LEARNING AND TEACHING COMMITTEE

A meeting of the Learning and Teaching Committee will be held on Wednesday 6th November 2024 at 4.30pm.

A G E N D A

24.26		Welcome and Apologies		M McKenna
24.27		Declarations of Interests		M McKenna
		Minutes of Previous Meeting		
24.28		Minute of the Meeting held on 23rd May 2024	P	M McKenna
24.29		Matters Arising Action Grid	P	M McKenna
		Items for Discussion		
24.30		Learning Inclusion Annual Report	P	S McGuire
24.31		Education Scotland Report	P	E Brownlie
24.32	SI	KPI: Report 2023/24 Attainment 2024/25 Early Retention	P	J Rafferty
24.33	SI	Quality and Performance Report (Student Survey) Early Impressions	P	E Brownlie
24.34	SI	Student Association Report	V	M Noori
24.35	SI	Student Experience Report	P	D Marshall
24.36	SI	Curriculum and External Environment	P	J Rafferty
		Items for Noting		
24.37		Learning and Teaching Schedule of Work 2024/25	P	J Hunter
24.38		Any Other Business		M McKenna
		Date of Next Meeting: 5th February 2025		

P Paper
V Verbal
SI Standing Item

LEARNING AND TEACHING MEETING

Date of Meeting	06 November 2024
Paper Title	Learning Inclusion Annual Report 2023/24
Action	For discussion
Prepared by	Scott McGuire, Head of Inclusion, Information and Welfare
Agenda Item	24.30
Status	Disclosable

1   PURPOSE OF THE REPORT

The purpose of this report is to provide an analysis of the data collected throughout the session, focusing on support mechanisms, and outcomes for the students who have used Learning Inclusion's services.

2   ACTION FOR THE COMMITTEE

The Committee are asked to discuss the report.

3   INTRODUCTION

Academic session 2023/24 was another extremely busy and productive year for the Learning Inclusion team.

There was a major staffing change as we reduced the number of Coordinators from three to two, as well as implementing a range of system and process improvements with the intention of improving efficiency, freeing up the capacity of staff and ultimately improving the student experience.

This report presents a high-level analysis of the data collected throughout the session, focusing on support mechanisms, and outcomes for the students who have used Learning Inclusion's services. By examining this data, we aim to assess the effectiveness of the support provided, identify trends and patterns in student needs, and explore areas for improvement. The findings will not only inform future strategies for Learning Inclusion but also contribute to a broader understanding of inclusive education practices in the current educational landscape.

4   RISKS

The further reduction in staffing levels has the potential to further increase the workload of staff who already have caseloads and additional workloads that have increased significantly over several years. The continuous improvement approach adopted by the team, with the support of systems development has removed large amounts of waste and freed up capacity to alleviate some of this, but these process improvements will become more difficult to achieve as we progress.

The continued rise in the college and Scotland wide of students who require AAAs has resulted in it becoming increasing challenging to source the number of alternative rooms and personal human support required to facilitate these assessments.

5   **ANY OTHER SIGNIFICANT IMPACT, EG STUDENT EXPERIENCE/LEGAL/FINANCIAL/EQUALITY & DIVERSITY**

There are no specific legal implications.

Learning Inclusion Annual Report

Prepared by Scott McGuire Head of Inclusion, Information and Welfare

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Introduction

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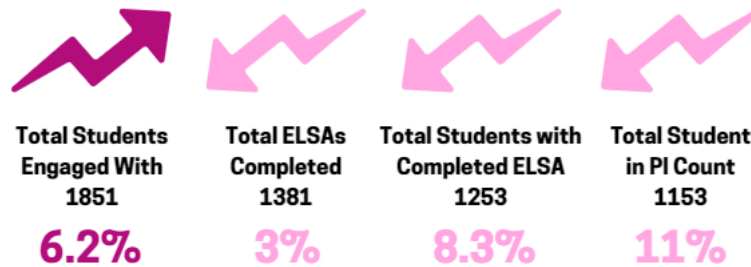
Context

Although some data had been collected in previous years, the system improvements have enabled us to be much more thorough regarding the data we collect and the validity of this data.

Benchmarking nationally is also challenging as there is no like for like data available. I have been able to gather anecdotal evidence through my attendance on national college networks and by visiting and sharing best practices and data with my colleagues in colleges across the country.

Students Supported

We introduced a new registration system last session to make it easier for students to engage with the team, the data suggests that this had a positive impact as we engaged with more students last session than in any previous.

Overall, we supported less students than in 2022/23 and had less students included in the PI count however, the college PI count total was reduced by a similar amount, this drop was to be expected.
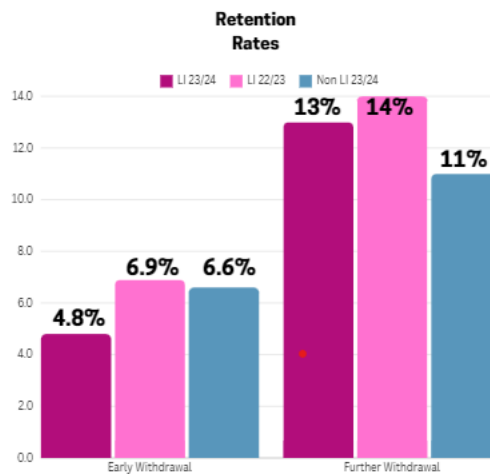
Total Students Engaged With 1851	Total ELSAs Completed 1381	Total Students with Completed ELSA 1253	Total Student in PI Count 1153
6.2%	3%	8.3%	11%

We had a total of 9 FTE Advisers, with each FTE averaging around 140 students on their caseload.

Retention

Student retention requires a whole-college approach, where every aspect of the institution, academic departments, student services, administrative units, and campus life, collaborates to create a supportive and inclusive environment.

Students with disabilities, some of which are quite complex, can often have additional barriers that leads to an increased chance of withdrawal.

The data below highlights the positive role that the Learning Inclusion team can play in supporting students to retain their place on their course, it suggests a positive correlation between being supported by Learning Inclusion and a reduced chance of early withdrawal.

Retention Rates

Legend: LI 23/24, LI 22/23, Non LI 23/24

Early Withdrawal: 4.8%, 6.9%, 6.6%

Further Withdrawal: 13%, 14%, 11%

Further withdrawal overall is slightly higher than the college average however, when we delve into this data in more detail, it highlights that for both HE and FE full time students, those in receipt of Learning Support are less likely to withdraw.

Full Time 2023/24	College Average	Learning Inclusion Supported
HE	15.3%	10.7%
FE	16.8%	14%

Attainment

Not all results have been submitted and validated for 2023/24, the results presented for session 2023/24 are still subject to change.

The data below shows a drop in success rates for students receiving support from Learning Inclusion for both FE and HE in 2023/24 compared with 2022/23. This drop seems to be consistent with the college average.

	LI 2022/23	LI 2023/24
FE	57.50%	54%
HE	69%	67%
Overall	62%	59%

When comparing the success rates of students receiving support from Learning Inclusion and the college average, it suggests that students studying at HE level have a higher rate of success however, students studying at FE level have a lower rate of success.

