstanding entries for other award types which need to be updated. You've recognised this in your Self-Assessment, and I am pleased you have a plan already in place to work with departments to gather information on the current status of the identified candidates. I acknowledge the impact of the recent Action Short of Strike (ASOS) on the results which were expected at the end of session 22/23, and the immediate priority to process those results now the action has ceased. So, I agree your target date of March 2024 to fully complete this task is appropriate.</p>			
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				<p>It was apparent during both discussions, that your Quality and Data Services Teams are focused and determined to ensure that your centre's data is managed well and accurately moving forward and I strongly encourage your plans to create an in-house data profile to monitor the centres outstanding entries in the future.</p> <p>So, I conclude that although your centre's entry and results data is not perfect, you are working to cleanse outstanding entries and have identified some improvements to processes and tools which will help going forward. Once the action to develop and share updated guidance for calculating estimated completion dates for SVQs is complete I am confident that your centre's data profile will be much improved.</p>			
6.3	Data on candidate results submitted by centres to SQA must accurately reflect the current status of the candidate and the qualification.	High	Green	Please see my comments under 6.2			
6.4	There must be an effective and documented system for the accurate recording, storage and retention of assessment records, internal verification records and candidate records of achievement in line with SQA requirements.	Medium	Green	I agree that the evidence presented in your Self-Assessment confirms this criterion is fully met.			

<b>Summary of Feedback to Centre</b>	<p>This systems verification is part of a pilot model which placed the responsibility for conducting self-assessment of policies, procedures and practices against SQA's Systems Verification Quality Criteria with your centre. I have followed this up by sampling selected criteria and engaging in professional discussion with college staff.</p> <p>These discussions and your demonstrations of the electronic systems you use, helped me to understand how your quality assurance systems work in practice. I am very grateful to the staff who took time to meet and talk me through your evidence for the sampled criteria. As I agreed with your self-assessment ratings for the sampled criteria, I have therefore accepted your self-assessment ratings for the remaining criteria.</p> <p>This report confirms that the centre's quality assurance systems continue to be well documented and applied effectively. I find it very encouraging they have been subject to continuous review; the introduction of new digital systems and communication tools has changed how you manage quality assurance in a number of areas, particularly when compared to what was in place during the last systems verification in 2017. It's good to see that so many of the spreadsheets and paper records have been replaced by modern and effective digital recording systems. I also highlight that the dedication and professionalism of staff was evident and it's very reassuring that everyone I spoke with understood and valued the quality assurance systems the centre has in place.</p> <p>During our professional discussion we have agreed on one action (please see 6.2) Evidence to close this action must be provided to <a href="mailto:asv@sqa.org.uk">asv@sqa.org.uk</a> on or before the 1st February 2024.</p>
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Name of Centre Representative present during feedback	
Name	Designation
Fiona Goggins	Quality Assurance and Examinations Manager

<b>Evidence Seen</b>	<p>You provided the centre's self-assessment in October 2023. You also allowed me to access OneDrive where you had collated supporting evidence for all 26 applicable criteria.</p> <p>I have sampled selected policies, procedures and records and during my visit you provided live demonstrations of a range of electronic systems. Details are recorded under the relevant criterion in this report.</p>
<b>Staff Interviewed</b>	<p>Fiona Goggins</p> <p>Marie Donald</p> <p>Del Brannigan</p> <p>Claire Mathieson</p> <p>Lynn Tabor</p>
<b>General Information</b>	West College Scotland has campuses in Clydebank, Greenock and Paisley. This verification visit took place at the Clydebank Campus.

Agreed Action Date/Type	
<b>Agreed Action Date</b>	01 Feb 2023
<b>Evidence Type</b>	Electronic

Quality Standards Committee  
05 October 2023  
Via Microsoft Teams



**Present:**

Cathy MacNab (Chair)	Assistant Principal
Fiona McKenzie	Head Education Pathways and Enhancement
Gary McIntyre	Organisational Development Manager
Isobel Lightbody	CQL Childhood Practice
Janise Maxwell	CEL Hairdressing & Make-up Artistry
Johanne Porter	Quality Standards Coordinator
Kirsty Kenney	Quality Standards Administrator
Lesley Clark	Quality Standards Coordinator
Raymond Moir	Innovative Learning Manager
Steven Cairney	Lecturer (Business)

