Title of Paper	**Learning, Teaching & Quality Committee – Remit, Membership and Dates of Meetings for 2023/2024**
Presented by:	Gordon Hunt, Chair
Decision:	For Approval
Status:	**PUBLIC**

Purpose / Executive Summary:

The Remit of the Learning, Teaching & Quality Committee is subject to annual review as per paragraph 6 of the Remit.

The main changes to the remit being proposed are the additions of:
- receiving regular reports from Students Association
- reviewing the Curriculum Strategy and objectives
- reports including actions from the Digital Strategy

The Membership of the Committee, and dates of meetings during 24/25 are noted for information.

Recommendations:

The **Committee** is asked to **note** the membership and dates of meetings for 2024/2025 and consider and **approve** the revised Committee Remit.

Implications:	
Financial	All implications are covered within individual reports submitted for the Committee's consideration. The Remit of the Committee has been developed to ensure all areas noted are covered.
Student Experience	
People	
Legal	
Reputational	
Community/ Partnership impact	
Equalities	
Environment	

Learning, Teaching & Quality Committee Membership – 2023/2024
Gordon Hunt, Chair
Liz Connolly, Principal
Jane McKie, Vice Chair
Dr Jillian Couto-Pheonix
Jamie McNicol, Student President
George Rice, Teaching Staff Member
Janie O'Neill (co-opted)

In attendance:
Dr Waiyin Hatton (ex officio)
Stephanie Gunn, Vice Principal Educational Leadership
Lee Coutts, Assistant Principal Technology & Skills
Cathy MacNab, Assistant Principal Performance & Skills
Elodie Lemaire, Assistant Principal Creativity & Skills
Sara Rae, Assistant Principal Enterprise & Skills
Nathan Tyler, Director of Communications, Engagement & Student Experience
Susan McDonald, Governance Manager

Quorum: No less than 50% of Board Members on the Committee, with a minimum of two Board Members

Dates of Meetings 2024/2025

Committee meetings will be held via Teams at 4pm on dates noted:

Wednesday 4 September 2024
Wednesday 13 November 2024
Wednesday 26 February 2025
Wednesday 4 June 2025

Remit of Learning, Teaching and Quality Committee

The revised Remit of the Committee is attached to this paper for approval.

Title of Paper	Education Scotland Annual Engagement Visit 2024
Presented by:	Stephanie Gunn
Recommendation:	**To Note**
Status:	**PUBLIC**

Purpose / Executive Summary:

The Education Scotland Annual Engagement visit was undertaken in May 2024 and the summary feedback report is attached. This has been published on the Education Scotland website.

The full report is also provided for the Learning, Teaching & Quality Committee and will also be submitted to the Board meeting being held on Monday 7 October 2024, with Stephen McGregor, HM Inspector attending to present on the findings.

Education Scotland reported major strengths throughout all areas and overall, it is a positive report, particularly the student feedback since the Review visit was undertaken during a period of significant strike action.

We are progressing the two main points for action with a continued focus on improving low attainment through our quality processes and a revised Student Association structure. The Student President presented to all lecturing staff at the start of session the revised plans for improving student representation and engagement with the Student Association and this was well received by staff.

The note function in the new Civica system will address the area for improvement identified regarding sharing of student support information. We also intend to utilise the new Civica registers to display the Class Communication Representative to help encourage more engagement.

The evaluation of learning and teaching requirement was raised at the staff sessions and will be taken forward as a major activity this session.

We will report progress on our main points for action and quality improvements through our new self-evaluation report and to the Committee.

Recommendations:

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

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

Annual Engagement Visit Report

West College Scotland

23 July 2024

College Principal	**Liz Connolly**
Annual Engagement Visit Date	**21 May 2024**
College Nominee	**Cathy MacNab**
Lead HMI	**John Laird**

1. Background

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

During the AEV the team explored the following overarching themes: learner progress and outcomes, approaches to assuring and enhancing the quality of learning and teaching including professional updating, and learner engagement.

The team also reviewed progress against actions identified during our engagement in academic year (AY) 2022-23.

2. The college and its context

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

The college delivers just over 140,000 SFC credits of activity offering provision to over 25,000 students. The college works with 33 schools in four local authorities and has articulation arrangements with some universities. In the last two years there have been a significant number of changes in management roles and personnel. Over recent years, the college has undergone significant change and has had estates issues to address in some of the buildings.

3.   Summary of findings

3.1   Learner progress and outcomes

Summary of key performance indicator information

- The overall rate of successful completion for learners on full-time further education (FE) programmes has been above the sector norm for the last three years. In AY 2022-23, attainment rates have improved by 4%.

- The overall rate for learner withdrawal for part-time higher education (HE) programmes has been stable and lower than the sector norm for the last three years. Early withdrawals are at 6.7% for AY 2022/23.

- Part-time HE successful completion rates have increased by five percentage points and are now around the sector norm. Full-time HE completion rates have improved by 2.6%, however, they are still below the sector norm.

- Learner withdrawal rates in AY 2022-23 for learners who are from the most deprived postcode areas; learners who have a disability; and those from a care experienced background are lower than sector norms. Success rates for these groups of learners have also improved.

- The number of full-time FE learners successfully completing their programmes in social subjects, science, performing arts, engineering, construction, nautical studies, science, special programmes, and sport subject areas are all above the sector norm.

- The number of full-time HE learners successfully completing their programmes in science and nautical studies subject areas are significantly above sector norm.

- The overall successful completion rate for learners on part-time FE programmes has been below the sector norm for the last three years by almost 7%.

- The overall successful completion rate for learners on full-time HE programmes has been below the sector norm for the last five years.

