

# LEARNING AND TEACHING COMMITTEE

9 February 2022 at 4.30pm

## LEARNING AND TEACHING COMMITTEE

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A meeting of the Learning and Teaching Committee will be held on Wednesday 9<sup>th</sup> February 2022 at 4.30pm.

### A G E N D A

|  |  |   |                |
|--|--|---|----------------|
| <b>22.01</b>                                       | Welcome and Apologies                          |   | G McGuinness   |
| <b>22.02</b>                                       | Declarations of Interests                      |   | G McGuinness   |
| <b>Minutes of Previous Meeting</b>                 |  |   |                |
| <b>22.03</b>                                       | Minute of the Meeting held on 10 November 2021 | P | G McGuinness   |
| <b>22.04</b>                                       | Matters Arising Action Grid                    | P | G McGuinness   |
| <b>Items for Discussion</b>                        |  |   |                |
| <b>22.05</b>                                       | Return to Campus Update                        | V | Jon Vincent    |
| <b>22.06</b>                                       | Quality & Performance Report                   | P | Eric Brownlie  |
| <b>22.07</b>                                       | Review of Policies                             | P | All            |
| <b>22.08</b>                                       | Student Experience Report                      | P | David Marshall |
| <b>22.09</b>                                       | Curriculum and External Environment            | P | John Rafferty  |
| <b>22.10</b>                                       | Learning and Teaching KPI report               | P | Jon Vincent    |
| <b>Items for Noting</b>                            |  |   |                |
| <b>22.11</b>                                       | Any Other Business                             |   | G McGuinness   |
| <b>Date of Next Meeting: 18 MAY 2022 at 4.30pm</b> |  |   |                |

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## LEARNING AND TEACHING MEETING

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|---------------------|--|
| Date of Meeting     | 9 February 2022  |
| Paper Title         | Quality and Performance Update                             |
| Agenda Item         | 22.06  |
| Paper Number        |  |
| Responsible Officer | Eric Brownlie, Assistant Principal Quality and Performance |
| Status              | Disclosable  |
| Action              | For noting   |

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### 1. Report Purpose

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

### 2. Recommendations

The committee are asked to discuss the reports.

### 3. Issues

The attached reports summarise three main areas:

- (1) Education Scotland Progress Visit Report (Dec 2022)
- (2) Student Satisfaction and Engagement Survey 2021
- (3) Complaints Handling Annual Report 2020-21

|   |  |
|---|--|
|   | <b>Education Scotland Summary</b>  |
|   | <b>Areas of Positive Progress – 34 were identified</b>   |
|   | <b>Areas for Further Progress – 6 were identified</b>  |
| 1 | Some staff have not yet engaged sufficiently in professional learning to support development of their approaches to learning and teaching. Managers highlight that a few staff do not yet have the necessary digital skills to ensure consistency in the quality of learning and teaching.                             |
| 2 | Some learners remain reluctant to use their cameras during remote lessons. This diminishes opportunities for learners to engage fully with each other, and support with the college's ambition that learners feel a sense of belonging both academically and socially.   |
| 3 | Whilst progress has been made in implementing a blended model of learning and teaching, further work is required to ensure that it is embedded consistently. The use of evidence-based research is supporting discussion about next steps  |
| 4 | Staff acknowledge that some FE learners require more support to access and engage in their learning, particularly ESOL learners and school leavers. Many of these learners do not have the required confidence on entering college programmes and often lack the required levels of digital skill for their programme. |
| 5 | Rates of learner withdrawal from college programmes have increased during the pandemic and are anticipated to increase further in the current year.  |
| 6 | Between 2019/20 and 2020/21, attainment rates in most programme areas have fallen.   |

### 4. Risk Analysis

Maintaining and improving strong satisfaction, retention and attainment performance levels are an important indicator for attracting potential learners, appealing to external stakeholders and the college's reputation. We will continue to place a high priority on responding to feedback, improving our student experience and increasing satisfaction levels.

**5. Legal Implications**

There are no specific legal implications.

**6. Financial Implications**

Meeting our credit target has becoming increasingly challenging and continuing to reduce Early Withdrawal and maximising our credits is critical for our overall credit funding and remains a high priority.

**7. Regional Outcome Agreement Implications**

The college has number of regional and national targets that we are measured against and we will continue to evaluate and deliver against those measures.

**8. Has an Equality Impact Assessment been carried out (Y/N/NA)**

No

# College Progress Visit Report

**Glasgow Clyde College**

21 December 2021

|                                  |                              |
|----------------------------------|------------------------------|
| <b>College Principal</b>         | <b>Jon Vincent</b>           |
| <b>Progress Visit (PV) Date</b>  | <b>8 November 2021</b>       |
| <b>College Nominee</b>           | <b>Eric Brownlie</b>         |
| <b>Lead Inspector</b>            | <b>Peter B Connelly</b>      |
| <b>College HMI</b>               | <b>Ian Beach</b>             |
| <b>Outcome of Progress Visit</b> | <b>Satisfactory progress</b> |

## Background and context

### The college and its context

Glasgow Clyde College is an assigned college within the Glasgow Region and one of Scotland's largest further education institutions. It is a multi-site college with campuses in Anniesland, Cardonald and Langside, offering a curriculum to meet the social and economic needs of the Glasgow region. Each year, approximately 16,000 learners enrol at the college on a wide variety of programmes from Access level courses through to Higher National Diploma (HND) and degree level. The college also offers Foundation and Modern Apprenticeships along with professional workforce development qualifications.

Glasgow Clyde College delivers around 130,000 credits of activity each year as part of its Outcome Agreement with the Scottish Funding Council (SFC). The college is in partnership with the Glasgow Clyde Education Foundation, which funds projects that focus on improving the learner experience and achieving more positive learner outcomes.

The COVID-19 pandemic created huge challenges for learners and staff throughout the college. Face-to-face teaching continued until March 2020, and then in response to the pandemic, teaching moved online. Managers, staff and learners have adapted to new ways of planning, delivering and engaging in online learning activities. The college's ICT infrastructures and systems supported both the move to remote learning and to a new Virtual Learning Environment (VLE), Canvas, which has provided a platform for staff and learners to engage in online teaching and learning.

### Purpose of the progress visit

PVs are planned collaboratively between the college, Education Scotland and SFC. The team carrying out the PV engages with staff, learners and other stakeholders and produce a summary report for each college, which will be shared with the principal, college Regional Board and/or college Board of Management.

## Overall judgement regarding progress

At the end of the PV, HM Inspectors of Education, Associate Assessors and Student Team Members review the evidence gathered during their discussions with college managers, staff, learners and stakeholders. They assess the progress that colleges have made against their Action Plans, taking account of any changes to local circumstances. Based on this evidence, the team will form a view as to whether the college has made satisfactory progress against its Action Plans or has not made satisfactory progress. This outcome is contained within this report with accompanying commentary to support the findings.

The PV to Glasgow Clyde College explored five overarching themes linked to the college's enhancement plan and priorities around COVID-19 recovery. These themes are:

- Curriculum, learning, teaching and assessment;
- Services to support learning;
- Learner engagement;
- Evaluation to facilitate improvement; and
- Learner progress and outcomes.