**Apologies:**

Fiona Goggins	Quality Assurance & Examinations Manager
Jim McAllister	Head Hospitality, Tourism, Languages & Business
Robin Chandler	Stakeholder Experience Coordinator
Suzanne Thompson	QEL Science

Item	Action	Responsibility
1.	<p><b>Welcome and apologies</b></p> <p>C MacNab welcomed everyone to the first meeting of the new session and introduced S Cairney, who was joining for the first time. Due to some members from last session stepping back, a call for new members has gone out to all staff.</p>	
2.	<p><b>Minutes and actions from last meeting – 25 May 2023</b></p> <p>Minute was approved with one amendment – F McKenzie’s job title to be changed to ‘Education Pathways and Enhancement’.</p> <p><b>Action:</b> G McIntyre and F Goggins to meet out with the committee to look at what training could be offered to staff, in regard to uploading digital evidence for external verification.</p> <p><b>Update:</b> Not complete. C MacNab to speak to S Carton to establish what is required.</p> <p>All other actions noted as complete or covered within the agenda.</p>	C MacNab
3.	<p><b>Approvals</b></p> <p><b>a. Internal Approvals Procedure – August 2023</b></p> <p>C MacNab informed the committee that the Internal Approvals Procedure had been updated to reflect the approvals process moving away from the Quality Standards Committee to an approvals panel. A draft version of the updated procedure had been uploaded to the QSC Teams site for information. C MacNab encouraged members to look over the procedure and email any feedback or comments they had.</p>	All

Item	Action	Responsibility
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C MacNab went on to state that there will also be a schedule of re-approval. The Curriculum Planning Review (CPR) meetings that have been taking place in the last week have flagged up differences in course design, set-up, and what is contained within courses, in terms of content. Once all feedback has been taken into consideration the Educational Leadership Team (ELT) will issue a set of draft course design rules. These will be issued to all curriculum areas for consultation and will be discussed at the next CQL forum. It is hoped this will help establish a common approach to course design.

**b. Internal Approvals Course/Unit Applications**

L Clark talked through the 1 outstanding course approval – Foundation Apprenticeship in Automotive Skills Level 4. The paperwork for the approval had been uploaded to the Teams site for information. She stated that the paperwork had been submitted to SQA and the team were waiting to hear if a visit was required before SQA grant approval.

C MacNab added that approval would go to the next internal approvals committee, which is due to take place on 13<sup>th</sup> October 2023.

**c. New Awarding Body Applications and Approvals**

L Clark stated that there had been some progress with ABBE. In session 2022/2023 a fire sprinkler installation course was moved from Skills for Justice to ABBE, at the request of BAFSA (British Automatic Fire Sprinkler Association).

It was noted that the college provides the Moodle course for all colleges who have students undertaking the course. After a successful EV visit, direct claims for certification status was granted. West College Scotland is the first college to be granted this status for this award. As the college is covering all of Scotland and England, it is anticipated that around 400 students will enrol this session.

**4. Awarding Body Update**

K Kenney gave a brief update on recent activity:

- It was noted that as it is the start of term notifications of EV activity has been slow to come in, however, the team are now receiving notification of regulated selections from SQA. Selections of curriculum areas for non-regulated qualifications (HNVQs) are expected in November / December 2023.
- HN assessment updates from SQA have been forwarded on to the CQLs and added to the intranet.
- The draft SQA exam timetable for next year has been received and uploaded to the intranet for information.
- Almost all EV visits from last session have been successfully closed off. Evidence has been sent to SQA for 2 EV visits that resulted in remediation action and we await the final outcome for these.
- IMI EQA (External Quality Assurance) visits are taking place this week (one per campus).
- An SQA systems verification visit is scheduled for November 2023.

