

**NOTES OF THE MEETING OF THE LEARNING AND TEACHING COMMITTEE HELD  
ON 6 NOVEMBER 2024**

**THE MEETING WAS HELD ON TEAMS**

**PRESENT:**

Maureen McKenna	Committee Chair
Runa McNamara	Board Member
Jon Vincent	Board Member (Principal and Chief Executive)
Morven Gourlay	Board Member (joined at item 24.43)

**IN ATTENDANCE:**

John Rafferty	Vice and Deputy Principal
Claire Donaghey	Assistant Principal Arts and Continuing Education
Claire Glen	Assistant Principal Health, Wellbeing and Management
Jennifer Brickwood	Assistant Principal Future Technology and Design
David Marshall	Assistant Principal, Student Experience
Eric Brownlie	Assistant Principal, Quality and Performance
Scott McGuire	Head of Student Inclusion, Information and Welfare
Jennifer Hunter	Clerk to the Board of Management

**24.26 Welcome and Apologies**

Maureen McKenna welcomed everyone to the meeting and noted apologies from Mursal Noori and Alan O'Donnell.

**24.27 Declarations of Interest**

There were no declarations of interest

**24.28 Draft minute of the previous meeting held 22 May 2024**

The minute of the last meeting was agreed as an accurate record.

#### **24.29 Matters Arising**

There was one item for completion, to create a Schedule of Work, the Committee noted that this has been completed.

#### **24.30 Learning Inclusion Annual Report**

Scott McGuire noted that the academic session 2023/24 was another extremely busy and productive year for the Learning Inclusion Team. The data collected shows the positive role that the Learning Inclusion team can play in supporting students to retain their place on their course and suggests a positive correlation between being supported by Learning Inclusion and reducing the chances of early withdrawal.

SM noted 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. The team have further developed the college Extended Learning Support Agreement (ELSA) system, in line with the continuous improvement strategy.

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

The College has made good progress on early withdrawals, has a strong higher education retention and attainment level and is able to collaborate with others to reduce further withdrawals and increase attainment. Over ninety seven percent of students who rated the Learning Inclusion service as part of the early impressions survey rated it OK to Excellent.

SM and the team will 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

MM thanked Scott for the report.

The Committee discussed the report and noted that the rise in students requiring support was similar to that being reported in schools. The positive impact of Learning Inclusion was also noted.

### 24.31 Education Scotland Report

Eric Brownlie presented the Education Scotland Report, which 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.

Inspectors 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”*

EB noted that 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. David Marshall noted that class rep training is available and that there is a new online module for class reps, to support an increase participation.

MM noted that this was a very good report, and that all involved should be very proud.

### 24.32 KPI Report on Attainment 2023/24

JR noted that the 2023/24 Attainment KPIs were impacted significantly by industrial action and resulting was also delayed by around 3 months due to Action Short of Strike. 99.7% of results are now in and the KPIs below can now be considered as final.

#### Further Education (FE)

Full-time FE provision accounts for 24% of Glasgow Clyde College enrolments. Media and Engineering improved on the previous year, whereas Science had not. Part-time FE provision accounts for 51% of enrolments. Seven 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. Nine subject divisions decreased on the previous year with Land-based, Engineering and Art & Design suffering the most.

Higher Education (HE): Full-time HE provisions accounts for 18% of enrolments. Six areas improved on last year with eight declining. Land-based industries recovered well on the previous year. Travel and Tourism were most affected, falling 16 points, Construction and Engineering also dipped sharply. Part-time HE accounts for 7% of provision. There are dips of 13% and 16% respectively, for Construction and Engineering, which were concerning.

JR invited Assistant Principals Claire Donaghey, Claire Glen and Jennifer Brickwood to provide a background into subject areas working well, and others working less well.

CD identified some issues within Highers and Nationals, including achievement, withdraw rates and partial attainment. It was noted that many learners had previously not experienced success in these qualifications when at school. Actions for improvement within this area include course re-design, attendance and progress monitoring, regular action-based feedback, and releveling. Peer support classes, introduced in English and Maths are working well.