## Findings from the progress visit

### Curriculum, learning and teaching and assessment

#### Areas of positive progress

- College senior managers provide strong leadership support for staff on how learning, teaching and assessment should be delivered and evaluated. The focus on learning provides a strong framework for staff at all levels to consider and use to create new forms of blended learning activities using online platforms and tools.
- The college has adopted a hybrid model of delivery for 2021-22, incorporating a blend of online learning and in-campus attendance. The work of the Delivery of Excellence in Learning, Teaching and Assessment (DELTA), the Research and Development Team and the E-Learning Team is having a positive impact on supporting staff to develop creative approaches to the delivery of learning and the introduction of the blended learning model.
- Learners appreciate the variety and range of teaching methods used by their lecturers during lessons and describe how these help them to stay engaged with their learning. During remote lessons, all staff made learners feel welcome and took account of their needs and abilities. This encouraged a positive and engaging learning experience.
- The staff are confident in using the online approaches to learning and teaching and are able to maintain interest and motivation, and build the knowledge and understanding of learners.
- Lessons are well-structured, with learning intentions stated effectively and good reference made to earlier learning, knowledge and understanding. Staff make strong links with the needs of industry and regularly reference examples in lessons from the workplace.
- Staff have developed new programmes and updated existing curricula to reflect the demands of the COVID-19 pandemic. For example, learners on the NQ Medical Administration programme learners receive added value learning on how both surgeries and hospitals were adapting their systems and procedures around COVID-19; the School of Business and Finance partnered with the School of Health and Life Sciences to deliver COVID-19 compliant first aid training; and, the School of Access to Education have introduced digital literacy training and the SQA Wellbeing Award to all of our courses in response to the pandemic.
- Curriculum managers engage well with colleagues to consider areas for improvement, attend training events and liaise with colleagues from support services to support curriculum delivery.
- Staff have devised well-considered assessment techniques, sharing their experience of assessments widely with other staff, implementing a portfolio and project-based approach where appropriate.
- All learners indicated they were developing the relevant skills and knowledge needed to progress further with their studies or to go into the workplace.
- Assessment feedback takes place through a range of methods including face to face meetings where possible, on Canvas, on a one to one basis or as a group, via email and via teams



meetings. All learners felt the range of feedback methods was beneficial to them, and they understood the progress they were making.

- Staff plan assessment schedules collaboratively with learners to accommodate their lifestyles and provide flexibility to ensure learners are able to complete their assessments in a timeous manner.
- The E-Learning team has devised and delivered significant professional learning for staff to support remote learning. These include team approaches and individual sessions. Almost all teaching staff engage well with professional learning opportunities and these activities support them well in delivering effective learning sessions.
- Because many staff felt socially isolated through the periods of college campus closure, staff collaborated and supported each other well. They offer support and advice to learners and fellow staff through sessions such as Two Minute Tuesday's.
- The use of the new college VLE as a vehicle to support the delivery of online learning has been planned and implemented well. Teaching staff have been supported to engage with the new technology. As a result, the VLE has become a major feature in the delivery of online learning.
- The college has prioritised and delivered on-campus learning activities for practical subject areas and for those learners who experienced difficulty accessing or using remote learning. This has supported learners well, particularly those on work-based learning programmes, to attain and achieve their learning goals.
- To ensure that learners gain appropriate levels of digital skill, staff are reviewing curricula to introduce activities to support digital skills development, delivered in short sessions. These cover areas such as screen confidence and bridging courses or short induction courses.

### **Areas for further progress and actions required**

- Some staff have not yet engaged sufficiently in professional learning to support development of their approaches to learning and teaching. Managers highlight that a few staff do not yet have the necessary digital skills to ensure consistency in the quality of learning and teaching.
- Some learners remain reluctant to use their cameras during remote lessons. This diminishes opportunities for learners to engage fully with each other, and support with the college's ambition that learners feel a sense of belonging both academically and socially.
- Whilst progress has been made in implementing a blended model of learning and teaching, further work is required to ensure that it is embedded consistently. The use of evidence-based research is supporting discussion about next steps.

## Services to support learning

### Areas of positive progress

- To address digital poverty and support all learners to engage in remote learning, the college provided almost 3500 digital devices and 750 broadband dongles, particularly to those from disadvantaged backgrounds.
- Access to support services for learners has been reviewed and streamlined to allow learners to access support across all campuses, both in person and remotely. All learners describe being confident that they could access support when needed, particularly in relation to their mental health.
- Staff have reviewed arrangements to ensure learners with additional support needs are able to access support more easily. Enrolment arrangements have been tailored to the needs of specific learner groups, reducing the amount of information required, particularly for learners whose first language is not English.
- The support services team have streamlined Supported Learning learner's documentation to ensure access to additional support is available more quickly for learners. For example, library staff provide advice and guidance to support users of college devices and a laptop loan service, creating a simple process for allocation of devices and support. Staff created a helpful QR code for learners which was useful in monitoring the loan of devices.

### Area for further progress and actions required

- None identified

## Learner engagement

### Areas of positive progress

- To support learner engagement and involvement in learning and college life, staff have developed approaches to developing the sense of belonging policy for learners in the college. This policy is manifested in different ways, including spaces for learners and staff to meet and discuss their issues and concerns together.
- The E-Learning team use data on the learner usage of the mobile App and broadband platforms well, to inform improvements to the provision of online services for learners.
- Learners report high levels of satisfaction with their college experience, with over 90% of learners reporting that they felt a sense of belonging, and 95% stating that they were highly satisfied with enrolment processes.
- The Student Association (SA) has a strong presence in the college. This year it has developed peer mentoring arrangements to support learners with basic computing problems with support from learners on computing programmes, who in turn are gaining valuable customer care skills.

## Areas for further progress and actions required

- Staff acknowledge that some FE learners require more support to access and engage in their learning, particularly ESOL learners and school leavers. Many of these learners do not have the required confidence on entering college programmes and often lack the required levels of digital skill for their programme.

## Evaluation to facilitate improvement

### Areas of positive progress

- The college uses its quality arrangements well to make good progress on each of the four overarching improvement actions in the current academic year. These are enhancing the professional skills of staff, ensuring learning and teaching approaches are developed upon evidence-based research, delivering high quality learning and teaching which lead to improved outcomes and widening digital participation by learners and staff.
- The college is using a range of approaches to gather and evaluate feedback from staff and learners to inform its understanding and ensure actions and resources are in place to deliver effective learning, teaching and assessment experiences. This includes a detailed survey of lecturers' experiences of online teaching.
- Staff are using a variety of means to evaluate the learning experience and at the end of lessons they are requesting suggestions for improvement from learners. The college Development Week is also helping staff to reflect on their provision and to make improvements. Staff welcome this opportunity to focus on improvement.
- Many staff engage well in peer review procedures. The informal discussions and sharing of ideas help staff to evaluate their practice and also use evidence-based research to ensure there are learning plans available for all activities.
- Staff are proactive in engaging with external partners to improve the digital skills agenda and reflect on how other colleges in the UK have introduced measures to improve their performance and subsequent performance indicators.
- Learners provide feedback to the college using various methods including surveys, class discussions, the SA and Class Representative system. College managers meet regularly with the SA to gain its views and use these well in planning improvements to services and learning.

### Areas for further progress and actions required

- None Identified.

## Learner progress and outcomes

### Areas of positive progress

- Prior to the pandemic, learner success rates across all levels and modes of attendance had increased over the previous three years.
- College managers use learner performance data well and carefully consider action plans for improving learner outcomes.
- Overall, the college has performed well in relation to the rest of the sector.
- Success rates for a few programmes such as HE social subjects, HE media and FE special programmes improved during the pandemic.

### Areas for further progress and actions required

- Rates of learner withdrawal from college programmes have increased during the pandemic and are anticipated to increase further in the current year.
- Between 2019/20 and 2020/21, attainment rates in most programme areas have fallen.

## What happens next?

The progress visit report will be shared with SFC, the college Board (and in multi-college regions, the Regional Strategic Body).

**Peter B Connelly**  
**HM Inspector**

## Introduction

Although the Covid-19 pandemic was still significantly impacting on the sector, the SFC asked all of Scotland’s colleges to carry out the Student Satisfaction and Engagement survey in 2021. The results were published in November 2021 and this report summarises and benchmarks the data against other colleges and sector figures. The questions are fixed by SFC and a set timescale of 4 weeks is given to gather feedback.

Overall, Glasgow Clyde College performs very strongly against other large colleges (> 50k credits).

### Full Time FE Student Satisfaction (Large Colleges - n11)

|   |                       |       |
|---|-----------------------|-------|
| 1 | Dundee & Angus        | 93.1% |
| 2 | Glasgow Clyde College | 91.9% |
|   | Scotland              | 88.6% |

### Full Time HE Student Satisfaction (Large Colleges - n11)

|   |                       |       |
|---|-----------------------|-------|
| 1 | Dundee & Angus        | 89.4% |
| 2 | North East Scotland   | 86.6% |
| 3 | Glasgow Clyde College | 83.2% |
|   | Scotland              | 80.3% |

The following tables benchmark the individual questions for different categories against the two other Glasgow colleges and sector responses. It should also be noted that the return rates for GCC were also very high against other college returns. The **% Satisfied** figure is based on the combined figure for ‘Strongly Agree’ and ‘Agree’ from the Student Satisfaction and Engagement Survey.