- The numbers of full-time FE learners successfully completing their programmes in a few subject areas are significantly below the sector norm.

- The numbers of full-time HE learners successfully completing their programmes in almost half the subject areas are significantly below the sector norm.

![Education Scotland – Foghlam Alba]

Evaluative commentary

Equity, attainment, and achievement for all learners (QI 3.2)

Areas of positive progress

- Senior managers closely monitor performance indicator (PI) information and learner feedback to identify subject areas which need particular support. Curriculum review meetings are attended by senior managers and are seen as supportive. During these meetings staff identify areas for improvement and schedule appropriate support arrangements.

- Heads of Sector have assumed a wider range of responsibilities in relation to programme management and performance. Following this change of responsibilities, learner retention and achievement rates have improved in the majority of curriculum areas.

- The majority of curriculum teams design new ways to deliver programmes which are more appropriate for learner groups. The use of online and hybrid learning, family friendly programmes, and on-site delivery are used well in many instances to improve learner retention and success rates.

- Support service teams respond well to increased demand from learners for assistance. For example, the number of care experienced learners has increased from just under 1,000 to almost 1,500 this year. Although demand from learners has increased, success rates for learners from the lower SIMD deciles, care experienced learners, learners from an ethnic minority and learners with a declared disability have improved.

- Senior managers continue to invest constructively in support services which help learners to complete programmes. For example, three wellbeing officers and six counsellors help learners deal with their mental health issues.

- Learners are encouraged to be more collaborative within their class groups and across disciplines. This helps to foster a sense of belonging and is improving learner attendance and retention.

- Staff at all levels engage effectively with employers. In almost all areas, employers are consulted on programme design to ensure they meet employer need. Good use is made of contacts developed through Scottish Vocational Qualifications (SVQ) placements, employer forums and through contributions from former learners. These approaches are working well and build upon contacts previously established through the Flexible Workforce Development Fund.

- Staff extended the learner induction timeframe to help learners settle into their programmes. This new approach is working well and has resulted in increased uptake of support services and has supported a positive impact on learner outcomes.

- All curriculum teams engage in review of programmes and use data well to deliver support and monitor learner progression in programmes.

Areas for development

- There are several subject areas where retention and success rates are low and require improvement.

- Teaching staff are overly reliant on prompting from curriculum and quality leaders (CQLs) regarding learner personal learning support plans (PLSP) information. In a few cases this has resulted in staff being unaware of individual learner needs and therefore not able to make the necessary adjustments.

3.2   Approaches to assuring and enhancing the quality of learning and teaching including professional updating.

Leadership for improvement of learning and teaching (QI 1.2)

Areas of positive progress

- Managers and staff feel empowered to make changes to teaching approaches and programme design to improve the learner experience. In almost all subject areas there are examples of changes being made promptly in response to learner feedback to help support improvement in retention and success rates.

- Most teaching staff hold a teaching qualification in further education (TQFE) or equivalent, however, a few staff do not undertake an annual professional development review to help identify their professional learning requirements.

- Lecturing staff have appropriate opportunities to share and learn from good practice and to access appropriate professional learning activities around learning, teaching, assessment, and support approaches. They are also supported well to access professional skills updating, build their confidence and extend their industry contacts.

- Curriculum staff feel empowered to engage directly with employers and use autonomy well. In some subject areas such as health care, major national employers are the key target group, and in other areas such as hairdressing, it is small enterprises that are the contact focus. Staff use employer feedback well to design and deliver appropriate learning programmes.

- Managers and teaching teams regularly review programmes to prepare learners for progression into employment or further studies.

- Teaching staff in the majority of curriculum areas make effective use of college data and learner feedback. This helps them make informed decisions and implement appropriate improvement strategies.

Areas for development

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

Learning, teaching, and assessment (QI 2.3)

Areas of positive progress

- A few subject areas use online and hybrid learning particularly well to ensure efficient and effective curriculum delivery. Within subject areas such as pharmacy and engineering, online approaches allow successful subject delivery to a wider learner group who are in employment or study on a distance learning basis.

- Lecturers in almost all subject areas embrace the delivery of meta-skills well. Almost 1,000 learners use a Meta Performance (MP) tracker to record and reflect on their meta-skills. There are further developments in place to help learners identify meta-skills at the start of their programme. This helps learners to reflect on their learning and develop more effective career management tools.

- Curriculum teams in a few subject areas pilot the new Scottish Qualification Authority (SQA) "Next Gen" higher national awards. These include a greater emphasis on meta-skills, and a more coherent approach to learning and assessment. These new programmes in general are going well, with early indications of improved retention and success rates.

- Teaching staff benefit purposefully from attendance at all-staff professional development days where they collaborate, share knowledge, and integrate new teaching strategies into their teaching practice.

- The majority of learners are satisfied with teaching staff and speak positively about their lecturers who they find are approachable, helpful, and supportive. This enables learners to seek help when needed and improves their experience.

Areas for development

- None identified

3.3   Learner Engagement

Learners leading learning (QI 1.2)

Areas of positive progress

- Class representatives recruitment is supported meaningfully by the students' association (SA). There are class representatives in place for the majority of full-time class groups.

- College managers and the SA have developed a new operating model for the coming year. This was built on reflection on what has worked well, and what requires improvement, within the current year.

- In the majority of areas, learners have appropriate opportunities to provide feedback to curriculum teams through informal discussion, surveys, and engagement during curriculum team meetings. As a result, the student voice is influencing and informing improvements to curriculum delivery and the wider learning experience.

- The Active Sports Coordinator provides helpful exercise and sporting activities for learners and college staff. These opportunities are valued and are helping improve the physical and mental wellbeing of all. In addition, it helps to create a strong sense of community throughout the college.