	College 2023/24	LI 2023/24
FEFT	53%	49%
FEPT	69%	62%
HEFT	60%	66%
HEPT	66%	72%

A deeper dive of the data will be required to enable us to better understand the courses, levels, disabilities etc. that are finding it more challenging to successfully complete their studies, as well as any patterns or trends for those that are managing to successfully achieve.

We believe that enhanced communication and collaboration between the Learning Inclusion team and lecturing staff will help to create an environment that can lead to increased student retention and attainment.

As part of our continuous improvement strategy, we have further developed the college Extended Learning Support Agreement (ELSA) system. The developments were done in conjunction with CMs and lecturers from across the college, providing more detailed information on the overall support package being recommended and implemented for the student, as well as the introduction of a systematic approach to communication and collaboration. The system was implemented in August 2024, we will continue to take feedback from staff using the system and action where we can as we progress through the session, with a more in-depth review planned for June 2025.

Exam/Assessment Support

A significant part of the Learning Inclusion team's role, involves agreeing upon and implementing alternative assessment arrangements (AAA) for students with diverse learning needs.

The data below highlights an increase in the number of students who required Learning Inclusion involvement in the set up and completion of their exam and a stark increase in the number of exams in total that the team were involved in. It is our contention that the increase in number of exams supported by LI is due to the increase in number of students supported with exams overall and also the new internal AAA booking system that was introduced, reducing the barriers to students receiving the support strategies agreed.

Exam Support 2023/24

55% Exams supported by LI

17% Students supported by LI
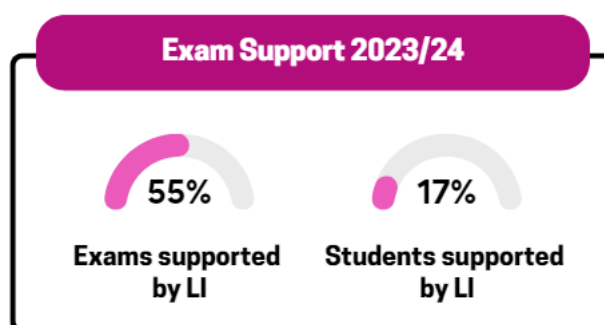
*Learning Inclusion involvement – we were required to provide a personal human and separate room to meet the students AAA support needs. This does not include students who received extra time and or use of ICT that was facilitated in the main exam room/classroom.

The number of students who require AAA across Scotland has been steadily increasing for several years, with one in five students who sat an SQA exam in 2023 requiring AAA.

The two most common AAAs are extra time and separate accommodation, with just over 77% (just under 1000 students) of students with an ELSA having extra time as an agreed strategy.

Extra Time in Exams

77%

Additional Support

When carrying out a Needs Assessment, advisers will also feel it necessary to agree and implement additional support that can include, personal human support, assistive technology, referrals for professional diagnosis and support with travel.

All the additional support activities detailed below were set up and carried out by the Learning Inclusion team, including Classroom Assistants, apart from the BSL support which was a combination of in-house staff and Sign Language Interactions.

The data below highlights the number of students who received each additional support activity.

Study Skills	144
Assistive Technology	72
In Class Support	40
Ed Psych Referrals	35
Taxis	24
BSL Interpreter	6

*Assistive Technology figures relate to Further Education students and students not eligible for DSA only

Disabled Students Allowance (DSA)

Higher Education students with a diagnosed disability may be eligible to apply for DSA from SAAS. This support can help to pay for the additional supports that I have highlighted above. All Assistive Technology recommended for students who are

eligible for DSA is included in this application and purchased using SAAS funds, but does not count towards our income from SAAS.

The number of DSA applications submitted in the last 2 years has remained consistent. It takes an average of about 7 hours to complete a DSA application, we can recoup the costs of carrying out an application for a first-time applicant, with roughly around 75% of the students we support each session being first time applicants.

Total DSA Applications Submitted
184
2023/24

Total DSA Applications Submitted
183
2022/23
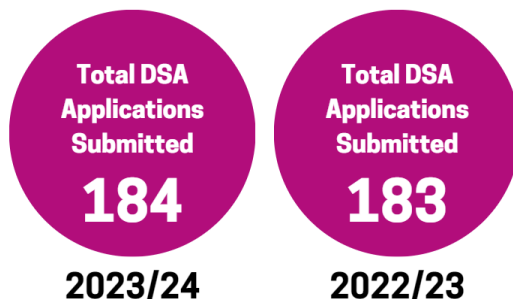
Income

The team has access to two funding sources that can be utilised to cover the costs of the implementation and delivery of the additional support activity and as part of the DSA application process.

Income 2023/24

Bursary

SAAS

Total Income **£481,716**
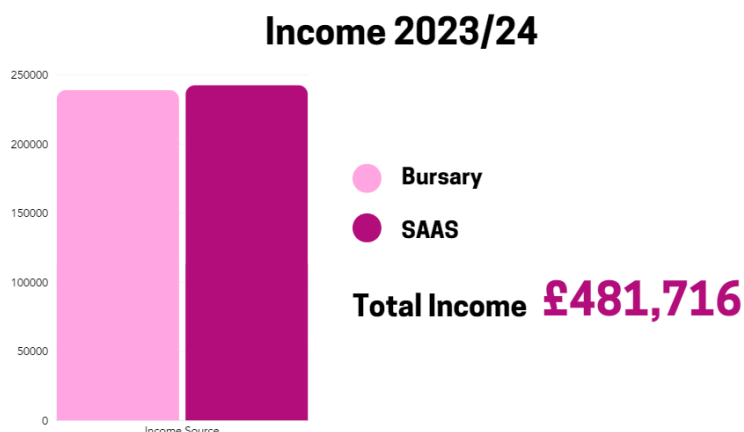
For the second year in a row, the college has been able to implement and deliver all additional support activity and all exam/assessment support by utilising these funds effectively, at no extra cost to the college's main staffing budget.

Student Satisfaction

Over ninety seven percent of students who rated the Learning Inclusion service as part of the early impressions survey rated it OK to Excellent.

Student Feedback

Excellent 35%
Good 43.6%
Ok 18.5 %
Other 2.9%
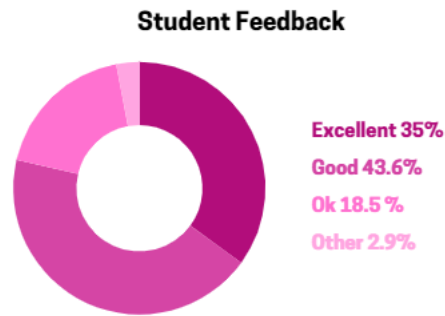
With over 1400 student respondents, this is a healthy sample size, who are overwhelmingly positive about the team and the support that is provided.

Summary

On analysis of the data presented, I believe, there are some clear patterns and trends that should be explored further, some areas of really good progress and some potential areas for us to focus on in our continuous improvement plans.

- Excellent progress on early withdrawals
- Positive student satisfaction
- Strong HE retention and attainment
- Collaborate with others to reduce further withdrawals and increase attainment
- Continue to work with E-Learning and the Faculties to embed accessible and inclusive learning, creating independent learners
- Explore the possibility of embedding what are currently AAA as standard
- Explore delivery of in class and study skills/one-one support

At the end of 2023/24, we reduced the number of advisers and admin staff in the team as staff decided to take voluntary severance. Continuing to provide high quality learning support with a reduced staffing cohort and an increase in demand for some of our services will be challenging and may require a change in approach for how some support is delivered.