CD noted success within Media. Actions taken to improve Media have included the removal of outdated, less-practical units which were replaced with more relevant and practical units, project-based learning and integration, visits from major employers including the BBC and STV, work experience and the opportunity to work with professionals to provide media content.

MM thanked CD for the report.

The Committee discussed CD's presentation and noted the importance of students being motivated by what they may achieve. Visits from Alumni and work-based learning to show what can be achieved are very valuable.

Claire Glen provided an analysis of Sport, Travel and Tourism and Science. Sport has been doing well on previous years and shows an increase in completion success rates, as well as a reduction in early and further withdraw rates. CG noted that success may be due to a change in course design; replacing SQA units with NGB awards to add value and reduce assessment burden; adding in flexibility across how and when units are delivered; and a change to assessment scheduling, moving away from intense and condensed assessment periods.

Within Science, early withdrawal is down on the previous year though further withdrawal is slightly up. Partial success is up on the previous year though complete success is down. The team are considering targeted interventions for each student to move from partial to

complete success; are re-designing aspects of the curriculum and taking a streamlined approach to timetabling to promote integration of learning, teaching and assessment.

Travel and Tourism is showing that early withdrawal is down on the previous year, though further withdrawal is marginally up. Partial success is significantly improved whereas overall success is marginally down. The plan for improvement includes a range of actions including moving from unit-by-unit assessment to an integrated approach, changing the curriculum to include industry relevant experiences and increasing employer engagement.

MM noted the value of including relevant industry experiences to improve engagement and motivation. Runa McNamara agreed that being able to see the benefit and understand the relevance is very important for students.

JV noted appreciation for the imaginative approaches to improvement being taken by Assistant Principals.

Jennifer Brickwood provided an analysis of Engineering and Land-based Industries (Landscaping, Horticulture, Floristry, Water Operations, Parks and Spaces). JB noted that within Engineering full-time further education courses increased success rates by 1.8% though other areas have declining success rates. Industrial action had a major impact on Engineering, which caused success rates to drop.

JV noted the impact of industrial action on Engineering, and the unintended consequences of universities changing conditional offers to un-conditional for students impacted by industrial action. This removed the motivation to complete for some students.

JB noted that land-based industries also experienced a decrease in success rates in 2023/24, though full-time higher education courses recorded a 15.8% increase. The 15.8% increase is partially due the implementation of strong guidance support, areas of concern were picked up quickly across finance, progress and mental health and wellbeing.

JB noted that the Enhanced Vocational Inclusion Programme had a 100% success rate.

MM Thanked JR and Assistant Principals for their reports.

### **24.33 Quality Performance Report**

*Morvan Gourley joined the meeting.*

EB noted that 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. 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.

The college has a well-established Complaints Handling Procedure based on the Scottish Public Service Ombudsmen (SPSO) model. The total complaints were up on the previous year though 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 the overall Quality Action Plan.

EB noted that within the Early Impressions Survey 93% of students felt that they had a sense of belonging in their class. The survey response rate was good at 3600, and the results will be updated again after all manual responses have been included.

EB noted that recruitment is going well with some courses having already exceeded their targets, the recruitment statistics are in a healthy position.

MM Thanked Eric for his reports and noted appreciation for all the work carried out.

#### **24.34 Student Association Report**

The student association report was noted.

MM thanked Mursal Noori for the report.

#### **24.35 Student Experience Report**

David Marshall noted that 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 the College to respond to any queries / gaps / clarification regarding evidence we have submitted. This process will continue through November, and the team hope to have a final decision regarding the award of the Charter prior to the Christmas break.

The College 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.

MM thanks DM for the report.

#### **24.36 Curriculum and External Environment**

JR noted that the college submitted a final credit outturn of +2.1% for session 2023/24 and these figures have now passed audit. 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. The current projection is that the college is estimated to land between **+0%** and **+0.9%** of the SFC credit target. Early withdrawal, averaged across all courses, is 4.2%, an improvement on the same point last year.

MM thanked JR for the report.

#### **24.37 L&T Schedule of Work**

The Committee noted the Schedule of Work.

#### **24.38 Any Other Business**

None

#### **Date of Next Meeting**

5th February 2025