Areas for development

- College managers and the SA have not been able to recruit and retain an appropriate group of sabbatical officers. This has limited opportunities for social activities, campaigns, and the sharing of responsibilities across a wider group of officers.

- Learner participation in the Student Satisfaction and Engagement Survey is very low, at 26.9% for FE and 18.9% for HE for session 2022-23.

- Only 25% of the class representatives in place have participated in training to help prepare them for contributing to evaluation and planning for improvement activities.

Evaluation leading to improvement (QI 1.4)

Areas of positive progress

- Programme delivery and performance is reviewed systematically by senior managers. Staff understand the curriculum review and self-evaluation processes well and value the supportive environment that senior staff have created.

- College managers recognise the issues regarding the operation of the SA and have put plans in place to revise and support an improved model for 2024-25.

Areas for development

- Most learners are not aware of the role and purpose of the SA.

3.4   Update on previous Education Scotland evaluative activities AY 2022-23

Since our last visit, the college has made appropriate progress on most of the identified areas for improvement and have taken steps to address the main point for action. As the college continues to develop new digital initiatives to improve and enhance the learner and staff experience, it now ensures that users benefit from early involvement in the design and implementation process. However, the areas for development relating to part-time FE and full-time HE learner success rates and the operation of the Students' Association have not yet been fully addressed.

4.   Main Points for Action

The following main points for action are required:

- Senior managers should ensure the plans for improved support for the students' association are delivered and monitored.

- The college should continue to address low learner attainment rates on part-time FE and full-time HE programmes.

5.   **What happens next?**

We are confident that the college has made satisfactory progress and has the capacity to continue to improve. We will continue to monitor progress with regular contact through the link HM Inspector.

Dr John Laird
HM Inspector

Annexe 1   Evaluative Terms

The following standard Education Scotland terms of quantity are used in this report:

All	100%
Almost all	91%-99%
Most	75%-90%
Majority	50%-74%
Minority/less than half	15%-49%
A few	less than 15%

Other quantitative terms used in this report are to be understood as in common English usage.

Full-time FE

College			
	Withdrawal	**Partial Success**	**Completed successfully**
2019-20	20.2%	13%	66.8%
2020-21	22.7%	10.6%	66.8%
2021-22	26.1%	10.6%	63.3%
2022-23	22.8%	9.9%	67.3%
National sector performance			
	Withdrawal	**Partial Success**	**Completed successfully**
2018-19	24.7%	10.1%	65.2%
2019-20	20.8%	13.2%	66.0%
2020-21	27.3%	11.7%	60.9%
2021-22	29.3%	11.7%	59.0%
2000-23	25.3%	11.1%	63.6%

Part-time FE

College			
	Withdrawal	**Partial Success**	**Completed successfully**
2020-21	12.2%	17.9%	69.9%
2021-22	11.7%	18.5%	69.7%
2022-23	10.8%	20.2%	69%
National sector performance			
	Withdrawal	**Partial Success**	**Completed successfully**
2019-20	9.5%	12.5%	78.0%
2020-21	10.1%	13.7%	76.2%
2021-22	10.7%	13.0%	76.3%
2022-23	10.6%	12.2%	77.3%

Full-time HE

College			
	Withdrawal	**Partial Success**	**Completed successfully**
2019-20	18%	13%	69.1%
2020-21	18.3%	14.7%	67%
2021-22	23.8%	19.3%	56.9%
2022-23	24.2%	16.3%	59.5%
National sector performance			
	Withdrawal	**Partial Success**	**Completed successfully**
2019-20	14.9%	11.7%	73.4%
2020-21	17.6%	10.9%	71.6%
2021-22	23.6%	13.9%	62.5%
2022-23	20.6%	14%	65.5%

Part-time HE

College			
	Withdrawal	**Partial Success**	**Completed successfully**
2020-21	3.3%	11.5%	85.3%
2021-22	6.5%	21.7%	71.8%
2022-23	6.7%	16.3%	77%
National sector performance			
	Withdrawal	**Partial Success**	**Completed successfully**
2019-20	8.2%	13.7%	78.1%
2020-21	9.2%	9.9%	80.9%
2021-22	9.5%	11.7%	78.8%
2022-23	9.4%	12.0%	78.6%

West College Scotland 2022/23	Enrolled	% Completed Successful	% Partial Success	% Withdrawal
Care Experienced	990	57%	18.4%	24.6%
Disability	3,520	60.8%	17.9%	21.3%
Ethnic minority	785	63.1%	16.9%	20%
10% most deprived postcode	2,815	61.1%	16.8%	22.1%
20% most deprived postcode	4,740	61.8%	16.6%	21.6%

30 July 2024

Liz Connolly
Principal & Chief Executive
West College Scotland

Dear Ms Connolly,

A team of HM Inspectors from Education Scotland visited West College Scotland in May 2024 to undertake an Annual Engagement Visit. During our visit, we talked to learners, staff, and stakeholders, and worked closely with the senior managers.

The team found the following major strengths in the college's work:

Learner progress and outcomes.

The overall rate of successful completion for learners on full-time further education (FE) programmes have been above the sector norm for the last three years and in AY 2022/23 attainment further improved. The overall rate for learner withdrawals for part-time Higher Education (HE) programmes have been lower than the sector norm for the last three years. Learner withdrawal rates in AY 2022/23 for learners who are from the most deprived postcode areas, or who have a disability, or who are care experienced are lower than sector norms. Success rates for these learners have also improved. Senior managers have continued to invest constructively in support services which help learners complete their programmes. Support services have responded well to an increase in demand for assistance. Success rates for learners from lower SIMD deciles, care experienced learners, learners from an ethnic minority and learners with a declared disability have improved. Senior managers monitor performance indicator (PI) information and learner feedback well and are aware of the areas which need particular support.