LEARNING AND TEACHING MEETING

Date of Meeting	6 November 2024
Paper Title	Education Scotland Update – Annual Engagement Visit
Action	For discussion
Prepared by	Eric Brownlie, Assistant Principal Quality and
Agenda Item	Performance 24.31
Status	Disclosable

1. PURPOSE OF THE REPORT

This report provides an update on the college's last Annual Engagement Visit (AEV) carried out by Education Scotland (ES) in May and published in September 2024.

2. ACTION FOR THE COMMITTEE

The Committee are asked to discuss the report.

3. ISSUES

The Annual Engagement Visit allows HM Inspectors to review progress on improvement priorities and the outcomes of previous engagement activity through meeting with staff, learners and other stakeholders and reviewing relevant data and evidence. The full report is available and was shared with the full BOM in October.

Despite the visit taking place in May 2024, the PI data used for this visit was from session 2021/22, the year following the pandemic, as this was the last officially published set of PIs for the sector. However, ES did allow the college to reference their 2022/23 data which had been sent to SFC during the visit.

Education Scotland noted that session 2021/22 had been a poor year for course PIs almost across the board, as the full impact of the pandemic played out with our learners. However, they recognised that the 2022/23 data showed signs of improvement in the majority of subjects at FE and HE level.

Main Findings

They identified 32 areas of **positive progress**, and highlighted many aspects of innovation including:
- The approachability of staff in support teams and curricular areas.
- Improvements in attainment and retention.
- The nurture training culture embedded throughout the college.
- Innovative partnership working in CLD and the Glasgow Project which help learners furthest from employment.
- Students' Association celebrations and events.

- The pioneering work on dyslexia by the ESOL team.
- The quality of professional dialogue in the college on all aspects of teaching and learning
- The pioneering work on AI and eLearning (which we demonstrated to Education Scotland for the first time.)
- The way that student feedback is taken seriously and how students are represented in lots of decision-making fora.
- The detailed use of performance data and benchmarking to analyse course performance and inform reflection.

They identified only two minor **areas for development** which were:
- "*A few curriculum teams do not track learners' development of meta skills to support them to become reflective learners*"
- "*Some class representatives have not yet received appropriate training for their role*"

The college is working to address any issues in these areas, although it is keen to find solutions that dovetail to GCC systems and curriculum in a bespoke way rather than the more generic models common to the sector.

4 SUPPORTING DOCUMENTS
The full report is available if necessary

5 RISKS
Strong recruitment and performance outcomes remain critical to maintain funding levels and generating fee income, in addition to the positive messages it sends to potential applicants and external stakeholders.

6 ANY OTHER SIGNIFICANT IMPACT
eg STUDENT EXPERIENCE/LEGAL/FINANCIAL/EQUALITY & DIVERSITY
There are no specific legal implications.

Annual Engagement Visit Report

Glasgow Clyde College

3 September 2024

College Principal	**Jon Vincent**
Annual Engagement Visit Date	**1st May 2024**
College Nominee	**Eric Brownlie**
Lead HMI	**Ian Beach**

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

Glasgow Clyde College is comprised of three campuses: Anniesland, Cardonald and Langside, and is an assigned college within the Glasgow Region. The college operates within areas of urban development and social deprivation, with 46% of its learners living in zones 10-20 of the Scottish Index of Multiple Deprivation.

Glasgow Clyde College is contracted by the SFC to deliver 113,721 credits of activity each year and enrols approximately 12,000 credit rated learners. The college delivers a range of programmes from level 2 to 10 on the Scottish Credit and Qualifications Framework (SCQF) including a range of Foundation and Modern Apprenticeships and professional workforce development qualifications.

3.   Summary of findings

3.1   Learner progress and outcomes

Summary of key performance indicator information

- In AY 2021-2022, overall success rates for all modes of attendance were below national sector performance. The overall success rate for part-time learners was seven percentage points below the national sector performance. The overall success rate for full-time learners was two percentage points below the national sector performance.

- Published data for AY 2022-2023 indicates that the success rates for part-time and full-time programmes have increased.

- In AY 2021-2022, the withdrawal rates for most modes of attendance were above national performance levels. Published data for AY 2022-2023 indicates the withdrawal rate for full-time further education (FE) programmes, full-time higher education (HE) programmes, and part-time HE programmes all decreased. However, the withdrawal rate for part-time FE programmes increased by 1.2% to 17.6%.

- Published data for AY 2022-2023 indicates that the majority of subject areas improved the successful completion rate for learners on full-time FE and full-time HE programmes.

- In AY 2021/22, the successful completion rates for some key groups of learners (learners who identify as male, identify as female on HE level programmes, have a declared disability or are from an ethnic minority background) were below national performance levels. Published data for AY 2022-2023 indicates that successful completion rates have improved for almost all these groups of learners. However, the success rate for learners who identify as male on FE programmes did not improve.

- In 2021/22 success rates for FE females and care experienced learners were above national performance levels. Published data for AY 2022-2023 indicates that successful completion rates have improved further for these groups of learners.

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

Areas of positive progress

- Managers and staff work well together to provide a nurturing environment for learners. Early indications suggest this is impacting positively on learner withdrawal and success rates.

- College staff undertake training trauma-informed practice to support the college's commitment to developing a nurturing environment. A team of staff are working in partnership with Brothers in Arms, Scotland's first mental health and suicide prevention charity for men, to develop and credit rate an SCQF level 5 programme.

- Successful applicants access a range of helpful advice and support prior to starting programmes through the Get Ready for Clyde initiative. There are indications that this is impacting positively on early retention.

- Learners with additional support needs attend an evening transition programme, Club Clyde. This provides a supportive introduction to the college environment with opportunities to engage in practical sessions and prepare for full-time study.

- The community learning and development (CLD) team work well with a wide range of partner organisations to deliver programmes for around two thousand community-based learners. CLD staff have introduced a suite of community programmes that provide direct pathways to college-based programmes.

- Curriculum teams are developing project-based learning approaches such as the Glasgow Project for programmes at lower SCQF levels. These initiatives provide flexible timetabling and personalised wraparound services, often in partnership with youth organisations. Learners who have disengaged from school, or experienced trauma in their lives, benefit from these valuable educational pathways.

- Curriculum managers extended the range of programmes for senior phase pupils to provide better progression options for young people. The application process for school-age learners has been improved to enable pupils to apply directly for a college place via the admissions portal.

- Almost all learners report that application and onboarding processes are clear, informative, and easy to navigate. Many learners benefit from the college's internal guarantee to progress to more advanced levels study.

- The Students' Association (SA) organise events to promote inclusivity and celebrate diversity well. These include establishing a football team of learners whose first language is not English, coordinating Ramadan celebrations, and hosting presentations by guest speakers on diversity and inclusion.

- Staff teaching English for Speakers of other languages (ESOL) have been trained to identify dyslexia for learners whose first language is not English. As a result, there has been an increase in the number of ESOL learners who contribute feedback to staff and complete departmental and college-wide surveys.

Areas for development

- None identified.