The full SFC report can be accessed here - [Student Satisfaction and Engagement Survey 2020-21 \(sfc.ac.uk\)](https://www.sfc.ac.uk/Student-Satisfaction-and-Engagement-Survey-2020-21)

### % Satisfied All Modes

|                          |                         |                         |                              |
|--------------------------|-------------------------|-------------------------|------------------------------|
| <b>Clyde</b><br>(≈3,750) | <b>City</b><br>(≈3,700) | <b>Kelvin</b><br>(≈800) | <b>Scotland</b><br>(≈34,500) |
|--------------------------|-------------------------|-------------------------|------------------------------|

|   |              |              |              |              |
|---|--------------|--------------|--------------|--------------|
| Overall I'm satisfied with my college experience                                | <b>89.8%</b> | <b>75.8</b>  | <b>83.1%</b> | <b>85.9%</b> |
| Staff regularly discuss progress with me  | <b>87.6%</b> | <b>70.9%</b> | <b>84.7%</b> | <b>83.1%</b> |
| Staff encourage students to take responsibility for their learning              | <b>97.5%</b> | <b>89.0%</b> | <b>96.5%</b> | <b>96.0%</b> |
| I am able to influence learning on my course                                    | <b>89.4%</b> | <b>72.5%</b> | <b>88.2%</b> | <b>85.3%</b> |
| I receive useful feedback which informs my future learning                      | <b>92.1%</b> | <b>76.7%</b> | <b>86.9%</b> | <b>87.7%</b> |
| The way I'm taught helps me learn   | <b>85.8%</b> | <b>66.5%</b> | <b>79.7%</b> | <b>79.6%</b> |
| My time at college has helped me develop knowledge and skills for the workplace | <b>89.1%</b> | <b>76.3%</b> | <b>84.8%</b> | <b>85.5%</b> |
| I believe student suggestions are taken seriously                               | <b>91.2%</b> | <b>73.8%</b> | <b>87.0%</b> | <b>86.3%</b> |
| I believe all students at the college are treated equally and fairly by staff   | <b>95.6%</b> | <b>85.9%</b> | <b>92.7%</b> | <b>92.3%</b> |
| Any change in my course or teaching has been communicated well                  | <b>89.9%</b> | <b>74.8%</b> | <b>84.9%</b> | <b>84.8%</b> |
| The online learning materials for my course have helped me learn                | <b>87.7%</b> | <b>76.1%</b> | <b>83.0%</b> | <b>82.9%</b> |
| I feel that I am part of the college community                                  | <b>82.9%</b> | <b>65.9%</b> | <b>71.1%</b> | <b>75.8%</b> |
| The college Students' Association influences change for the better              | <b>95.1%</b> | <b>91.0%</b> | <b>90.5%</b> | <b>92.8%</b> |

The figures quoted are the approximate number of student responses across the 13 questions.

| <b>% Satisfied for HE full time students</b>                                    | <b>Clyde<br/>(≈1,200)</b> | <b>City<br/>(≈2,500)</b> | <b>Kelvin<br/>(≈320)</b> | <b>Scotland<br/>(≈12,500)</b> |
|---|---------------------------|--------------------------|--------------------------|-------------------------------|
| Overall I'm satisfied with my college experience                                | 83.2%                     | 73.9%                    | 77.3%                    | 80.3%                         |
| Staff regularly discuss progress with me  | 81.5%                     | 67.4%                    | 79.1%                    | 76.1%                         |
| Staff encourage students to take responsibility for their learning              | 97.2%                     | 88.5%                    | 95.0%                    | 94.6%                         |
| I am able to influence learning on my course                                    | 83.3%                     | 69.6%                    | 82.6%                    | 79.3%                         |
| I receive useful feedback which informs my future learning                      | 88.1%                     | 74.7%                    | 83.2%                    | 83.6%                         |
| The way I'm taught helps me learn   | 77.2%                     | 63.4%                    | 72.0%                    | 71.6%                         |
| My time at college has helped me develop knowledge and skills for the workplace | 86.1%                     | 75.1%                    | 78.8%                    | 81.6%                         |
| I believe student suggestions are taken seriously                               | 86.3%                     | 71.2%                    | 81.9%                    | 80.9%                         |
| I believe all students at the college are treated equally and fairly by staff   | 93.3%                     | 85.1%                    | 91.5%                    | 90.0%                         |
| Any change in my course or teaching has been communicated well                  | 86.2%                     | 72.2%                    | 80.4%                    | 79.5%                         |
| The online learning materials for my course have helped me learn                | 86.7%                     | 74.5%                    | 77.1%                    | 80.2%                         |
| I feel that I am part of the college community                                  | 73.5%                     | 62.6%                    | 65.1%                    | 63.8%                         |
| The college Students' Association influences change for the better              | 93.2%                     | 89.0%                    | 88.0%                    | 90.3%                         |

| <b>% Satisfied for HE part time students</b>                                    | <b>Clyde<br/>(≈150)</b> | <b>City<br/>(≈100)</b> | <b>Kelvin<br/>(≈40)</b> | <b>Scotland<br/>(≈1,000)</b> |
|---|-------------------------|------------------------|-------------------------|------------------------------|
| Overall I'm satisfied with my college experience                                | 90.2%                   | 73.7%                  | 68.4%                   | 84.4%                        |
| Staff regularly discuss progress with me  | 84.3%                   | 63.2%                  | 68.4%                   | 80.6%                        |
| Staff encourage students to take responsibility for their learning              | 99.4%                   | 88.3%                  | 100.0%                  | 96.9%                        |
| I am able to influence learning on my course                                    | 91.6%                   | 68.4%                  | 86.8%                   | 82.8%                        |
| I receive useful feedback which informs my future learning                      | 91.5%                   | 74.7%                  | 76.3%                   | 85.7%                        |
| The way I'm taught helps me learn   | 83.1%                   | 64.2%                  | 55.3%                   | 76.9%                        |
| My time at college has helped me develop knowledge and skills for the workplace | 96.1%                   | 78.7%                  | 76.3%                   | 86.2%                        |
| I believe student suggestions are taken seriously                               | 92.8%                   | 71.6%                  | 84.2%                   | 86.5%                        |
| I believe all students at the college are treated equally and fairly by staff   | 98.0%                   | 84.2%                  | 89.2%                   | 93.2%                        |
| Any change in my course or teaching has been communicated well                  | 87.7%                   | 77.9%                  | 78.9%                   | 83.6%                        |
| The online learning materials for my course have helped me learn                | 90.3%                   | 78.7%                  | 73.7%                   | 81.8%                        |
| I feel that I am part of the college community                                  | 78.9%                   | 60.0%                  | 50.0%                   | 69.4%                        |
| The college Students' Association influences change for the better              | 93.3%                   | 87.0%                  | 84.6%                   | 88.6%                        |



**% Satisfied for FE full time students**

|   | <b>Clyde<br/>(≈1,500)</b> | <b>City<br/>(≈1,000)</b> | <b>Kelvin<br/>(≈400)</b> | <b>Scotland<br/>(≈16,300)</b> |
|---|---------------------------|--------------------------|--------------------------|-------------------------------|
| Overall I'm satisfied with my college experience                                | 91.9%                     | 79.8%                    | 88.4%                    | 88.6%                         |
| Staff regularly discuss progress with me  | 89.3%                     | 78.9%                    | 90.2%                    | 87.1%                         |
| Staff encourage students to take responsibility for their learning              | 97.4%                     | 90.0%                    | 97.4%                    | 96.6%                         |
| I am able to influence learning on my course                                    | 91.0%                     | 79.0%                    | 92.5%                    | 88.6%                         |
| I receive useful feedback which informs my future learning                      | 93.6%                     | 81.0%                    | 90.8%                    | 89.8%                         |
| The way I'm taught helps me learn   | 87.7%                     | 72.9%                    | 87.7%                    | 83.3%                         |
| My time at college has helped me develop knowledge and skills for the workplace | 89.8%                     | 77.5%                    | 89.5%                    | 87.4%                         |
| I believe student suggestions are taken seriously                               | 93.2%                     | 78.8%                    | 91.8%                    | 88.5%                         |
| I believe all students at the college are treated equally and fairly by staff   | 96.0%                     | 87.3%                    | 94.3%                    | 92.9%                         |
| Any change in my course or teaching has been communicated well                  | 90.2%                     | 79.3%                    | 88.7%                    | 87.4%                         |
| The online learning materials for my course have helped me learn                | 88.9%                     | 78.7%                    | 88.9%                    | 84.2%                         |
| I feel that I am part of the college community                                  | 85.9%                     | 72.6%                    | 77.6%                    | 80.7%                         |
| The college Students' Association influences change for the better              | 95.1%                     | 95.0%                    | 92.5%                    | 94.2%                         |