Approaches to assuring and enhancing the quality of learning and teaching including professional updating.

Most teaching staff hold the Teaching Qualification in Further Education (TQFE) or equivalent. Lecturing staff are provided with appropriate opportunities to share and learn from good practice, and to access appropriate professional learning activities around learning, teaching, assessment, and support. Managers and staff feel empowered to make changes to programmes and delivery to improve the learner experience. Curriculum teams engage directly with employers and use this autonomy well. They use feedback from employers well to design and deliver appropriate programmes. Staff, in the majority of curriculum areas are making effective use of college data and learner feedback. This is helping staff make informed decisions and implement changes based on evidence. Lecturers in almost all areas have embraced the delivery of meta-skills well.

Learner Engagement

The Student Association (SA) area represented on the Board and key college groups. The SA have supported well the recruitment of class representatives, and these are in place for the majority of full-time class groups. The majority of learners are satisfied with teaching staff and speak positively about their lecturers who they find are approachable, helpful, and supportive. This enables learners to seek help when needed and improves their experience and outcomes. In the majority of areas, learners have appropriate opportunities to provide feedback to curriculum teams through informal discussion, surveys, and engagement at curriculum team meetings. Subsequently, student voice is influencing and informing improvements to delivery of the curriculum and the wider learning experience. The Active Sports Coordinator has increased the range of participation opportunities for students and staff. These opportunities are valued and are helping improve the physical and mental wellbeing of students and staff. In addition, it has created a stronger sense of community throughout the college.

The following areas for improvement were identified and discussed with the senior managers:

- There are several subject areas where learner retention and success rates are low and require improvement

- Teaching staff are overly reliant on prompting from curriculum and quality leaders (CQLs) regarding learner personal learning support plans (PLSP) information. In a few cases this has resulted in staff being unaware of individual learner needs and therefore not able to make the necessary adjustments.

- Arrangements for the systematic review of learning and teaching are not sufficiently consistent. It is unclear how the college wide development of learning and teaching is progressing.

- College managers and the SA have been unable to recruit and retain an appropriate number of sabbatical officers. This has impacted on opportunities for social activities, campaigns, and the sharing of responsibilities across a wider group of officers.

- Learner participation in the Student Satisfaction and Engagement Survey is very low, at 26.9% for FE and 18.9% for HE.

- Most learners are not aware of the role and purpose of the SA

Main points for action

- The college should continue to address low rates of learner attainment in part-time FE and full-time HE provision.

- Senior managers should ensure the plans for the improved support for the Students Association are delivered and monitored.

What happens next?

We are confident that the college has made satisfactory progress and has the capacity to continue to improve. We will continue to monitor progress with regular contact through the link HM Inspector.

Dr John Laird
HM Inspector

Title of Paper	SFC Quality Arrangements and TQEF
Presented by:	Cathy MacNab Assistant Principal Performance and Skills
Recommendation:	**To Note**
Status:	**PUBLIC**

Purpose / Executive Summary:

The purpose of this paper is to report progress on the development and implementation of Scotland's Tertiary Quality Enhancement Framework (TQEF) for the period AY 2024-25 to AY 2030-31.

Recommendations:

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

Implications:	
Financial	There are no direct financial implications associated with this paper.
Student Experience	There are no student experience implications directly associated with this paper although the overall process is designed to enhance the student experience and partnership working.
People	There are no human resource implications associated with this paper although it may be that there is additional time required to implement by staff in the college
Legal	There are no legal implications associated with this paper.
Reputational	There are no reputational implications associated with this paper although positive engagement through the process would be expected to enhance the College's reputation
Community/ Partnership impact	There are no community implications associated with this paper.
Environment	There are no environmental implications associated with this paper.
Equalities	There are no equality implications associated with this paper.

Introduction and Context

The purpose of this paper is to report progress on the development and implementation of Scotland's Tertiary Quality Enhancement Framework (TQEF) since the last LTQ meeting in May 2024.

In July 2024 the Scottish Funding Council (SFC) published [Guidance on Quality for Colleges and Universities AY 2024-25 to AY 2030-31](). The purpose of the guidance is to inform Scotland's colleges and universities of the quality arrangements for AY 2024-25 to AY 2030-31.

The quality arrangements for colleges and universities are based on TQEF, which has been developed to deliver the national vision for 'a more coherent and streamlined tertiary education system that delivers the best learning experience for students'.

It will seek to answer the question 'Is the provision delivered by Scotland's colleges and universities of high quality and does it continue to improve?'

Aims of the TQEF

The Tertiary Quality Enhancement Framework (TQEF) aims to create a more coherent and streamlined tertiary education system that prioritizes the student learning experience and ensures accountability for public investment.

The guidance emphasizes the importance of partnership, student engagement, and critical self-evaluation in the implementation of the framework. It also highlights the collaborative nature of the TQEF and the need for ongoing refinement and improvement. The document provides an overview of the roles and responsibilities of different stakeholders and addresses frequently asked questions.

The TQEF aligns with shared principles in the UK and European higher education contexts and complies with the European Standards and Guidelines. The guidance also mentions the importance of assuring the quality of trans-national education and the requirement for Scottish degree awarding bodies to participate in the Quality Evaluation and Enhancement of UK TNE scheme.

Development and Scope of the TQEF

The Scottish Funding Council (SFC) has taken a partnership and co-creation approach to developing the Tertiary Quality Enhancement Framework (TQEF). Through collaboration with key partners and stakeholders, the SFC has identified strengths and areas for improvement in both sectors and developed shared principles to guide the new arrangements.