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

- Senior managers use self-evaluation arrangements effectively to identify improvements to learning and teaching. They produce clear and focussed faculty evaluations and plan targeted actions for improvement for low performing programmes. Teaching fellows support teaching staff well to recognise challenges and improve their pedagogy.

- Curriculum managers support teaching staff well during professional discussions. They provide an inclusive and reassuring environment for engaging in dialogue about improvements to learning and teaching. Teaching staff are positive about this approach and feel supported to make suggestions and changes that lead to improvement.

- Staff participate productively in annual professional development reviews with their line manager. Using the professional standards framework, they identify development needs and share aspirations linked to college ambitions. Staff are keen to engage in these opportunities to enhance their professional practice.

- Support and teaching staff are comfortable identifying actions to improve the learning and teaching experience. Managers provide learners and staff with a good range of opportunities to contribute feedback on college arrangements and these are understood well by staff and learners.

- Learners express a preference for face-to-face teaching as they feel that this enhances the community aspect of college and fosters a sense of belonging. This reflects the college's commitment to deploy face-to-face teaching as the standard delivery method, supported by online learning where appropriate.

Areas for development

- None identified.

Learning, teaching, and assessment (QI 2.3)

Areas of positive progress

- Managers provide autonomy for curriculum teams to develop learning, teaching, and assessment approaches in line with vocational specialisms and learner needs. These arrangements work well, and teaching staff work productively to adapt their professional practice to improve outcomes for learners.

- The e-learning team deliver helpful training to teaching staff on the use of artificial intelligence (AI) in the classroom. Staff use AI software effectively to create high-quality teaching resources such as lesson plans, activities, and worksheets. Staff value these resources and use them regularly within the virtual learning environment (VLE) to support learning and teaching activities.

- Curriculum quality managers and the SA work well together to help and encourage learners to evaluate their learning experience. This includes working collaboratively to develop and promote the online feedback form on the VLE, and end-of-year in-person feedback sessions.

- Most curriculum teams assess learners' development of meta skills. Staff use these assessments effectively when supporting learners to reflect on their learning experience.

Area for development

- A few curriculum teams do not track learners' development of core, essential and meta skills to support them to become reflective learners.

3.3 Learner Engagement

Learners leading learning (QI 1.2)

Areas of positive progress

- Managers provide good opportunities for learners to influence strategies for improving learning and teaching. Almost all learners report that teaching staff are receptive to their suggestions.

- Learners feel confident to approach teaching staff with feedback about their learning and teaching experience. They can identify examples of where their feedback has had a positive impact on their learning experience. Examples include integrated assessments and adjustments to programmes that widen their range of progression pathways.

- Almost all learners enjoy their time at college and can articulate the positive impact studying has on their lives. Most learners can identify their progress in developing skills for learning, life, and work. They feel that their programme prepares them well for further study or employment.

- SA members report that the learner voice is valued across the college and that they find staff approachable. They meet with senior leaders regularly and have positive relationships with managers.

- The SA communicate well with the board of management and feel that their members' opinions are taken seriously. At board meetings, student members are encouraged to contribute to discussions and SA representatives feel that they are partners in decision-making.

Area for development

- Some class representatives have not yet received appropriate training for their role.

Evaluation leading to improvement (QI 1.4)

Areas of positive progress

- Senior managers use comprehensive self-evaluation arrangements to assess and assure the quality of the learner experience. Self-evaluation is used continuously throughout the year and takes good account of feedback from learner surveys, labour market intelligence, regional skills assessments, and learner demographics. Curriculum teams use this information effectively to inform programme design and the curriculum portfolio.

- Managers use team meetings effectively to identify what works well and plan improvements to low performing curriculum areas. Curriculum evaluation meetings at the end of each semester are used well by staff to inform improvements for the following semester.

- Senior managers monitor and evaluate learner outcomes and progression effectively. They use a digital dashboard constructively to analyse programme performance against college targets and national performance measures.

- Teaching staff use performance data effectively to inform meaningful discussions around learner retention and attainment on programmes. Staff value the opportunity to evaluate learner performance and make improvements to the learner experience.

- Senior managers evaluate successful outcomes and learner progression effectively across all learner groups. They take good account of learner demographics to identify recruitment approaches and offer programmes that meet specific learner needs.

Areas for development

- None identified.

Learning teaching and assessment (QI 2.3)

Areas of positive progress

- Teaching staff use a range of approaches to involve learners in the evaluation of their learning experience. They invite feedback during and after lessons and use technology-based interactive polls and quizzes to gather the views of learners. Teaching staff use this feedback well to inform their professional practice and improve the learner experience.

- College managers have established good relationships with a wide range of stakeholders, employers, and third-party agencies. These partnerships help shape the delivery and content of programmes to meet the needs of businesses and local communities.

- Curriculum teams plan well for improvement by identifying skills gaps, participating in lesson observation activities, and sharing current professional practice from industry.

Areas for development

- None identified.

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

The college has made good progress since the last AEV. Published data for AY 2022-2023 indicates that the overall success rate for all modes of attendance improved over the past year. Rates of learner withdrawal have improved for almost all modes of attendance, other than part-time FE programmes where the withdrawal rate increased by 1.2%. Managers have improved pre-application funding arrangements to enable learners to access information and advice tailored to individual needs and circumstances. There are no outstanding safeguarding areas for development.

Managers improved learner access to social spaces within the college, such as sports facilities and refectories. However, most learners would like college libraries to extend their opening times. Due to several external factors, including significant flooding in one campus library, further progress is still required.

4.   Main Points for Action

The following main points for action are required:

- None identified.

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.

Ian Beach
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.

Annexe 2

Full-time FE 2021-22

College			
	Withdrawal	**Partial Success**	**Completed successfully**
2018-19	22.5%	9.5%	68.0%
2019-20	19.0%	10.5%	70.4%
2020-21	24.6%	11.5%	63.9%
2021-22	29.5%	13.3%	57.1%
National sector performance			
	Withdrawal	**Partial Success**	**Completed successfully**
2018-19	24.70%	10.10%	65.20%
2019-20	20.80%	13.20%	66.00%
2020-21	27.30%	11.70%	60.90%
2021-22	29.30%	11.70%	59.00%

Part-time FE

College			
	Withdrawal	**Partial Success**	**Completed successfully**
2018-19			
2019-20	12.6%	7.3%	80.1%
2020-21	15.5%	13.6%	70.9%
2021-22	16.4%	14.3%	69.3%
National sector performance			
	Withdrawal	**Partial Success**	**Completed successfully**
2018-19	9.30%	11.00%	79.70%
2019-20	9.50%	12.50%	78.00%
2020-21	10.10%	13.70%	76.20%
2021-22	10.70%	13.00%	76.30%

Full-time HE

College			
	Withdrawal	**Partial Success**	**Completed successfully**
2018-19	18.3%	8.9%	72.9%
2019-20	13.9%	8.7%	77.3%
2020-21	18.0%	10.8%	71.2%
2021-22	26.6%	13.1%	60.4%
National sector performance			
	Withdrawal	**Partial Success**	**Completed successfully**
2018-19	18.50%	11.70%	69.80%
2019-20	14.90%	11.70%	73.40%
2020-21	17.60%	10.90%	71.60%
2021-22	23.60%	13.90%	62.50%

Part-time HE

College			
	Withdrawal	**Partial Success**	**Completed successfully**
2018-19			
2019-20	10.6%	9.7%	79.8%
2020-21	15.0%	7.8%	77.2%
2021-22	20.1%	8.3%	71.6%
National sector performance			
	Withdrawal	**Partial Success**	**Completed successfully**
2018-19	9.00%	12.10%	78.90%
2019-20	8.20%	13.70%	78.10%
2020-21	9.20%	9.90%	80.90%
2021-22	9.50%	11.70%	78.80%

TEACHING AND LEARNING COMMITTEE MEETING	
Date of Meeting	**06/11/24**
Paper Title	**KPI Update: 2023/24 Attainment and 2024/25 Early Retention**
Action	For Information
Prepared by	J Rafferty
Agenda Item	24.32
Status	Disclosable

1. PURPOSE OF THE REPORT

This paper provides members with an update on attainment PIs for session 23/24 and retention PIs for session 24/25.