**% Satisfied for FE part time students**

|   | <b>Clyde<br/>(≈900)</b> | <b>City<br/>(≈100)</b> | <b>Kelvin<br/>(≈60)</b> | <b>Scotland<br/>(≈4,700)</b> |
|---|-------------------------|------------------------|-------------------------|------------------------------|
| Overall I'm satisfied with my college experience                                | 95.1%                   | 84.0%                  | 88.7%                   | 92.2%                        |
| Staff regularly discuss progress with me  | 93.7%                   | 85.5%                  | 88.7%                   | 88.7%                        |
| Staff encourage students to take responsibility for their learning              | 98.1%                   | 94.0%                  | 96.8%                   | 97.8%                        |
| I am able to influence learning on my course                                    | 94.6%                   | 83.8%                  | 90.2%                   | 91.0%                        |
| I receive useful feedback which informs my future learning                      | 95.1%                   | 84.6%                  | 88.5%                   | 92.1%                        |
| The way I'm taught helps me learn   | 94.6%                   | 80.3%                  | 83.9%                   | 88.0%                        |
| My time at college has helped me develop knowledge and skills for the workplace | 92.8%                   | 89.7%                  | 91.9%                   | 89.1%                        |
| I believe student suggestions are taken seriously                               | 94.5%                   | 87.2%                  | 85.5%                   | 92.7%                        |
| I believe all students at the college are treated equally and fairly by staff   | 98.0%                   | 93.1%                  | 90.3%                   | 96.2%                        |
| Any change in my course or teaching has been communicated well                  | 95.0%                   | 88.8%                  | 88.7%                   | 90.7%                        |
| The online learning materials for my course have helped me learn                | 86.3%                   | 87.0%                  | 82.3%                   | 86.0%                        |
| I feel that I am part of the college community                                  | 91.8%                   | 83.3%                  | 74.2%                   | 82.0%                        |
| The college Students' Association influences change for the better              | 97.1%                   | 97.1%                  | 88.6%                   | 95.1%                        |



## **Complaint Handling 2020-21 – Summary Report**

Glasgow Clyde College adopted the Scottish Public Services Ombudsman’s (SPSO’s) Model Complaints Handling Procedure (MCHP) for the FE sector in August 2013. Following consultation with a wide range of public sectors, SPSO revised and reissued MCHPs and Glasgow Clyde College implemented the revised FE sector MCHP in April 2021. Complaints are captured in agreed categories and the following information provides a short summary of the high level data and themes.

### **The Total Number of Complaints received**

Glasgow Clyde College considered a total of 81 complaints during the period 1 August 2020 to 13 July 2021 as follows:

|            | <b>Number</b> | <b>%</b> |
|------------|---------------|----------|
| Stage 1    | 63            | 77.8%    |
| Stage 2    | 13            | 16.0%    |
| Escalation | 5             | 6.2%     |

The figures above show a negligible increase in the total number of complaints received, **with 81 compared to 80 complaints handled during 2019-20**. It should however be noted that the average number of complaints received in the three academic years preceding 2019-20, was 144, therefore the number of complaints received during both 2020-21 and 2019-20 are significantly reduced compared with earlier years. This may be in part attributable to the ongoing COVID crisis, leading to a reduced number of learners undertaking study on campus.

### **The Outcome of Complaints at each stage**

\*Resolved is a new complaint outcome, which was introduced when Glasgow Clyde College adopted SPSO’s revised MCHP on 1 April 2021.

|  | Number | %     |
|--|--------|-------|
| Complaints *resolved at Stage 1        | 5      | 7.9%  |
| Complaints upheld at Stage 1           | 28     | 44.5% |
| Complaints not upheld at Stage 1       | 30     | 47.6% |
| Complaints *resolved at Stage 2        | 1      | 7.7%  |
| Complaints upheld at Stage 2           | 5      | 38.5% |
| Complaints not upheld at Stage 2       | 7      | 53.8% |
| Complaints *resolved after Escalation  | 0      | 0.0%  |
| Complaints upheld after Escalation     | 2      | 40.0% |
| Complaints not upheld after Escalation | 3      | 60.0% |
| Complaints *resolved at all stages     | 6      | 7.4%  |
| Complaints upheld at all stages        | 35     | 43.2% |
| Complaints not upheld at all stages    | 40     | 49.4% |

### **Complaints by Category**

#### **C1 Customer Care**

Since adopting SPSO's MCHP in 2013, the category in which most complaints are typically received is **Customer Care**, however during 2020-21 there was a significant reduction in the number of complaints in this category, with only **21** compared to 51 during 2019-20. Learning and actions taken were as follows:

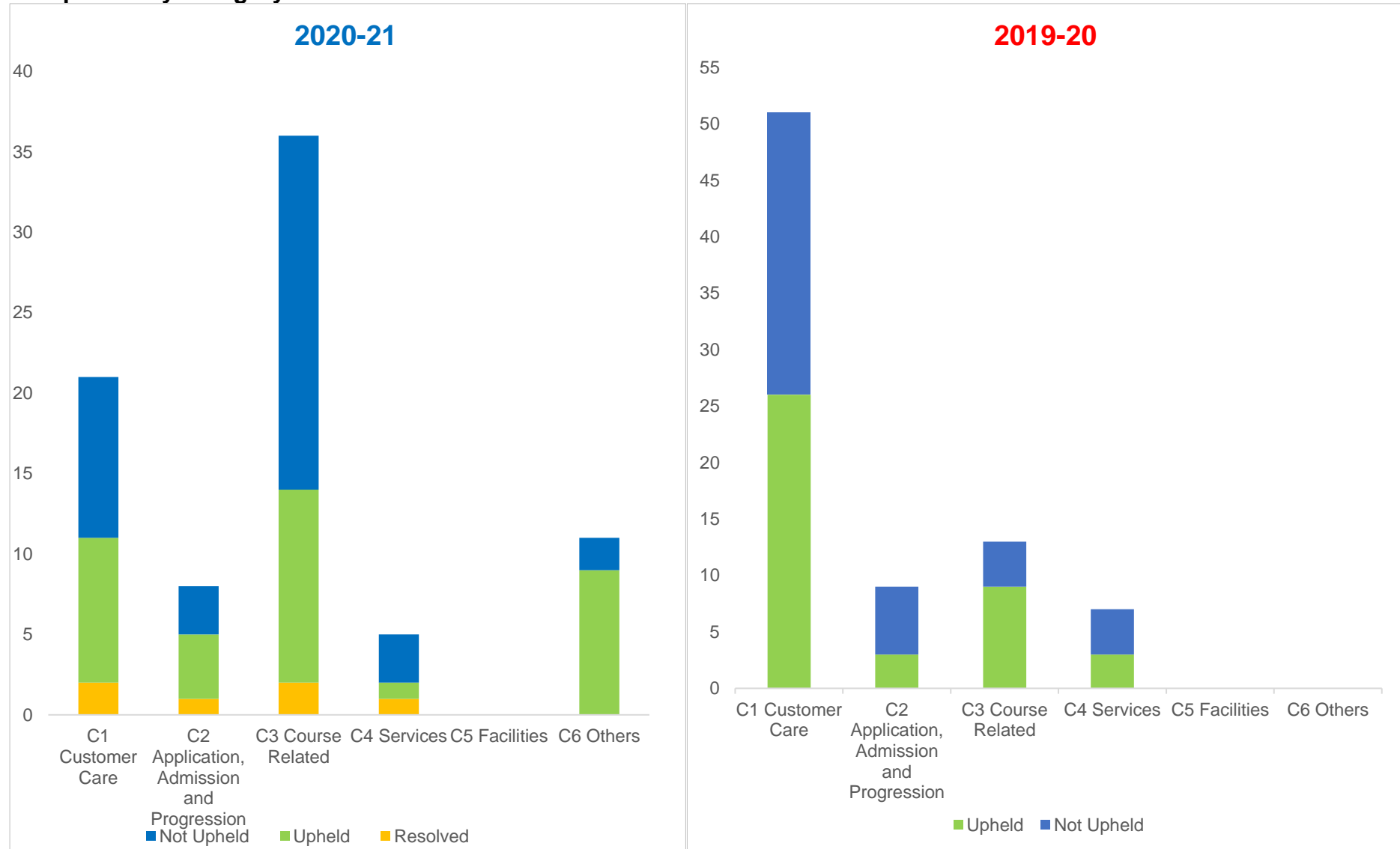
#### **C2 Application, Admission and Progression**