Cross-sector workshops and workstreams have been convened to shape different aspects of the approach, with guidance from the Tertiary Quality Steering Group (TQSG) and input from representatives from both sectors and delivery partners.

The scope of the TQEF extends to all higher education, including transnational and cross-border provision, and while further education programs do not need to meet specific requirements, institutions are encouraged to have quality arrangements that cover all of their provision. The SFC has a statutory duty for assuring and enhancing quality in fundable bodies, and while institutions are not required to report on all
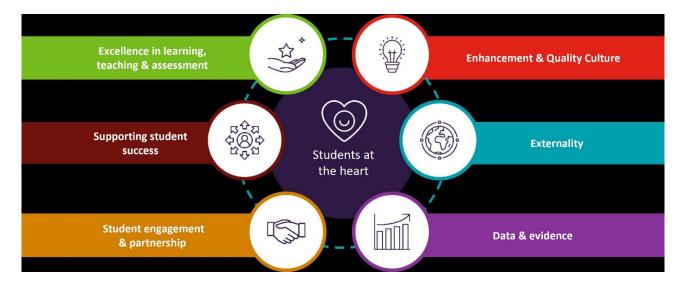
provision, the TQEF is designed to cover all aspects of provision to ensure high-quality education and avoid duplication.

The TQEF promotes the continuing quality assurance and enhancement of Learning and Teaching in Scottish colleges and higher education institutions. SFC also supports the engagement of the university sector in Scotland with the UK Quality Code and is recommending that colleges start to use it as a reference point too.

The roles and responsibilities of the TQEF partners, including the SFC, Quality Assurance Agency (QAA), Education Scotland (ES), College Development Network (CDN), *sparqs*, and students, are outlined within the Guidance, with a focus on collaboration, support, and the enhancement of quality assurance and student engagement.

Principles of TQEF

The TQEF comprises a shared set of principles, delivery mechanisms and outputs that can be applied to the different contexts of our colleges and universities to give assurance on academic standards, the quality of the student experience and ensure accountability for public investment in learning and teaching.

TQEF Toolkit - Scottish Funding Council (sfc.ac.uk)

Quality cycle and Timelines

Annex E on Page 65 of the Guidance documents summarized the delivery timelines of a seven-year Quality Cycle.

Annual Quality Engagement (AQE)
- Self -Evaluation and Action Plan (SEAP) submitted annually from November 2024
- SFC engagement through Outcome Managers
- QAA led institutional liaison meetings (ILMs) which will focus on learning and teaching, student experience and student engagement

Tertiary Quality Enhancement Review (TQER)
- 2024- 25 Pilot year with one college and one university participating
- 2025 – 2030 Every other college and university will have one review plus follow up activity
- 2030-31 The SFC will undertake comprehensive evaluations of the TQEF at the end of each cycle, seeking advice and guidance from the TQSG and independent experts.

Institutional Led Quality Review (ILQR)

Internally led quality assurance and enhancement review including annual monitoring and evaluation of college provision. All SFC-funded provision (credit-bearing and non-credit bearing) falls within the scope of ILQR for universities and colleges, although there may be differences between institutions in terms of the extent to which non-credit bearing activity will feature in ILQR.

Title of Paper	Sustainability Audit Outcomes
Presented by:	Dr Lee Coutts, Assistant Principal Creativity, Technologies & Skills
Recommendation:	For Information
Status:	PUBLIC

Purpose / Executive Summary:

The purpose of this report is to provide Committee members with a high-level summary of the outcomes and recommendations from last session's curriculum Sustainability Audit.

Recommendations:

The LTQ Committee are asked to **note** the following audit recommendations:

- A mechanism for sharing practice needs to be created so that teams can learn from each other and work together to create opportunities for students in relation to the SDGs;
- A tool for gathering feedback from students in relation to sustainability would allow us to further assess impact;
- Teaching teams need to continue to develop their awareness and knowledge of the SDGs and how they can be incorporated into the curriculum;
- Ways to encourage teams to engage more thoroughly with the audit exercise or develop an alternative approach to gathering the required information needs to be considered by the Sustainability Oversight Group.

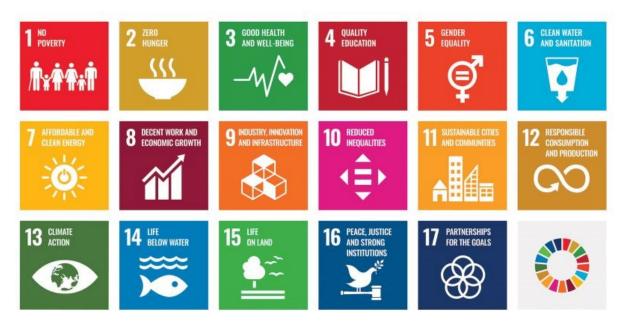| Implications:	
Financial	None
Student Experience	Greater opportunities for students to engage in sustainability-related activities.
People	None
Legal	None
Reputational	None
Community/ Partnership impact	None
Environment	Greater environmental awareness.
Equalities	None

Sustainability Audit Outcomes

Introduction /Background

The College's Sustainability Strategy sets out the sustainability vision we want to have – to be one of the most sustainable Colleges in Scotland. The Strategy contains 5 high-level objectives and several related required outputs. Objective 2 of the Sustainability Strategy relates to Learning & Teaching and one of the outputs from this objective is to conduct an audit of the curriculum against the UN Sustainable Development Goals (SDGs). The College has now carried out 2 audits of the curriculum against the SDGs. This took place in 2022/23 and 2023/24. This paper summarises the results of the audit and makes several recommendations.