2. ACTION FOR THE BOARD

Members are asked to **DISCUSS** this paper.

3. BRIEF BACKGROUND INFORMATION

3.1 This paper continues the pattern of reporting on seasonally relevant KPIs related to teaching and learning at Glasgow Clyde College. As is normal at this time of year, we now have access to a full year of attainment data for session 23/24, although we do not yet have access to national benchmarking data from other colleges. The paper also looks at early withdrawal and retention data for session 24/25.

4. ATTAINMENT AND RETENTION KPIs

The 2023/24 Attainment KPIs were impacted significantly by industrial action and resulting was also delayed by about 3 months due to ASOS. 99.7% of results are now in and the KPIs below can now be considered as final.

4.1 Full-Time FE Attainment 23/24

	FE Full-Time	21/22	22/23	23/24	Difference	
1	Special Programmes	62%	91%	87%	-3.4%	⭕
2	Languages and ESOL	76%	73%	71%	-2.1%	⭕
3	Performing arts	69%	70%	71%	0.9%	🔵
4	Media	68%	50%	68%	18.3%	🔵
5	Engineering	69%	62%	64%	1.8%	🔵
6	Art and design	60%	64%	64%	-0.5%	⭕
7	Land-based industries	69%	68%	61%	-6.6%	⭕
8	Hair & Beauty	57%	49%	58%	9.0%	🔵
9	Construction	72%	62%	56%	-5.4%	⭕
10	Business, Management and Administration	57%	55%	52%	-2.3%	⭕
11	Hospitality & Tourism	54%	53%	52%	-1.2%	⭕
12	Sport and Leisure	53%	53%	52%	-1.3%	⭕
13	Care	57%	55%	49%	-5.3%	⭕
14	Computing and ICT	44%	54%	49%	-5.2%	⭕
15	Social Subjects	54%	45%	46%	0.5%	🔵
16	Science	43%	49%	37%	-11.9%	⭕

- Full-time FE provision accounts for **24%** of our enrolments.
- 5 subject areas actually improved on last year with stand out performances from Media and Hair & Beauty who both recovered from poor performances in session 22/23.
- Science suffered the heaviest losses, down almost 12 points, with computing, care and construction also dipping 5 points or more.

4.2 Part-Time FE Attainment 23/24

	FE Part-Time	21/22	22/23	23/24	Difference	
1	Media	75%	75%	93%	18%	⬆
2	Construction	94%	95%	91%	-3%	⬇
3	Performing arts	79%	76%	87%	11%	⬆
4	Languages and ESOL	79%	80%	80%	0%	⬆
5	Engineering	82%	84%	79%	-6%	⬇
6	Land-based industries	78%	86%	77%	-9%	⬇
7	Sport and Leisure	54%	62%	70%	8%	⬆
8	Business, Management and Administration	58%	56%	68%	12%	⬆
9	Hair & Beauty	63%	64%	67%	3%	⬆
10	Art and design	71%	74%	66%	-8%	⬇
11	Special Programmes	69%	64%	64%	-1%	⬇
12	Computing and ICT	42%	56%	59%	4%	⬆
13	Hospitality & Tourism	61%	62%	55%	-6%	⬇
14	Care	56%	57%	53%	-4%	⬇
15	Social subjects	53%	51%	50%	-1%	⬇
16	Science	40%	43%	37%	-5%	⬇

- Part-time FE provision accounts for **51%** of our enrolments.
- 7 subjects managed improvements on last year, with the stand-out result again being Media, improving by 18 points. There were also good performances from Performing Arts, Business and Sport – suggesting that part-time students were less impacted.
- 9 subjects divisions decreased on least year with land-based, Engineering and Art & Design suffering the most.

4.3 Full-time HE Attainment 23/24

	HE Full-Time	21/22	22/23	23/24	Difference	
1	Performing arts	82%	80%	87%	6.5%	⬆
2	Land-based industries	74%	61%	76%	15.8%	⬆
3	Art and design	72%	70%	72%	1.6%	⬆
4	Media	57%	73%	71%	-2.6%	⬇
5	Hair and Beauty	62%	66%	66%	0.5%	⬆
6	Care	69%	71%	66%	-5.6%	⬇
7	Sport and Leisure	46%	59%	64%	5.2%	⬆
8	Social subjects	66%	62%	63%	1.2%	⬆
9	Computing and ICT	51%	65%	63%	-1.7%	⬇
10	Business, Management and Administration	54%	61%	58%	-3.4%	⬇
11	Construction	76%	60%	50%	-10.0%	⬇
12	Science	46%	42%	35%	-7.2%	⬇
13	Travel & Tourism	50%	48%	32%	-16.4%	⬇
14	Engineering	66%	40%	24%	-15.5%	⬇

- Full-time HE provision accounts for **18%** of our enrolments, although some areas do very little activity at all in this mode of study.
- 6 areas improved on last year with 8 doing worse.
- Land-based industries recovered well from a poor year last session.
- Travel and Tourism were most affected, falling 16 points, but Construction and Engineering also dipped sharply.

4.4 Part-time HE Attainment 23/24

	HE Part-Time	21/22	22/23	23/24	Difference	
1	Media	-	86%	100%	14%	⬆
2	Sport and Leisure	86%	-	100%		⬆
3	Construction	85%	90%	76%	-13%	⬇
4	Land-based industries	89%	77%	73%	-4%	⬇
5	Care	73%	78%	72%	-6%	⬇
6	Art and design	99%	80%	67%	-13%	⬇
7	Computing and ICT	34%	58%	67%	9%	⬆
8	Engineering	78%	76%	60%	-16%	⬇
9	Business, Management and Administration	60%	74%	57%	-17%	⬇
10	Science	30%	38%	54%	16%	⬆
11	Education & Training	76%	78%	53%	-25%	⬇

- Part-time HE provision only accounts for 7% of our provision. In most departments it is only a handful of students and therefore there is an issue with significance of some percentages, but in trades subjects it is higher because many apprentices are PT HE.
- Dips of 13% and 16% respectively, for Construction and Engineering, are therefore very concerning.