In session 2020-21, Glasgow Clyde College handled nearly 25,000 applications, with **8** complaints received in the **Applications, Admission and Progression** category. This is low considering our admissions process moved to an online process including interviews/enrolment. In comparison, complaints previously during mainstream processes were 9 (2019-20) and 17 (2018-19)

#### **C3 Course Related**

There were substantially more complaints in the **Course Related** category, with **36** complaints in 2020-21 compared with 13 in 2019-20. It is worth noting that a number of these related directly or indirectly to circumstances resulting from COVID lockdowns imposed by Scottish Government.

### Complaints by Category – 2020-21 vs 2019-20



**LEARNING AND TEACHING COMMITTEE MEETING**

|                        |                            |
|------------------------|----------------------------|
| <b>Date of Meeting</b> | <b>9 FEBRUARY 2022</b>     |
| <b>Paper Title</b>     | <b>Policies for Review</b> |
| <b>Action</b>          | <b>For Discussion</b>      |
| <b>Prepared by</b>     | <b>Kirsty Mavor, Clerk</b> |
| <b>Agenda Item</b>     | <b>22.07</b>               |
| <b>Status</b>          | <b>Disclosable</b>         |

**1. PURPOSE OF THE REPORT**

The purpose of this report is to ask the Committee to agree the proposed approach to reviewing the policies forming Appendices 1-10 as delegated by the Board of Management to this Committee at its meeting on 15 December 2021.

**2. ACTION FOR THE COMMITTEE**

The Committee is asked to consider each policy in Appendices 1-10 and:-

- (1) advise which policies the Committee considers need substantial amendments or updates; and
- (2) note the Senior Leadership Team's will be reviewing each policy in time for the March Board meeting.

**3. BRIEF BACKGROUND INFORMATION**

**3.1** The Board has responsibility for a number of College policies which are subject to a programme of regular review.

**3.2** At its meeting on 15 December 2021, the Board delegated authority to each Committee to review the policies relative to the Committee's areas of responsibility. Members of the SLT have been asked to review the policy relevant to their area of work in time for the March Board Meeting. The policies listed in the following table sit within this Committee's area of responsibility:-

|     |  |
|-----|--|
| 4.1 | Curriculum Management                                    |
| 4.2 | Skills for Learning, Life and Work                       |
| 4.3 | Work Placements  |
| 5.1 | Safeguarding Children, Young People and Protected Adults |
| 5.2 | Student Advisory and Support Services                    |
| 5.3 | Extended Learning Support Services                       |
| 5.4 | Student Admissions and Induction                         |
| 5.5 | Student Care and Guidance                                |
| 5.6 | Student Conduct  |
| 5.7 | Student Engagement                                       |

**3.4** The Board approved a revised programme for review to allow for a staggered approach to reviewing all policies. The next review date for all the policies above will be March 2026.

**4. SUPPORTING DOCUMENTATION/ FURTHER INFORMATION**

See Appendices 1-10

**5. RISKS**

Failure to review College policies in a timely manner could mean that the policies fail to reflect changes to legislation or best practice which have occurred in the period since the last renewal.

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

Reviewing policies ensures students' interests are protected and that the College complies with all legal, financial and equality and diversity issues.

**Policy 4.1**

|                       |                         |
|-----------------------|-------------------------|
| <b>Policy Area:</b>   | Curriculum              |
| <b>Policy Title:</b>  | Curriculum Management   |
| <b>Revision No.:</b>  | 1                       |
| <b>Review Period:</b> | 5 years                 |
| <b>Review Due:</b>    | On or before March 2022 |

It is the policy of the Board of Management that all curriculum development and delivery elements will be managed to ensure high quality and will meet the needs of the relevant awarding bodies. This will be achieved through:

- delivering a relevant curriculum which provides breadth, depth and aspiration;
- planning and delivering a portfolio that is in line with national, regional and local priorities and meets economic and skills needs;
- a formal portfolio evaluation and review process;
- ensuring that all elements of the curriculum have been subject to appropriate validation and approval processes;
- effective and efficient management of all College programmes;
- effective management of the learning process;
- purposeful and innovative learning and teaching practices;
- deployment of suitably qualified and experienced staff;
- implementation of all relevant College procedures;
- implementing robust internal assessment practices;
- a comprehensive system of internal verification;
- co-operation with all monitoring activities of external bodies; and
- a formal self-evaluation process of College programmes as specified in documented procedures.

This Policy has been developed with due regard to all relevant legislation.

**History of changes**

| Revision | Description                               | Adopted       | Authorised                      |
|----------|---|---------------|---------------------------------|
| 0        | First draft                               | November 2013 | EH                              |
| 1        | Policy reviewed with no updates required. | March 2017    | Learning and Teaching Committee |
|          |   |               |                                 |
|          |   |               |                                 |
|          |   |               |                                 |
|          |   |               |                                 |
|          |   |               |                                 |



**Policy 4.2**

**Policy Area:** Curriculum  
**Policy Title:** Skills for Learning, Life and Work  
**Revision No.:** 1  
**Review Period:** 5 years  
**Review Due:** On or before March 2022

The Board of Management recognises that there are a range of interpersonal skills needed to enhance employability and citizenship, including competence in the Skills for Learning, Life and Work as defined in the Curriculum for Excellence. These essential skills are delivered through the learning activity, and supported by effective personal development opportunities for students.

It is the policy of the Board of Management that:

- a central role in the learning and teaching process will be given to enhancing the four capacities of successful learners, confident individuals, responsible citizens and effective contributors;
- Skills for Learning, Life and Work will be progressively incorporated within substantial vocational programmes, where possible;
- all College students / candidates will be given the opportunity of assessing the extent and level of their Skills for Learning, Life and Work profile by means that are suitable to their individual needs; and
- employability will be central to programme design, and consideration will be given to activities to develop personal skills and citizenship to prepare for the world of work or a more fulfilling role.

This Policy has been developed with due regard to all relevant legislation.

**History of changes**

| Revision | Description                               | Adopted       | Authorised                      |
|----------|---|---------------|---------------------------------|
| 0        | First draft                               | November 2013 | EH                              |
| 1        | Policy reviewed with no updates required. | March 2017    | Learning and Teaching Committee |
|          |   |               |                                 |
|          |   |               |                                 |
|          |   |               |                                 |
|          |   |               |                                 |
|          |   |               |                                 |

**Policy 4.3**

**Policy Area:** Curriculum  
**Policy Title:** Work Placements  
**Revision No.:** 1  
**Review Period:** 5 years  
**Review Due:** On or before March 2022

It is the policy of the Board of Management that:

- it will fully promote and support work placements for students as an integral part of the curriculum wherever appropriate;
- all necessary risk assessment will be carried out prior to a proposed work placement;
- all proposed work placements will be notified in writing and approved in advance as specified in documented procedures;
- all placement providers will sign a “Letter of Understanding” prior to the placement being undertaken; and
- all students will sign a “Student Declaration” prior to the placement being undertaken.