Sustainability Development Goals

Method/Process

Each curriculum area was required to audit their curriculum against the SDGs and to provide examples of what they were doing to promote that goal and to identify opportunities for development. The audit tool was developed by The Education and Training Foundation (ETF) in conjunction with the Alliance for Sustainability Leadership in Education (EAUC). Prior to utilising the tool at West College Scotland, the Assistant Principal Creativity, Technologies & Skills met with colleagues at Dundee & Angus College and Scotland's Rural College to discuss how they had used the tool and to share lessons learned.

Results

In 2022/23, 117 activities were identified by curriculum teams and 182 in 2023/24, representing an increase in reported activity of 64%. It is difficult to determine the extent to which sustainability activity within the curriculum increased between 22/23 and 23/24 or whether curriculum teams reported more of their activity. However, the detail included within the audit return from each curriculum area was higher and it was interesting to see how different activities had evolved over time, as well as new activities being reported.

In 2023/24, the College green skills became a mandatory part of our Course Design Principles and sustainability has become a separate agenda item at course team meetings, Portfolio Review and Curriculum Planning & Review. The evidence gathered through these reporting mechanisms would strongly suggest there is a greater engagement in the green agenda and developing students' awareness of sustainability and associated SDGs.

Number of activities reported against the SDGs:

Sustainable Development Goal	22/23	23/24
1. No Poverty	12	12
2. Zero Hunger	9	12
3. Good Health & Well-being	10	14
4. Quality Education	9	14
5. Gender Equality	8	14
6. Clean Water & Sanitation	4	7
7. Affordable & Clean Energy	5	9
8. Decent Work & Economic Growth	9	15
9. Industry, Innovation & Infrastructure	7	12
10. Reduced Inequalities	6	11
11. Sustainable Cities & Communities	4	8
12. Responsible Consumption & Production	5	6
13. Climate Action	6	10
14. Life Below Water	5	8
15. Life on Land	5	8
16. Peace, Justice & Strong Institutions	6	9
17. Partnerships for the Goals	7	13

Examples

We report on different sustainability activities through social media and various news outlets. Committee members are provided with some examples of activities within the curriculum in relation to sustainability below:

- Working with industry partners to develop upskilling opportunities in Retrofit, Electric Vehicle Solar, Ground & Air Source Heat Pumps, Solar Photovoltaic and Corporate & Social Responsibility;
- Development of a new full-time programme in Insultation & Sustainable Heating;
- Reducing paper use across the College as part of our 'paper light' initiative;
- Collecting used cans and depositing at a local supermarket to generate income for the Green Rooms;
- Developing gender equality by teaching students approaches to 'Gender Equal Play' in Childhood Practice;
- Access to morning coffee/tea and lunch for students studying at 2 partner agencies;
- Including financial literacy and budgeting skills in programmes across the College;
- Including health and wellbeing training and white ribbon training to students in Construction & Engineering as part of improving gender equality;
- Projects within Digital & Creative Industries to work with industry and engage in entrepreneurial activities e.g. MOYA, Creative Scotland;
- Providing opportunities for Motor Vehicle students to participate in an exchange scheme to Cyprus;
- Recycling hair cuttings as garden fertiliser across our hairdressing programmes;
- Tracking food waste across Hospitality and raising awareness of responsible use with students.

Conclusions/Recommendations

Curriculum teams are engaging with the sustainability agenda and can evidence several activities in relation to a variety of SDGs. Through our Portfolio Review process, we need to gather more information about the impact of these activities and how they can be developed further and/or shared more widely with other curriculum areas or Colleges.

The audit exercise makes the following recommendations:

- A mechanism for sharing practice needs to be created so that teams can learn from each other and work together to create opportunities for students in relation to the SDGs;
- A tool for gathering feedback from students in relation to sustainability would allow us to assess impact and generate other ideas;
- Teaching teams need to continue to develop their awareness of the SDGs and how they can be incorporated into the curriculum;
- Ways to encourage teams to engage more thoroughly with the audit exercise or develop an alternative approach to gathering the required information needs to be considered by the Sustainability Oversight Group.

These recommendations are being addressed through our activities during 2024/25 and will be reported to the Committee on an annual basis

Quality Standards Committee
16 May 2024
Via Microsoft Teams

WEST COLLEGE
SCOTLAND

Present:

Cathy MacNab (Chair)	Assistant Principal
Anne-Marie Burns	CQL Health & Social Care
Charlene McKinnon	Lecturer (Science)
Fiona Goggins	Quality Assurance & Examinations Manager
Fiona McKenzie	Head of Education Pathways and Enhancement
Fiona McLaren	Marketing Manager
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
Paul McLaughlin	Head of Creative Industries
Raymond Moir	Innovative Learning Manager
Robin Chandler	Stakeholder Experience Coordinator
Sophie Wheatley	CQL Learner Development
Steven Cairney	Lecturer (Business)
Suzanne Thompson	QEL Science

Apologies:

Ed Cselik	President, Student Association
Jim McAllister	Head Hospitality, Tourism, Languages & Business

Item	Action	Responsibility
1.	**Welcome and apologies** C MacNab welcomed everyone to the meeting, in particular S Wheatley and A Burns, who were attending for the first time. Apologies were noted as above.	
2.	**Minutes and actions from last meeting – 01 February 2024** The minute was approved without amendment. **Action:** Results of digital insights survey to be shared at the May meeting. **Update:** Item to be carried over to the next meeting.	R Chandler
	Action: SSES benchmarking paper to follow, once complete and shared with SMT. **Update:** Covered within agenda.	
	Action: P McLaughlin to feedback on Digital Strategy Group. **Update:** On agenda for May meeting.	
3.	**Approvals** **a. Internal Approvals Course / Unit Applications 23-24** K Kenney briefly talked through the Approvals to Date paper that was uploaded to the QSC Teams site in advance of the meeting, along with the	

relevant paperwork for each award/unit. The committee approved the interim decisions made by the Quality team.

b. Complaints

J Porter directed the committee to the Complaints to Date paper which had been uploaded to the QSC Teams site in advance of the meeting. She advised that since uploading the paper another 7 complaints had been received. This brought the number of complaints received this session to 104. It was noted 85 were closed and 19 remained open. The number of complaints received so far in Quarter 4 was 13.