4.5 RETENTION 2021/22 – 2024-25

Full-Time FE

Session	FE Early WD	FE Further WD
21/22	12.4%	17.1%
22/23	11.9%	14.3%
23/24	7.3%	17.3%
24/25	4.5%	-

Part-Time FE

Session	FE Early WD	FE Further WD
21/22	7.6%	8.8%
22/23	8.0%	9.6%
23/24	6.5%	7.7%
24/25	4.9%	-

Full-Time HE

Session	HE Early WD	HE Further WD
21/22	9.9%	16.7%
22/23	8.9%	13.9%
23/24	4.6%	15.4%
24/25	3.3%	-

Part-Time HE

Session	HE Early WD	HE Further WD
21/22	9.8%	10.2%
22/23	7.6%	7.7%
23/24	9.5%	9.3%
24/25	3.1%	-

- When we look at withdrawal, some interesting trends emerge. Early withdrawal improved in most modes of study in session 23/24, with the exception of part-time FE.
- However, due to strike action later in the year, further withdrawal declined in almost every mode of study compared to last year as the strike action took hold, although interestingly part-time FE improved 2 points.
- The 2024/25 figures for early withdrawal, however, are very encouraging indeed, with the college posting its lowest early withdrawal figures *ever,* this session. This bodes well for improved attainmet in session 24/25.

5.   HIGH LEVEL COMMENTARY AND RECOMMENDATIONS

It is evident that industrial action impacted significantly on attainment outcomes in most subjects and most modes of study, except part-time FE. However, more work needs to be done to understand why some subjects suffered significantly more than others in the same environment. Indeed, some areas actually improved, and it is worth examining these to see if there are lessons to be learned. It is likely that other factors are at play, particularly in Travel and Tourism, Science, Engineering and Construction, which suggest that even without industrial action, these areas would struggle to get back to pre-pandemic levels of achievement. We therefore can't lay all poor performance at the door of the industrial dispute.

6.   RISKS

There is a risk of reputational damage to the college and adverse outcomes for learners is attainment levels aren't urgently addressed this year.

LEARNING AND TEACHING MEETING

Date of Meeting	6 November 2024
Paper Title	Quality and Performance Update
Action	For discussion
Prepared by	Eric Brownlie, Assistant Principal Quality and Performance
Agenda Item	24.33
Status	Disclosable

1. PURPOSE OF THE REPORT

The purpose of the report is to provide an update and summary on relevant Quality and Performance issues at this time.

2. ACTION FOR THE COMMITTEE

The Committee are asked to discuss the report.

3. ISSUES

The report summarises progress across relevant areas at this time:

(1) New Quality structure
(2) Complaints Handling Annual Report 2023-24
(3) Early Impressions Survey 2024
(4) January Start 2025 recruitment

3.1 New Quality Structure

The SLT re-alignment has led to a new Quality structure being implemented to more effectively deliver the quality assurance and enhancement functions in line with changes to the senior staffing structure (see below). The team will be line managed in the first instance by the Vice Principal and the posts have been filled and transition work is underway. An important initial task for the new Manager will be contributing to the Self Evaluation and Action Plan (SEAP) submission as part of the new Tertiary Quality Enhancement Framework.
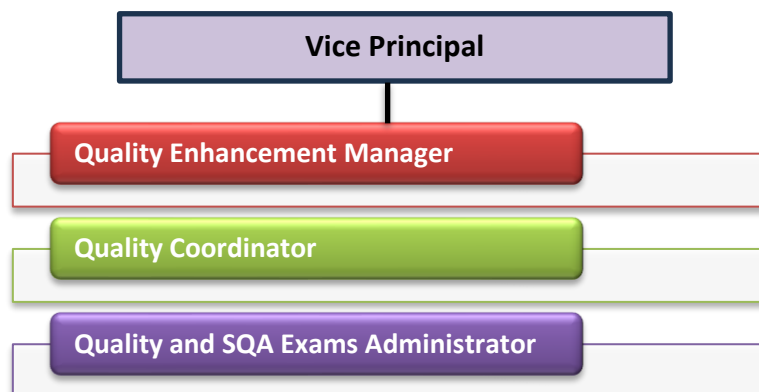
3.2 Complaints Handling Annual Report 2023-24
The college has a well established Complaints Handling Procedure based on the Scottish Public Service Ombudsmen (SPSO) model. The tables below show the number of complaints in comparison to previous years and also the breakdown of complaint outcomes for different categories. A full detailed report is available.

Categories	Complaints 2023-24	Complaints 2022-23	Complaints 2021-22	Complaints 2020-21
TOTAL COMPLAINTS	**108**	**97**	**103**	**81**
Customer Care Staff Conduct; Equality; H&S; Student Conduct; Environmental;	21 (Staff Conduct 18)	51 (Staff Conduct 35)	28	21
Applications and Admissions	18	7	10	8
Course Related Course Management; Exams: Assessment; Certification	35 (Course Mang 24)	35 (Course Mang 18)	40	36
Services Finance; Funding	10	3	4	5
Facilities	3	0	2	0
Others (most related to industrial action)	21	1	19	11

Whilst total complaints were up on the previous year this does include more formal complaints in relation to industrial action. The number of ***staff conduct*** complaints has reduced significantly, however the number of ***course management*** ones has risen - and our actions will form an important part of our overall Quality Action Plan.

Complaints by Category – 2023-24
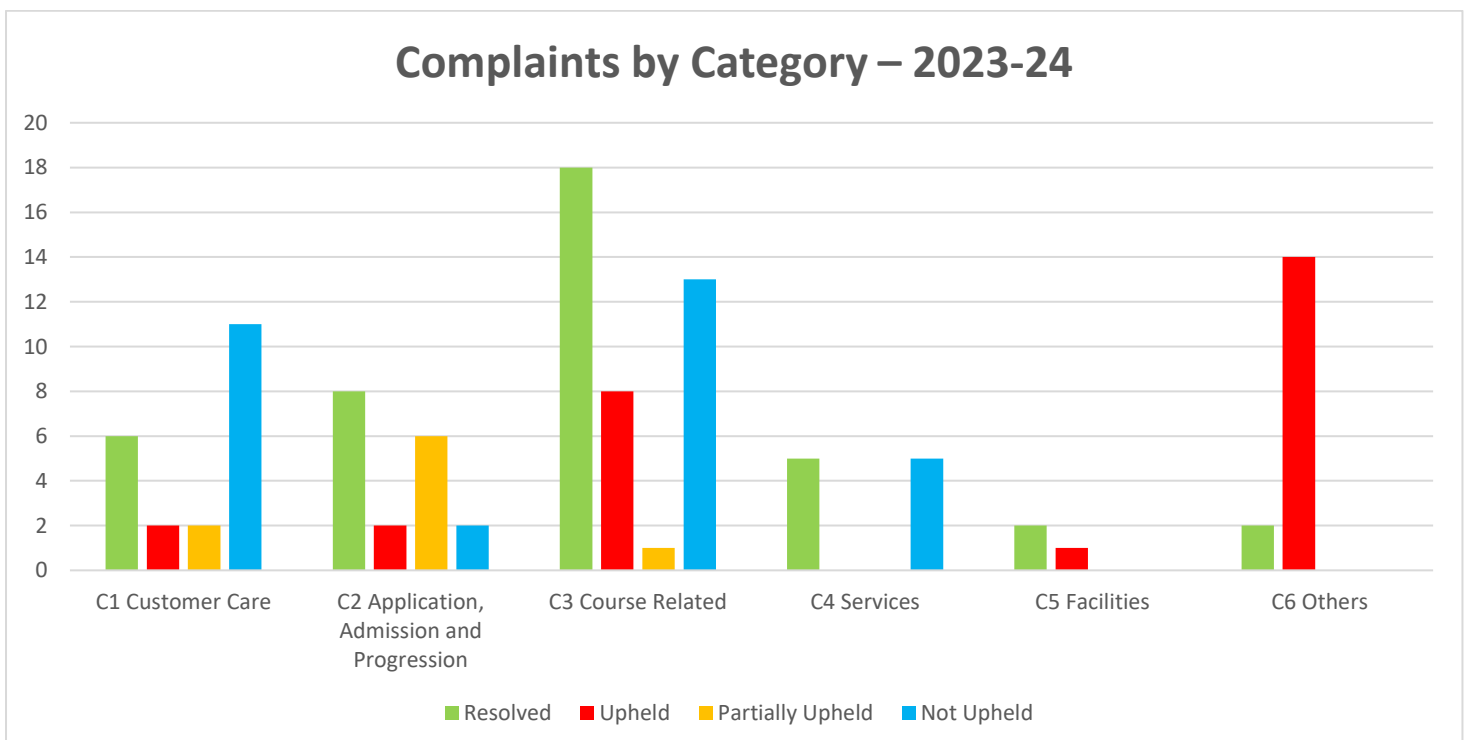
3.3 Early Impressions Survey 2024

