LEARNING AND TEACHING COMMITTEE

16 November 2022 at 4.30pm

LEARNING AND TEACHING COMMITTEE

A meeting of the Learning and Teaching Committee will be held on Wednesday, 16 November 2022 at 4.30pm.

A G E N D A

22.24	Welcome and Apologies		G McGuinness
22.25	Declarations of Interests		G McGuinness
Minutes of Previous Meeting			
22.26	Minute of the Meeting held on 18 May 2022	P	G McGuinness
22.27	Matters Arising Action Grid	P	G McGuinness
Items for Discussion			
22.28	Quality and Performance Report	P	E Brownlie
22.29	Student Association's Report	V	A Chaudhry
22.30	Student Experience Report	P	D Marshall
22.31	Digital Skills	P	D Marshall
22.32	Curriculum and External Environment	P	J Rafferty
22.33	Learning and Teaching KPI report	P	J Rafferty
Items for Noting			
22.34	Learning and Teaching Committee Remit and Schedule of Work	P	K Mavor
22.35	Any Other Business		G McGuinness
Date of Next Meeting: 1 February 2023			

Legend
P: Paper
V: Verbal

LEARNING AND TEACHING MEETING

Date of Meeting	16 November 2022
Paper Title	Quality and Performance Update
Action	For discussion
Prepared by	Eric Brownlie, Assistant Principal Quality and Performance
Agenda Item	22.28
Status	Disclosable

1. PURPOSE OF THE REPORT

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

2. ACTION FOR THE COMMITTEE

The Committee are asked to discuss the report.

3. ISSUES

The attached report summarises high-level data for a number of areas:
(1) Attainment 2021-22 (internal data)
(2) External Verification Summary 2021-22
(3) Student Satisfaction Survey May 2022
(4) Annual Complaints Handling Summary 2021-22
(5) Early Impressions Survey October 2022

College attainment levels reached the highest levels ever by 2019-20 and meant that we were the equal highest performing large College for Full Time FE and HE attainment. Over the past two years attainment has dropped significantly as recruitment has suffered, withdrawal levels and partial success have increased and students have faced a very uncertain learning experience with significant online teaching for courses better suited to on campus delivery.

External Verification by our awarding bodies was generally strong with a small number of curriculum areas requiring to undertake additional activities to satisfy assessment requirements – which took place successfully.

Satisfaction levels of students on courses last year remained high whilst early feedback from this year demonstrates high levels of satisfaction with the pre-entry and early learning experience.

Our **Complaints** process continues to encourage resolution at an early stage but robustly investigates more complex complaints where required. Any complaints that were unhappy and contacted the Scottish Public Service Ombudsmen

(SPSO) were not upheld and they found that the College had investigated satisfactorily.

4. SUPPORTING DOCUMENTS/FURTHER INFORMATION
Quality and Performance Update: November 2022

5. RISKS
Maintaining and improving retention and attainment performance levels, maintaining high satisfaction and ensuring good quality learning and assessment are all important indicators for sustaining funding, attracting potential learners, appealing to external stakeholders and the College's reputation. Funding and performance is also supported by strong recruitment and we continue to identify and implement actions for areas where recruitment for 2022-23 is at risk.

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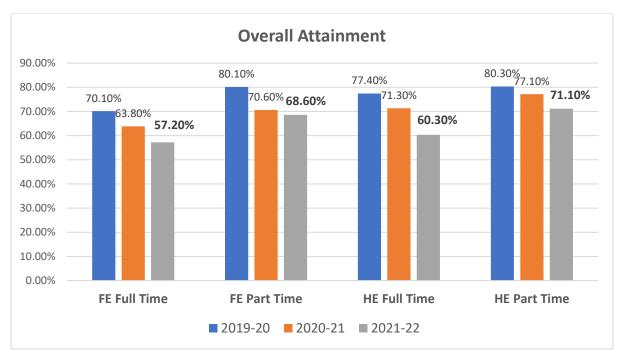There are no specific legal implications.

Meeting our credit target is important but has becoming increasingly challenging and continuing to recruit strongly, reduce early withdrawal and maximise our credits is critical for our overall credit funding and remains a high priority.

Learning and Teaching Committee

Quality and Performance Update November 2022

1. **Overall Attainment 2021-22**

    Attainment for the four high level PI categories have dropped in 2021-22. Data should be noted in the context of the use of holistic assessment decisions in 2020-21 and also the college reaching some of our highest ever PI figures in 2019-20 (FT figures being the highest for large colleges across the sector). Results last year were affected by a number of factors – including the uncertainty of delivery models with many students not on campus and only accessing in person teaching sporadically which led to particularly high levels of Early Withdrawal. Feedback from students and staff indicate that this ongoing uncertainty had a major impact on students being retained or completing their studies successfully.
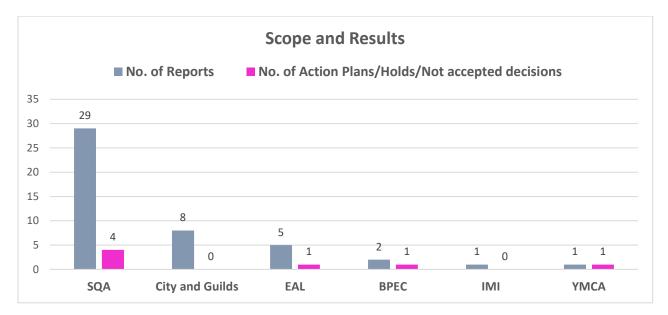

Evaluation and Improvement

A wide range of work is taking place to re-introduce and refresh our Evaluation and Improvement process for Curriculum and Support areas – which includes encouraging greater team ownership, providing more accessible PI Dashboards and focusing on strengthened recruitment, induction and retention strategies.