Item	Action	Responsibility
	C MacNab added that the SQA systems verification visit will be the first since 2017. She wished to thank the team for all the hard work that has gone into preparing for it.	
5.	<p><b>Student Association Update</b></p> <p>Due to there being no representation from the Student Association, C MacNab will ensure a full update is given at the next meeting. It was proposed the next meeting, aside from the standing items, be themed around Student Engagement.</p>	C MacNab
6.	<p><b>Annual Quality Report 2022-2023</b></p> <p>K Kenney directed the committee to the Annual Quality Report that had been uploaded to the Teams site. It was noted that last session was the first year that a similar number of EV visits took place compared to pre-covid. Trends showed that there were more actions resulting from the visits than previous years, although they weren't dissimilar to figures pre-covid. Actions were mainly in relation to assessment and internal verification.</p> <p>K Kenney informed the committee that SQA are currently carrying out research and have been running focus groups to discuss virtual visits and the way forward after covid. She stated that there was interest for a hybrid approach; people could request an in person visit if that was their preference or request an online visit for areas which online works best.</p> <p>C MacNab added that there is a lot of useful information and data in the report and encouraged members to read it and share with teams across the college. A copy of the report is on the staff intranet.</p>	
7.	<p><b>Performance &amp; Skills – structure and responsibilities</b></p> <p>For information C MacNab uploaded and referred members to a presentation to the Teams site which details the recent changes in the Performance &amp; Skills directorate. It also gives an overview of SMT as a whole and the areas assigned to each member.</p>	
8.	<p><b>Complaints</b></p> <p><b>a. Annual Complaints Report 2022-2023</b></p> <p>C MacNab informed the committee there was a technical issue with the figures pulling over into Annual Complaints Report. She hopes to have it resolved shortly and will issue when available.</p> <p><b>b. Quarter 1 update</b></p> <p>J Porter gave a brief update on complaints received so far in Quarter 1. A more detailed update was uploaded to the Teams site.</p>	C MacNab

<b>Breakdown:</b>	
Total Number of Complaints	23
Closed	8
Still under investigation	15

Outcome of those closed:	
Upheld	5
Not upheld	0
Resolved	2
Not CHP	1

It was agreed subcategories would be detailed in future reports. C MacNab stated that the Quality team would like to spend some time focusing on 'lessons learned' this session. J Porter

**9. Internal Verification Procedure**

As mentioned in item 3.a. the draft procedure has been uploaded to the Teams site for feedback and comment. One of the changes to the procedure is the move to verification groups to ensure verification expertise and coverage extends college wide and is not campus or course specific.

C MacNab left the meeting and F McKenzie took over as Chair.

**10. Professional Teaching Qualifications**

G McIntyre gave a brief update on GTCS registration, TQFE, and CDN TICT. A detailed written update was uploaded to the Teams site.

It was noted that 25 members of staff successfully completed their TQFE last session. There are 17 currently undertaking it this session, with a waiting list of 80.

F McKenzie informed the committee that ELT have taken the decision that TICT will run this session for those waiting to do their TQFE. There will be 15 places available. It is anticipated the award will be Level 7.

Previously TELs had been looking at a Level 6 entry course. In the past month a PDA in Adult Learning has become available on the SQA website (link below). <https://www.sqa.org.uk/files/hn/J7N133.pdf>

R Moir raised the issue of there not being any mention of assessment in the qualification structure, and if this would cause an issue. F McKenzie stated this was yet to be seen.

R Moir stated he had looked at the TICT qualification CDNs website and he was concerned that the materials weren't accessible. He enquired if there was anything that could be done to address this / feedback to CDN. F McKenzie, G McIntyre and R Moir to meet out with the committee to discuss. F McKenzie / G McIntyre / R Moir

**11. Student Association – Governance and Support**

G Taylor was unable to attend. He will be invited to the next meeting themed around Student Engagement. C MacNab

**12. Next meeting date and time**

Thursday 16<sup>th</sup> November 2023 at 3pm.



Learning, Teaching & Quality Committee  
Wednesday 29 November 2023 at 4.00pm by Teams

Agenda Item No: 13

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.

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

## Learning, Teaching & Quality Committee - Schedule of Business

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

<b>Summer Meeting (May/June)</b>	
<b>Standing Items</b>	<b>Additional Items</b>
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

<b>Autumn Meeting (October)</b>	
<b>Standing Items</b>	<b>Additional Items</b>
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

<b>Winter Meeting (Nov)</b>	
<b>Standing Items</b>	<b>Additional Items</b>
Minute of Previous Meeting	Main theme: Digital Strategy Update
Student Association Report	Tertiary Quality Framework
ELT Update	Professional Learning