At the time of writing the Early Impressions 2024 survey is still underway and an update will be presented to the committee at the meeting.

3.4 January Start 2025 recruitment

At the time of writing, applications have only recently opened for our January Start 2025 courses and an update will be provided to the committee at the meeting.

4 SUPPORTING DOCUMENTS/FURTHER INFORMATION

Full detailed reports are available if required.

5 RISKS

High recruitment, strong performance outcomes and positive student satisfaction levels remain critical to maintaining funding levels, generating fee income and promoting a strong college brand externally.

6 ANY OTHER SIGNIFICANT IMPACT
eg STUDENT EXPERIENCE/LEGAL/FINANCIAL/EQUALITY & DIVERSITY

There are no specific legal implications.

LEARNING AND TEACHING COMMITTEE MEETING

Date of Meeting	6th November 2024
Paper Title	Student Experience Update
Action	For discussion
Prepared by	David Marshall, Assistant Principal Student Experience
Agenda Item	24.35
Status	Disclosable

1   **PURPOSE OF THE REPORT**

The purpose of this report is to provide an overview of some of the development work that has been taking place within the Student Experience Directorate to support the journey of our student body as they study at Glasgow Clyde College.

2   **RECOMMENDATIONS**

The Learning and Teaching Committee is asked to note this paper.

3   **DEVELOPMENT ACTIVITY**

3.1   **GBV / EmilyTest Charter**

The submission for the Emily Test Charter has been uploaded. This allows the Emily Test Panel to interrogate the evidence and they will forward a range of questions to the College which will allow us to respond to any queries / gaps / clarification regarding evidence we have submitted. This process will continue through November and we hope to have a final decision regarding the award of the Charter prior to the Christmas break.

3.2   **Cardonald Children's Centre**

Celebrating Excellence: Outstanding Feedback from the Care Inspectorate

We are thrilled to share the fantastic news that our nursery at Glasgow Clyde College has received exceptional feedback following the recent unannounced inspection by the Care Inspectorate. This achievement is a testament to the dedication and hard work of our entire nursery team, the supportive families, and the wonderful children we care for.

Management and Leadership: A Strong Foundation

The inspection highlighted the strength and approachability of our management team. Their effective delegation and inclusive approach have fostered a positive environment where staff feel valued and involved in the development of the service. This strong leadership has been pivotal in ensuring that our nursery operates smoothly and efficiently, always prioritising the needs of the children.

Engaging Families: Building Strong Relationships

Our commitment to building strong relationships with families was recognised as a significant strength. The feedback from parents was overwhelmingly positive, with many expressing their appreciation for the warm and welcoming atmosphere we create. One parent shared, "Staff are friendly and very knowledgeable. Definitely made to feel like part of the family. I feel it's a safe environment for my child." This sense of community is integral to our ethos, and we are delighted that it has been acknowledged.

Dedicated Staff: Nurturing and Supportive

Our staff were praised for their nurturing and caring approach, which supports the overall wellbeing of the children. The inspector noted that children experienced warmth, kindness, and respect from all staff members. The dedication of our team to understanding and responding to each child's needs was evident, and their ability to create a safe and happy environment was commended.

Happy Children: Thriving in a Positive Environment

The children in our care were observed to be happy, settled, and confident. They benefit from a well-balanced curriculum that supports their learning and development through enjoyable play experiences. The inspector highlighted the positive interactions between staff and children, which empower the children to be fully involved in their play and learning.

Looking Ahead

As we celebrate this excellent feedback, we remain committed to continuous improvement. Our focus will continue to be on providing high-quality care and learning experiences for all children. We are excited about the future and look forward to building on this success together with our dedicated staff, supportive families, and wonderful children.

3.3 eLearning

Development work is continuing with a specific focus on AI. This includes the use of AI to interrogate and summarise student feedback, investigation

of potential uses of Chatbots as an accessible information source and continued support for the use of Teachermatic.

3.4 Equality Outcomes

Planning is underway to prepare the College for the reporting in April 2025 and a paper on suggested development activity will be taken to SLT in June 2024 regarding some possible opportunities. We are participating in a Scottish Government roundtable event to support the development of new College Equalities Outcomes that will fully align with National Equality Outcomes.

3.5 Active Campus Coordinator

Our Active Campus Coordinator programme has been awarded extended funding for another 2 years. Natalie Dott is continuing to develop a range of student-led activities and clubs as part of the partnership work between Glasgow Clyde College, SportScotland and Scottish Student Sport. Recent examples include:

- Delivery of student teambuilding days in each campus in partnership with Faculties
- Inter-College sports fixtures including men's football and basketball
- Liaison with the SFA to provide students with volunteering experience at the recent European 2025 play-off
- A wide range of sports clubs including volleyball, basketball, women's football and yoga
- Liaison with the Sports department to facilitate volunteering experiences within the College

3.6 Health and Wellbeing

Our Mental Health Lead has recently launched a new student resource called 'Stay Well and Thrive at GCC' on Canvas which promotes positive health and wellbeing for students and staff. This is being reinforced by class and Faculty talks to promote a new approach that advocates a pro-active approach rather than a reactive approach.

4. RISKS

All development activity highlighted within the report is designed to review key College processes by minimising the impact of external factors whilst enhancing the student experience.

5. ANY OTHER SIGNIFICANT IMPACT e.g STUDENT EXPERIENCE/ LEGAL / FINANCIAL/ EQUALITY & DIVERSITY.

EIAs will be carried-out in relation to policy initiatives, project activity and changes to custom and practice.