J Porter informed the committee that the complaints PowerBi report was now available on the Quality section of the intranet. The report can be filtered by the session and quarter; and also breaks the complaints down into categories.

C MacNab enquired what main themes, if any, were coming through in the complaints. K Kenney advised that 'course related', 'customer care', and 'staff conduct' were the highest-ranking categories. C MacNab explained that the College categorises complaints in the same way as the rest of the sector, and the categories had been agreed via a cross-sector group. However, allocating a category to each complaint wasn't always easy and sometimes a complaint could be allocated several categories.

Further to discussion at the previous meeting, F Goggins updated the committee on lessons learned. She assured the committee that were a lesson had been learned something had been put in place to change our practice or improve it. C MacNab added that how lessons learned were shared, with not only staff but the student body, needs to be improved.

It was noted that one complaint had gone to the Scottish Public Services Ombudsman (SPSO). Who, following their review, concluded that the College had 'no case to answer'.

R Chandler enquired if there was a reason that the number of complaints had increased. F Goggins stated the process was easier now and there were several ways for people to make complaints. She went on to add that other Colleges had also experienced an increase in numbers.

F McKenzie wished to discuss the language, tone, and appropriateness of complaints received in her area and how sometimes it can be difficult to ascertain the nature of the complaint due to how it has been written. She went on to add that the Quality team have assisted students in her area to complain in a more measured and defined way.

F Goggins stated sometimes students use the complaints process as a mechanism to vent and get things out of their system. However, she would be happy to work the Student Association regarding 'what is the right way to make a complaint', looking at the nature of the complaint, the tone, and not making them personal/inappropriate about members of staff.

F Goggins / Student Association

Item	Action	Responsibility

P McLaughlin added that some students' expectations of what they would like to happen as a result of their complaint were sometimes unrealistic and asked that the Student Association do some work with the student body regarding complaints.

F McKenzie enquired if complaints received regarding the removal of provision were shared with Scottish Funding Council / Scottish Government. C MacNab stated alignment with Scottish Funding Council, Scottish Government, and student feedback, was through the SSES survey and HMI college review. The College meets with the SFC Outcome manger which provides a mechanism to share concerns.

c. SQA & Non-SQA External Examinations

L Clark talked through the Exam Report that had been uploaded to the Teams site. It was noted that there had been an increase in requests for assistance with invigilation for various SQA assessments. A total of 284 invigilated external exams/assessments have been supported by the Quality team this session, across a range of awarding bodies.

F Goggins added that as well as requests for assessment support and invigilation there had been an increase in requests for separate accommodation, where students didn't want to be in the main exam room. F Goggins will review the trend and will bring a paper to the next meeting.

F Goggins

d. Awarding Body audits, EV visits and outcomes

F Goggins talked through the External Visits summary and updated the committee on recent progress. It was noted that currently the College has 3 centre numbers for IMI exams (1 per campus) however, next session the College will be moving to 1 centre, in line with the rest of the awarding bodies.

F Goggins informed the committee that notification had been received from SQA that a malpractice investigation would be taking place due to the misuse of the solar platform. With this in mind an announcement has been issued to all staff to inform them that they can no longer created their own mock exams and test candidates. S Thompson asked for clarification on the announcement and F Goggins advised that mock exams will be available but new versions cannot be created by staff; students will be automatically attached to assessments when they are enrolled on a unit.

J Maxwell fed back that she has encountered issues with Solar where the right answer wasn't an option for students to select or the correct answer was marked as incorrect. She feels that changes to the system have made it more difficult to navigate. F Goggins asked that any feedback regarding Solar be shared with the quality team so it can be relayed back to SQA.

F Goggins

e. Malpractice PowerPoint created by Sophie Wheatley and Anne-Marie Burns

F Goggins thanked CQLs S Wheatley and A Burns on their assistance with creating a Canva presentation that will be shared with students at induction, around malpractice.

The presentation, which was created using AI, shows students how AI can be a helpful tool. It details the advantages and disadvantages of using AI, covering malpractice. The presentation can be altered to suit each departments own curriculum area.

R Moir enquired about SQAs stance on students using AI in an assessment. He believed that as long as a student declared they used AI and/or referenced that they had used AI then it was deemed a referral and not malpractice. F Goggins clarified that the purpose of the presentation was to give students an understanding of what they can do with AI, what they can't do, and the potential outcome/consequences.

R Moir informed the committee that the Learning Technologies team have been drafting an enhancement unit for students around AI. The basics of which would be: An Introduction to AI; AI to support study skills; AI to improve employability; Writing effective prompts for AI; and the Ethics of AI.

4. **Awarding Body Updates – QA Arrangements for students on lapsing awarding bodies**

For information F Goggins updated the committee that the College plans to replace accredited awarding body provision from TQUK and NCFE. Demand for the types of courses offered by TQUK and NCFE remains high and will be met by the creation of college devised learning and assessment packages.

F McKenzie enquired how this would be done. F Goggins further explained that the College intended to look at the qualifications offered by TQUK and NCFE and would credit rate the internally created alternatives and produce a college certificate of that course. F McKenzie commented that this would be a large undertaking and asked if there was a timeline for the changeover.