This Policy has been developed with due regard to all relevant legislation.

**History of changes**

| Revision | Description                               | Adopted       | Authorised                      |
|----------|---|---------------|---------------------------------|
| 0        | First draft                               | November 2013 | EH                              |
| 1        | Policy reviewed with no updates required. | March 2017    | Learning and Teaching Committee |
|          |   |               |                                 |
|          |   |               |                                 |
|          |   |               |                                 |
|          |   |               |                                 |
|          |   |               |                                 |

## Policy 5.1

|                       |  |
|-----------------------|--|
| <b>Policy Area:</b>   | Student Services   |
| <b>Policy Title:</b>  | Safeguarding Children, Young People and Protected Adults |
| <b>Revision No.:</b>  | 2  |
| <b>Review Period:</b> | 5 years  |
| <b>Review Due:</b>    | On or before March 2022                                  |

It is the policy of the Board of Management to:

- provide all College users, particularly children, young people and protected adults with a safe, supportive environment within which they can prosper and that protects them from harm and exploitation;
- protect all College users from instances of physical, discriminatory, emotional, psychological, sexual, financial or institutional harm;
- protect all College users from the risk of radicalisation;
- ensure that employee's are aware of their duty of care to safeguard children, young people and protected adults; and
- ensure that the Safeguarding Policy and Procedure are consistent with Government legislation, regulations and guidelines as well as locally agreed inter-agency procedures and are easily accessible to students and the public.

This Policy has been developed with due regard to all relevant legislation.

**History of changes**

| Revision | Description                           | Adopted       | Authorised                      |
|----------|---------------------------------------|---------------|---------------------------------|
| 0        | First draft                           | November 2013 | DM                              |
| 1        | Addition of point re radicalisation   | December 2015 | DM                              |
| 2        | Policy Number change from 6.1 to 5.1. | March 2017    | Learning and Teaching Committee |
|          |                                       |               |                                 |
|          |                                       |               |                                 |
|          |                                       |               |                                 |
|          |                                       |               |                                 |

**Policy 5.2**

**Policy Area:** Student Services  
**Policy Title:** Student Advisory and Support Services  
**Revision No.:** 1  
**Review Period:** 5 years  
**Review Due:** On or before March 2022

It is the policy of the Board of Management that:

- all students or potential students of the College will receive constructive advice, information and structured, proactive support to meet their individual needs; and
- an appropriate range of services including counselling and wellbeing support will be available to students.

This will:

- relate to all aspects of their College experience, addressing areas such as academic, vocational, personal and financial issues;
- be provided throughout the entire period of their contact with the College; and
- encourage personal development and self reliance.

This Policy has been developed with due regard to all relevant legislation.

**History of changes**

| Revision | Description                          | Adopted       | Authorised                      |
|----------|--------------------------------------|---------------|---------------------------------|
| 0        | First draft                          | November 2013 | DM                              |
| 1        | Policy Number change from 6.2 to 5.2 | March 2017    | Learning and Teaching Committee |
|          |                                      |               |                                 |
|          |                                      |               |                                 |
|          |                                      |               |                                 |
|          |                                      |               |                                 |
|          |                                      |               |                                 |



## Policy 5.3

**Policy Area:** Student Services  
**Policy Title:** Extended Learning Support Services  
**Revision No.:** 1  
**Review Period:** 5 years  
**Review Due:** On or before March 2022

It is the policy of the Board of Management to:

- recognise the diverse needs of the student population by providing an inclusive learning environment; and
- ensure reasonable adjustments are made for disabled individuals and / or those with additional support needs, on a flexible basis.

This Policy has been developed with due regard to all relevant legislation.

**History of changes**

| Revision | Description                           | Adopted       | Authorised                      |
|----------|---------------------------------------|---------------|---------------------------------|
| 0        | First draft                           | November 2013 | DM                              |
| 1        | Policy number change from 6.3 to 5.3. | March 2017    | Learning and Teaching Committee |
|          |                                       |               |                                 |
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|          |                                       |               |                                 |
|          |                                       |               |                                 |
|          |                                       |               |                                 |

## Policy 5.4

**Policy Area:** Student Services  
**Policy Title:** Student Admissions and Induction  
**Revision No.:** 1  
**Review Period:** 5 years  
**Review Due:** On or before March 2022

It is the policy of the Board of Management that:

- all student admissions will be dealt with in a clear, uniform, transparent and efficient manner;
- individuals from identified vulnerable groups will be provided with appropriate support during the admissions process;
- all decisions regarding students admissions will be consistent, fair and in accordance with approved College Policies and Procedures; and
- all students will receive an appropriate induction to the College and to their programmes of study.

This Policy has been developed with due regard to all relevant legislation.

**History of changes**

| Revision | Description   | Adopted       | Authorised                      |
|----------|---|---------------|---------------------------------|
| 0        | First draft   | November 2013 | DM                              |
| 1        | Policy Number change from 6.4 to 5.4 and amendments to first and fourth bullet points | March 2017    | Learning and Teaching Committee |
|          |   |               |                                 |
|          |   |               |                                 |
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|          |   |               |                                 |
|          |   |               |                                 |

## Policy 5.5

**Policy Area:** Student Services  
**Policy Title:** Student Care and Guidance  
**Revision No.:** 1  
**Review Period:** 5 years  
**Review Due:** On or before March 2022

It is the policy of the Board of Management to ensure that all students are:

- treated with courtesy and respect;
- provided with an inclusive and supportive environment;
- taught in a sustainable environment equipped with facilities to promote a healthy lifestyle;
- provided with regular feedback on progress;
- provided with access to impartial guidance and a range of support services; and
- provided with the opportunity to complain, commend, suggest and appeal.

This Policy has been developed with due regard to all relevant legislation.

**History of changes**

| Revision | Description                          | Adopted       | Authorised                      |
|----------|--------------------------------------|---------------|---------------------------------|
| 0        | First draft                          | November 2013 | DM                              |
| 1        | Policy Number change from 6.5 to 5.5 | March 2017    | Learning and Teaching Committee |
|          |                                      |               |                                 |
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## Policy 5.6

**Policy Area:** Student Services  
**Policy Title:** Student Conduct  
**Revision No.:** 1  
**Review Period:** 5 years  
**Review Due:** On or before March 2022

It is the policy of the Board of Management to:

- ensure good conduct in the College and enable the whole community to gain maximum benefit from learning programmes and facilities offered;
- ensure that students are made aware of expected standards of behaviour; and
- ensure that behavioural issues are dealt with promptly, fairly and consistently and in accordance with College Procedures.

This Policy has been developed with due regard to all relevant legislation.

**History of changes**

| Revision | Description  | Adopted       | Authorised                      |
|----------|--|---------------|---------------------------------|
| 0        | First draft  | November 2013 | DM                              |
| 1        | Policy Number change from 6.6 to 5.6 and amendment to third bullet point | March 2017    | Learning and Teaching Committee |
|          |  |               |                                 |
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|          |  |               |                                 |
|          |  |               |                                 |



**Policy 5.7**

**Policy Area:** Student Services  
**Policy Title:** Student Engagement  
**Revision No.:** 1  
**Review Period:** 5 years  
**Review Due:** On or before March 2022

It is the policy of the Board of Management to ensure that students are engaged in enhancing their own learning and the work and life of the College. This is achieved by:

- providing a structure to support and promote active student engagement in all areas of study;
- ensuring student involvement in the review of academic studies and the curriculum; and
- ensuring engagement supports appropriate responses to specific student feedback.

This Policy has been developed with due regard to all relevant legislation.

**History of changes**

| Revision | Description                           | Adopted       | Authorised                      |
|----------|---------------------------------------|---------------|---------------------------------|
| 0        | First draft                           | November 2013 | DM                              |
| 1        | Policy number change from 6.7 to 5.7. | March 2017    | Learning and Teaching Committee |
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**Learning and Teaching Committee**


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|                     |  |
|---------------------|--|
| Date of Meeting     | 01/02/22   |
| Paper Title         | Student Experience Update                              |
| Agenda Item         | 22.08  |
| Papers              |  |
| Responsible Officer | David Marshall, Assistant Principal Student Experience |
| Status              | Disclosable  |
| Action              | Noting   |

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## 1 **REPORT PURPOSE**

- 1.1 The purpose of this report is to provide an overview of Student Experience activity

## 2 **RECOMMENDATIONS**

The Learning and Teaching Committee notes the paper.