LEARNING AND TEACHING COMMITTEE MEETING

Date of Meeting	06/11/24
Paper Title	**Curriculum and External Environment**
Action	For Discussion
Prepared by	J Rafferty
Agenda Item	24.36
Status	Disclosable

1. PURPOSE OF THE REPORT

This paper provides members with an update on the college's current position in respect of its credit targets for the current session as we conclude the August Enrolment Period for session 2024/25. It also highlights key environmental developments impacting on curriculum planning and strategy for the remainder of the session and next year.

2. ACTION FOR THE BOARD

Members are asked to **DISCUSS** this paper.

3. BACKGROUND INFORMATION

At the last meeting of the Learning and Teaching Committee in May 2024, we reported that the college was projecting a final position of +3.1% above our credit target for session 23/24. The college was also in the midst of the longest period of strike action in its history, and around 10% of staff were participation in a resulting embargo.

4. CONCLUDING CREDIT POSITION 23/24 AND 24/25 PROJECTION

4.1 The college submitted a final credit outturn of **+2.1%** for session 2023/24 and these figures have now passed audit. We do not therefore anticipate any clawback of funds.

4.2 Recruitment in August for session 2024/25 was strong and the college enrolled 605 students above target. FE enrolment was 6.5% over target and HE enrolment was 4.7% over target. HE recruitment in Social Sciences was lower than last year.

4.3 The current projection is that the college is estimated to land between **+0%** and **+0.9%** of the SFC credit target. All full-time students have now passed their census date of the 1st of October and 87% of earned credits are 'safe'.

4.4 Early withdrawal, averaged across all courses, is 4.2%, an improvement on the same point last year.

5. THE SCOTTISH BUDGET 2025/26 AND CURRICULUM TRANSFORMATION

5.1 The Scottish Government will present a Draft Budget to the Scottish Parliament on Wednesday, 4th December. For the first time in many years, the SNP administration will have to negotiate with other political parties for the Draft Budget to pass a parliamentary vote in the new year, as they no longer have a majority. Colleges Scotland are lobbying Government at this time to make the case for improve funding of FE in Scotland.

5.2 The sector is currently in discussions with SFC over a proposed 'Curriculum Transformation Initiative' which may allow colleges to temporarily reduce their credit target but maintain the same funding which they can then use for a range of different scenario – such as moving into new curriculum areas, achieving financial stability, or investing in national collaborative projects to work more efficiently or effectively.

6. INDUSTRIAL ACTION AND ASOS

6.1 Both Teaching and Support Unions have accepted pay deals which should hopefully see session 24/25 free from disruption.

6.2 Over August and September, the college successfully completed a major drive on resulting for session 23/24 and 99.7% of results were closed off. The remaining 250 results belong predominantly to employed students undertaking PT study over multiple years and they will be integrating missing work with continuing study.

6.3 The industrial action had a significant impact on pass rates for most subject areas, particularly at FE level – as discussed in the previous paper. MAs will continue to be impacted by the events of last year for at least another two sessions, as work is carried over from session 24/25.

7. QAA AND QUALITY ENHANCEMENT

7.1 The QAA have now published the new quality framework for colleges and universities called the TQEF (Tertiary Quality Enhancement Framework - [SFC Guidance on Quality for Colleges and Universities 2024-25 to 2030-31 - Scottish Funding Council](#)). This framework replaces the current quality arrangements with Education Scotland called 'How Good is Our College.'

7.2 This first action required by this framework is the creation of the SEAP (Self Evaluation and Action Plan) a 5000-word document which the college must complete by the 30th November 2025.

7.3 The college has yet to be appointed a QAA Liaison Officer who will work with us through Institution Liaison Meetings to help us prepare for Annual Quality Engagement meetings and cyclical Tertiary Quality External Reviews (TQER). In the new framework, colleges can expect a full review once during the first 7-year cycle.

7.4 As part of the SLT realignment within the college, the Quality Team has been restructured to help support the implementation of the new TQEF model as well as sustain our routine Quality Assurance activity, such as complaints handling and external and internal verification activity. Our new Quality Enhancement Manager, Louise Docherty, was appointed in early October and a new Quality Coordinator appointed last week. A part-time Quality Administrator will complete this team who will report directly to the Deputy Principal.
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8. SQA DEVELOPMENTS AND HN NEXTGEN

8.1 The SQA is currently undergoing a recruitment freeze in anticipation of new legislation to set up the new awarding body '*Qualifications Scotland'*, which will replace them. They also face significant budget cuts in common with most of our key partners.

8.2 As a consequence the SQA has announced the dissolution of the HN Next Gen support team who are currently supporting the revision of all HNC and HND qualifications in the SQA catalogue. This team will cease to exist by Christmas and the strategic management of this project will fall to their Qualifications Directorate and the various Qualifications Managers who currently support the existing qualifications.

8.3 This poses a potential risk to the college as we have already embarked of two new HN Next Gen products in Childcare and Sport which will have their existing levels of organisational support removed from them in the middle of this session. It also seems risky to revert to the HN development model they had between 2017 and 2021, when no qualifications were revised in those 4 years.

9. RISKS

There remain a number of risks associated with the matters outlined above. These are:
- That the college may be unsuccessful in lobbying for additional funding in the Scottish Budget.
- That the impact of industrial action last session on our pass rates and MA milestone completion will have a lasting reputational impact which could negatively impact our standing with stakeholders and potential customers.

- That the change to HN Next Gen support will lead to a delay in keeping college HE qualifications up to date.

The college will work to mitigate these risks through any relevant interventions.

10. ANY OTHER SIGNIFICANT IMPACT

None

Learning and Teaching Committee

Schedule of Work 2024/25

STANDING ITEMS	Focus Areas
KPI Report	Focus areas: • November – retention levels and previous year attainment • February – VLE access/teaching • June – likely attainment
Quality and Performance Report	
Curriculum and External Environment	
Student Experience Report	
Student President Report	

15 NOVEMBER 2023
External Verification Annual Report 2022/23 (included in Quality and Performance Report)
Early Impressions Student Survey 2023 (included in Quality and Performance Report)
21 FEBRUARY 2024
Student Satisfaction Results 2022/23
January Start Courses 2024 Update
College Leaver Destinations 2022/23 (included in Quality and Performance Report)
Foundation Apprenticeship
22 MAY 2024
AY 23/24 Arrangements for Assessment/ Certification

To fulfil this function the Committee will:

- be kept appraised of those aspects of the external and internal environments that affect the portfolio and learning experience of our students and how the College proposes to respond
- monitor the College's achievement of its portfolio target and oversee relevant external reporting
- monitor and advise on College performance indicators, self- evaluation outcomes, benchmarking and external verification feedback
- be kept appraised of proposed improvements to the learning experience of our students and offer constructive challenge
- consider cross-College activities that impact on learning and teaching such as overall approach to learning and teaching, eLearning, community learning, additional support for learning. To be kept appraised of opportunities and uptake of staff training and development and the contribution it makes to improving learning and teaching
- Consider the cross-college activities that impact on quality and development of learning, teaching and assessment throughout the college
- receive reports from Student Board Members and representatives from the student body relevant to their experience of learning and teaching
- where required take appropriate action in all matters pertaining to student affairs, including welfare and discipline and student appeals
- make recommendations to the Board on major policy matters but have devolved powers to deal with time urgent matters, seeking the Chairman of the Board's approval where appropriate
- consider and act on any other information it deems appropriate in the conduct of its business.