Item to be added to the next meeting agenda for further discussion/update.   F Goggins

5. **Student Association Update (paper)**

In the absence of E Cselik, a Student Association update paper had been uploaded to the Teams site. C MacNab asked members to read over the paper and feedback to her.

6. **Staff Development Group update**

G McIntyre gave the committee a brief update on recent work carried out by the Staff Development Group. A more detailed paper can be found on the Teams site.

It was noted that initiatives that are under consideration by the SD Group included:
- CDN Trauma-Informed College Programme
- Professional Learning Pathways for Lecturers
- LeadingEdge People Manager Development Programme
- Strategic Learning Plans
- Evolve Phase 2 – Totara Engage
- Jisc Elevation Tool

- Sponsorship Requests
- GTCS Registration

C MacNab gave an update on the new PDA in Adult Learning, which was piloted by the College in 2023/2024, with a view to being rolled out in Session 2024/2025.

7. Digital Workstream – assessment related update
P McLaughlin informed the committee that the Director of IT, B Stobbs, has now taken over as lead on the Digital Strategy Group. The last few meetings have seen workstreams being formed and a new project-based approach developed.

8. SSES 2023-24
R Chandler directed members to the Survey Overview document that had been uploaded to the Teams site. It was noted that some paper surveys were still to be received so the figures were subject to change. It is expected the final response rate will be 32%, which will be a slight improvement on last year's 29%. There was discussion around incentives that could be used to encourage students to complete the survey i.e. win a voucher; however, this has been tried in the past and was unsuccessful.

R Chandler added that the quality of comments received this year was very rich and a summary had been included in the paper.

S Cairney enquired if a lecturer is named within a comment, are they notified? R Chandler responded that all survey feedback is anonymous. If staff are named at all, positive comments are shared, and any negative comments are shared but with staff member references removed.

9. Portfolio Review Progress Summary 2023-24
C MacNab advised a Portfolio Review Progress Summary was available on the Teams site for members. Portfolio review of 23-24 session will be held in September 2024.

10. For information: SFC Performance Indicators 2022-23
C MacNab the SFC Performance Indicators 2022-23 were available on the Teams site for members to read at their leisure. The sector benchmarks are expected to be available by the end of May.

11. For information: Education Scotland Annual Engagement Visit (May 2024)
C MacNab advised that there will be an Education Scotland Annual Engagement visit on 21st May 2024. The meeting schedule has been set and relevant staff notified.

12. AOB
City & Guilds
C MacNab informed the committee that City & Guilds are removing their qualifications from Scotland and will no longer be SCQFP credit rated body. This was a strategic decision by City & Guilds. Students currently undertaking

qualifications in Scotland will continue to receive tuition however when they receive their certificate there will be no SCQF rating or credit points on it. They will have a certificated RQF level from the English qualifications system.

S Thompson enquired about the consequences of students receiving a college certificate, rather than an awarding body certificate, and if the certificate will detail the credit rating and credit points. C MacNab clarified that if the activity has been credit rated and levelled then the certificate will show the SCQF level and credit points. If the activity has not been rated and levelled, as there is no assessment element, then it will be purely a college certificate.

R Moir to bring a fuller proposal at the next meeting around what will happen in terms of the earlier online learning components of this in light of the decision to move from an accredited awarding body certificate to a college devised one.

R Moir

F McKenzie and P McLaughlin to enquire at the Heads meeting if any sectors are intending to use TQUK and NCFE, and feedback to the Quality team before the approval status is withdrawn.

F McKenzie / P McLaughlin

13. **Date of Next Meeting**
Dates for session 2024-25 to be distributed August 2024.

WEST COLLEGE SCOTLAND

Title of Paper	**2024/2025 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 2024/2025.

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 Schedule of Business	
	Winter Meeting (Nov)	
Governance:	Minutes of Previous Meeting	
	Schedule of Business	**Main Theme: Performance (prev year)**
	Quality Standards Committee Minute	Draft SE Report and action plan (prev yr)
	QA Update	Student Activity & Enrolment (prev yr)
		Draft ROA (current yr) & Measurement Table
Student	Student Association Report	
Learning & Teaching	ELT Update	
		Risk Review
Finance / Estate/Risk		Alternative Income Performance & Plans
People:	People:	Professional Learning
Annual Updates		Digital (theme above)
Policies:	Policies	
Strategies:	Strategies:	Digital
	Spring Meeting (Feb /March)	
	Standing Items	**Additional Items**
Governance:	Minutes of Previous Meeting	Main Theme:
	Schedule of Business	Curriculum Planning
	Quality Standards Committee Minute	Curriculum Strategy Progress Report
	QA Update	
	IA Reports	CIVICA / Succession Planning
Students	Student Association Report	
Learning & Teaching	ELT update	Regional Outcome Agreement
Finance / Estate/Risk		Risk
		IA Reports CIVICA / Succession Planning
Annual Updates	Annual Updates	
Policies:	Policies:	
Strategies:	Strategies:	Curriculum Strategy Progress Report
	Summer Meeting (June)	
Governance:	Minutes of Previous Meeting	Proposed dates for following year
	Schedule of Business	Main Theme:
	Quality Standards Committee Minute	**Student Experience**
	QA Update	Student Survey Feedback
	IA Reports	IA Reports - Recruitment & Retention / Enhancement Planning/Corp Strat/Risk
		Academic Skills Development & Support

Student	Student Association Report	SA Budget Report
Learning & Teaching		ROA & SE (following year)
Finance / Estate/Risk		Risk Review
		Evaluation of Committee
Annual Updates	Annual Updates	
Policies:	Policies:	
Strategies:	Strategies:	Safeguarding & Student Wellbeing

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