## 3 **SERVICE RESTRUCTURE**

Work has begun on the restructuring of the majority of Student Experience services. The process began with initial consultation meetings on 19<sup>th</sup> January 2022 and the proposed timescale would see implementation through the month of March and transition into the new structure during April.

The key aims of the restructure are to:

- Support an excellent and rewarding student experience for our learners
- Develop a greater focus upon digital support and digital inclusion
- Provide coordinated delivery of digital resources and digital support for staff and students in our Libraries
- Enhance management and leadership of support services
- Improve the delivery of national careers ambitions through high quality College services
- Promote a greater focus upon engagement within our Student Association
- Safeguard that student mental health is fully supported by qualified College staff
- Fully support the delivery of the College British Sign Language (BSL) Plan
- Coordinate the most effective services to staff, students and stakeholders
- Ensure service delivery is maintained and improved

This will require us to:

- Reshape the E-learning and Library structures in line with changing college requirements.
- Redefine current Student Advice and Learning Inclusion services to enhance student support services including mental health and BSL activity
- Develop a dedicated Careers Unit to meet Scottish Government drivers
- Rename GCCSA staff roles to enhance student engagement
- Utilise job descriptions agreed through the national job evaluation process
- Consider the impact on related functions
- Design a specialist Mental Health Lead post to coordinate activities to support the mental health of students and contribute to the health and wellbeing of the wider College Community.
- Design a specialist BSL Coordinator post to liaise with our partners, staff and students from the deaf community to ensure we fully support their needs
- Consider changing responsibilities that will help meet college business needs
- Work in partnership with Trade Unions and individual staff members
- Be clear in our communication channels and ensure transparency in decision-making
- Score all new job roles through the College Job Evaluation System FEDRA. All roles will be subject to the National Job Evaluation Scheme when it is implemented.

#### **4 CURRENT ACTIVITIES**

All Student Experience services are currently operating back on campus with differing patterns of attendance that allow services to be delivered according to student need.

The majority of areas are working on a hybrid basis, and I am currently developing formal proposals for consideration for those areas where it may be appropriate to deliver services through a hybrid model as we exit the current restrictions. We are liaising with curricular areas to ensure that on-campus service provision is consistent with on-campus delivery of learning and teaching.

Our eLearning team work on a hybrid basis and continue to support staff to develop their digital competence and confidence through the DELTA project. Enhanced access to management information from the VLE has been developed and CPD continues to be delivered to staff and academic managers to support the development of digital literacy and engagement.

Discussions have begun as to how the College will best exit the funded element of the DELTA project and how best you will support the digital development of staff and learners.

Student Advice have supported the UCAS process over recent months with almost 900 College applicants completing their forms.

Work continues on our mental health and counselling provision as well as project specific work on GBV initiatives.

All Student Experience policies are being refreshed and an Equality Impact Assessment is being completed to ensure we are not unintentionally discriminating against any protected characteristic grouping or using language or terminology that is not inclusive.

**4. RISK ANALYSIS**

Failure to develop services across the Student Experience area will have a negative impact upon a positive learner journey experience should we fail to meet student needs and external drivers.

**5. LEGAL IMPLICATIONS**

n/a

**6. FINANCIAL IMPLICATIONS**

n/a

**7. REGIONAL OUTCOME AGREEMENT IMPLICATIONS**

n/a

**8. HAS AN EQUALITY IMPACT ASSESSMENT BEEN CARRIED OUT**

n/a

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**LEARNING AND TEACHING COMMITTEE MEETING**


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|                     |                                     |
|---------------------|-------------------------------------|
| Date of Meeting     | 09/02/22                            |
| Paper Title         | Curriculum and External Environment |
| Agenda Item         |                                     |
| Paper Number        |                                     |
| Responsible Officer | J Rafferty                          |
| Status              | Disclosable                         |
| Action              | For Discussion                      |

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### 1. Report Purpose

This paper provides members with an update on the college's current position in respect of its credit targets for the current session (2021/22), particularly with regard to the January start intake. It also highlights key environmental developments impacting on curriculum planning.

### 2. Recommendations

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

### 3. Background

In the previous meeting of the Learning and Teaching Committee on the 10<sup>th</sup> November, we reported a projected end of year credit position of between -5.5% and -8%, due to higher than normal withdrawals. Subsequent analysis of these withdrawals identified mental health, employment and dissatisfaction with the course design as the main reasons for drop out. Curriculum Assistant Principals were tasked with addressing these where possible and looking to make good losses in the January recruitment phase.

### 4. Credit Activity 2021/22

Attached is a snapshot of our credit monitoring report at 2<sup>nd</sup> February 2022. This shows an improved projected credit position of between **-5.0%** and **-5.8%**. This improved projection was achieved despite the fact that December saw the surge of the new Omicron variant of Covid, which caused record peaks in infection nationally. This necessitated a further reduction of face to face delivery at the college, from around 40% of classes being face to face to around 20% - focused on vulnerable and critical learners.

The college relaxed these temporary restrictions on the 26<sup>th</sup> January which was the induction week of our January start programmes. All faculties have endeavoured to

provide an on-campus experience for all new intakes and on-site attendance is gradually being restored to pre-Christmas levels this month.

## 5. January Start Intake

The college aimed to recruit around 1500 students on its January start programmes which included some additional delivery to meet unmet demand and make a contribution towards the global credit target. It was also hoped that the relaxation of bursary rules, beyond the 3-year maximum, would allow us to recruit students in January who previously would have been disqualified.

As of the 1<sup>st</sup> February, **1384** new students had been enrolled, **92%** of our January enrolment target. However due to the varying credit tariffs for each course, these students accounted for **103%** of our credit target for January starts.

## 6. Credit Redistribution

In a letter from Chris Brown, Interim Director of Finance of the SFC, Colleges were asked to identify their potential shortfalls in their activity targets, by the 4<sup>th</sup> February 2022. It was proposed that these credits would be redistributed to those colleges who thought they might exceed their targets. Multi-college regions were asked to consider redistribution within their region before considering moving any credits into a national reserve. At the time of writing the Glasgow colleges had yet to finalise their response GCRB in advance of sending a collated response to SFC.

The letter also confirmed that all interim 'deferred credit' allocations would now be considered final as most colleges would not require further credits for this purpose as most colleges had not used all of the credits they were given.

## 7. Audit Scotland Report on Skills Alignment

The Audit Scotland Report entitled Planning for Skills was published in January, assessing the efficacy of collaboration between the government, SDS and the SFC in delivering a coordinated approach to national skills planning ([Planning for skills \(audit-scotland.gov.uk\)](https://www.audit-scotland.gov.uk)). The report concluded that the government had not provided the necessary leadership to progress the 2017 commitment to improve skills alignment planning and that the current arrangements were unlikely to achieve this.

The report is relevant to the work of Glasgow Clyde College as our curriculum aims align closely with national demands, in its delivery of HN qualifications, apprenticeships and upskilling courses. An example cited in the report is the coordinated response to childcare expansion in 2019 which the city region played a major part in delivering.

The report tasks the government with clearly setting out its strategic intent for skills alignment with measurable outcomes and agree how they will work in partnership with SFC and SDS to achieve this. This will involve SDS and SFC using data better to inform planning, producing regular progress reports to those charged with the governance of projects.

## **8. Risk Analysis**

As identified in (4) above, there is remains a risk that the college will fail to achieve its Credit target for the 2021/22 Academic Year by 5 to 6%.

## **9. Legal Implications**

There are no specific legal implications relating to this paper.

## **10. Financial Implications**

A failure to meet the college credit target could present a financial risk to the college in terms of not fully achieving our full ESF activity.

## **11. Regional Outcome Agreement Implications**

The ROA has now been agreed and our final credit outturn will make a determine the extent to which we meet the target employment areas and regional performance targets. However, the issue of in-year redistribution either within or outwith the region could impact on achievement of targets.

## **12. Has an Equality Impact Assessment been carried out (Y/N/NA)**

N/A



Credits Monitoring Report AY2021-2022 - College Summary  
2/2/22

| Faculty  | School  | Frozen Portfolio Credit Target - as at 18/10/21                             | Total Enrols  | Non-Funded Enrols | Not Meeting 25% Date | Current Funded Enrols | Current Credits Estimate | Variance on Target | Credits To Start | Variance on Started Target | Credits Not Enrolled | Credits Forecast (combines real and estimated retention) | Variance on Target (based on forecast) |
|--|---|---|---------------|-------------------|----------------------|-----------------------|--------------------------|--------------------|------------------|----------------------------|----------------------|--|--|
| 120 Business, Creative & Digital Industries        |   | 33,261  | 2,878         | 126               | 411                  | 2,350                 | 29,970                   | -10%               | 0                | -10%                       | 30                   | 29,803   | -10%                                   |
| 130 Engineering, Computing & the Built Environment |   | 29,724  | 3,482         | 108               | 460                  | 2,930                 | 27,073                   | -9%                | 393              | -8%                        | 20                   | 26,888   | -10%                                   |
| 140 Health & Wellbeing                             |   | 35,128  | 3,383         | 74                | 502                  | 2,809                 | 31,771                   | -10%               | 0                | -10%                       | 29                   | 31,585   | -10%                                   |
| 160 Access & Continuing Learning                   |   | 32,410  | 5,272         | 59                | 473                  | 4,759                 | 30,591                   | -6%                | 2,832            | 3%                         | 111                  | 30,166   | -7%                                    |
| <b>Total</b>                                       |   | <b>130,523</b>  | <b>15,015</b> | <b>367</b>        | <b>1,846</b>         | <b>12,848</b>         | <b>119,404</b>           | <b>-9%</b>         | <b>3,225</b>     | <b>-6%</b>                 | <b>191</b>           | <b>118,442</b>   | <b>-7.0%</b>                           |
|  | <b>SFC Target Credits</b>   | <b>129,328</b><br>(Core 121,354<br>+ ESF 4,998<br>+ FA 672<br>+ DEFER 2304) |               |                   |                      |                       |                          | <b>-7.7%</b>       |                  |                            |                      |  | <b>-8.4%</b>                           |
|  | <b>Current Credit Estimate + Credits to Start</b>                         |   |               |                   |                      |                       | <b>122,629</b>           | <b>-5.2%</b>       |                  |                            |                      | <b>121,667</b>   | <b>-5.9%</b>                           |
|  | <b>Current Credits Estimate + Credits to Start + Credits Not Enrolled</b> |   |               |                   |                      |                       | <b>122,820</b>           | <b>-5.0%</b>       |                  |                            |                      | <b>121,857</b>   | <b>-5.8%</b>                           |

[Credit Movement History](#)

[Credit Risk](#)

[Schools Credits](#)

[7-day Credit Change](#)

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**LEARNING AND TEACHING COMMITTEE MEETING**


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|                     |                |
|---------------------|----------------|
| Date of Meeting     | 09/02/22       |
| Paper Title         | KPI Update     |
| Agenda Item         | 22.10          |
| Paper Number        |                |
| Responsible Officer | J Rafferty     |
| Status              | Disclosable    |
| Action              | For Discussion |

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### 1. Report Purpose

This paper provides members with an update on the development of the proposed KPIs for the Learning and Teaching Committee.

### 2. Recommendations

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

### 3. Background

In the previous meeting of the Learning and Teaching Committee on the 10<sup>th</sup> November, we identify a number of KPIs and asked for feedback on these as future standing item on Committee agendas.

### 4. KPIs

A survey of internal systems and stakeholders was conducted to identify whether data could be easily sourced for these KPIs, whether systems could be established for those where it couldn't and who the main internal leads would be.

### 5. KPI Survey

The outcome of this survey was as follows:

| KPI  | Responsible Department | Data available  |
|--|------------------------|---|
| <b><i>Student Experience</i></b>   |                        |   |
| • percentage of students satisfied with their learning experience;           | Quality                | SFC survey reports 'college experience' rather than 'learning experience' per se. 89.8% |
| • percentage of students who would recommend the College to a friend;        | Quality                | Wasn't asked in 20/21 in the SFC survey so we have no data.                             |
| • percentage of students who identify as having a sense of belonging;        | Quality                | 82.3%   |
| • percentage of students who 'strongly agree' that their time at College has | Quality                | 89.1%   |

|  |                   |   |
|--|-------------------|---|
| helped develop knowledge and skills for the workplace;   |                   |   |
| • percentage of students satisfied that GCCSA influences change for the better (from SFC annual survey);                                   | Quality           | 95.1%   |
| • percentage of students who agree that staff regularly discuss their progress with them;  | Quality           | 87.6%   |
| • percentage of learners who strongly agree that CANVAS (VLE) is used well to support their learning; and                                  | Quality           | 93%   |
| • unique student complaints received regarding quality of learning, teaching, assessment, or support.                                      | Quality           | 36 out of 81 complaints received were 'course related'  |
|  |                   |   |
| <b>Student Performance</b>   |                   |   |
| • student attendance rates;  | MIS               | Easily sourced  |
| • student engagement rates (remote learning);  | E-Learning or MIS | This will need to be developed further  |
| • students' withdrawal motives;  | MIS               | Easily sourced although we collect 33 different categories so this is a large data set.   |
| • student retention rates (by age group, mode of study, SIMD, Care Experience);  | MIS               | Easily sourced  |
| • student achievement rates (by age group, mode of study, SIMD, Care Experience);  | MIS               | Easily sourced  |
| • level of usage of the College VLE; and   | E-Learning        | Easily sourced  |
| • positive student destinations.   | MIS               | Easily sourced  |
|  |                   |   |
| <b>Community and Economic Engagement</b>   |                   |   |
| • percentage of Credits delivered in each of the Region's Economic   | MIS               | Easily sourced  |
| • Sectors;   | MIS               | Easily sourced  |
| • percentage of Credits delivered to residents of SIMD 10 and 20   | MIS               | Easily sourced  |
| • postcodes;   | MIS               | Easily sourced  |
| • percentage of Credits at SCQF levels 1-4;  | MIS               | Easily sourced  |
| • MA recruitment; and  | External Funding  | Easily sourced  |
| • FA recruitment.  | MIS               | Easily sourced  |
|  |                   |   |
| <b>External Stakeholder Engagement</b>   |                   |   |
| • percentage of employers who are satisfied with the service they receive from the College;  | Quality           | We did not conduct an employer survey last year but have done in previous years. This can be easily re-established to produce a data set. |
| • percentage of employers who would recommend the College;   | Quality           | "   |
| • percentage of external stakeholders that strongly agree they are satisfied with the quality of the service they receive;                 | Quality           | "   |
| • percentage of external stakeholders that strongly agree the College is responsive to the needs and priorities of their organisation; and | Quality           | "   |

|  |         |   |
|--|---------|---|
| • percentage of successful External Verification visits from Awarding Bodies | Quality | “ |
|  |         |   |

Most of these KPIs are annual in nature although in-year reports could be developed for some of them with further development. In full they constitute a substantial data set – more so once trend data emerges over the years. It is recommended therefore that one possible solution would be to set aside one or two categories for discussion at each meeting on a rotational basis – in line with the periods when these data set collections naturally occur.

Committee members are invited to discuss:

- (a) whether the data categories above are all necessary and sufficient.
- (b) Whether a rotational model of discussion is preferred to avoid data overload at meetings
- (c) Whether annual reporting of these figures is satisfactory with a subset reported at each meeting.

## 6. Risk Analysis

There are no significant risks associated with the items in this paper other than a failure to monitor the quality of performance of the college.

## 7. Legal Implications

There are no specific legal implications relating to this paper.

## 8. Financial Implications

There are no significant financial implications.

## 9. Regional Outcome Agreement Implications

Some of these KPIs correspond to ROA targets.

## 10. Has an Equality Impact Assessment been carried out (Y/N/NA)

N/A