2. **External Verification (EV) 2021-22**
   The 2021-22 EV report is based on activity undertaken by external awarding bodies for which Glasgow Clyde College delivers qualifications. Due to the pandemic almost all verification activities were conducted remotely and SQA (as our largest awarding body) continued to reduce the number of verification activities.

   Overall, 46 verification reports were received during academic year 2021-22, compared to 32 in 2020-21, an increase of 44%. The number of reports resulting in *action plans or holds or not accepted* decisions was seven, three more than the previous year.

The table below outlines the different curriculum areas where some formal verification issues had to be resolved. It should be noted that the four SQA areas were part of the college wide NQ verification activity – and across the sector there were a total of 40% 'Not Accepted' outcomes – which is a concern but might partly be down to the lack of understanding of external verifiers working remotely (often from school backgrounds) on how college evidence was gathered to demonstrate competence. A full EV report is available.

Curriculum Area	Action Plan or Hold or Not Accepted	Resolved
Energy and Building Services (BPEC)	1	Yes
Engineering (EAL)	1	Yes
Sport and Fitness (YMCA)	1	Yes
Social Services (SQA)	1	Yes
Life Sciences (SQA)	1	Yes
Supported Education (SQA)	1	Yes
General Education and Social Sciences (SQA)	1	Yes

3. **Student Satisfaction Survey - April 2022**
   This survey is carried out nationally by all colleges with the aim of gathering at least 50% returns across all four high level categories. GCC has traditionally got high return rates and very high levels of overall satisfaction – and we had over 3600 responses to this year's survey. The first table shows a benchmark summary of response rates and satisfaction levels highlighting the strong level of response rates and satisfactions levels GCC has against other colleges. In addition, the second table shows the more detailed responses from our students for each question.

College	FE Full Time		HE Full Time		FE Part Time		HE Part Time	
	Resp Rate	Satisfaction Rate	Resp Rate	Satisfaction Rate	Resp Rate	Satisfaction Rate	Resp Rate	Satisfaction Rate
Glasgow Clyde	**54%**	**96%**	**57%**	**88%**	**46%**	**96%**	**29%**	**97%**
City of Glasgow	35%	86%	29%	76%	13%	85%	14%	71%
Kelvin	31%	92%	18%	90%	2%	97%	3%	69%
West College	35%	93%	28%	82%	31%	95%	17%	89%
Scotland	47%	93%	37%	86%	17%	94%	19%	89%

GCC Satisfaction Survey Results 2022

Statement	Combined Satisfied			Combined Dissatisfied		
	2022	**2021**	**2020**	**2022**	**2021**	**2020**
Overall, I am satisfied with my college experience	**93.4%**	89.8%	96.2%	**6.6%**	10.2%	3.8%
Staff regularly discuss my progress with me	**87.4%**	87.6%	90.3%	**12.6%**	12.4%	9.7%
Staff encourage students to take responsibility for their learning	**97.1%**	97.6%	97.4%	**2.9%**	2.4%	2.6%
I am able to influence learning on my course	**91.1%**	89.4%	92.6%	**8.9%**	10.6%	7.4%
I receive useful feedback which informs my future learning	**91.9%**	92.1%	93.6%	**8.1%**	7.9%	6.4%
The way I'm taught helps me learn	**89.7%**	85.8%	93.3%	**10.3%**	14.2%	6.7%
My time at college has helped me develop knowledge/skills for the workplace	**92.7%**	89.1%	94.7%	**7.3%**	10.9%	5.3%
I believe student suggestions are taken seriously	**89.1%**	91.2%	87.2%	**10.9%**	8.8%	12.8%
I believe all students at the college are treated equally and fairly by staff	**93.6%**	95.6%	91.3%	**6.4%**	4.4%	8.7%
Any change in my course or teaching has been communicated well	**86.0%**	90.0%	NA*	**14.0%**	10.0%	NA*
The online learning materials for my course have helped me learn	**89.9%**	87.7%	NA*	**10.1%**	12.3%	NA*
I feel that I am part of the college community	**84.0%**	82.8%	NA*	**16.0%**	17.2%	NA*
The College Students' Association influences change for the better	**89.8%**	95.1%	92.9%	**10.2%**	4.9%	7.1%
I would recommend Glasgow Clyde College to a friend	**95.4%**	NA*	NA*	**4.6%**	NA*	NA*
Canvas is used well to support my work	**94.7%**	93.0%	93.0%	**5.3%**	7.0%	7.0%

4. **Annual Complaints Handling Report 2021-22**

The college has a well established Complaints Handling Procedure (CHP) based on the Scottish Public Service Ombudsmen (SPSO) model. Complaints are split into 6 main categories and provide two opportunities to resolve (close) internally – Early Resolution (Stage 1) or Investigation (stage 2). The CHP is now included as a mandatory element of both staff and student induction and is promoted via email, canvas and our website. A summary of complaints and their outcomes are shown below. A full report is available.

Categories	Total Complaints 2021-22	Total Complaints 2020-21	Total Complaints 2019-20
Customer Care ➢ Staff Conduct; Equality; Environmental	28	21	51
Applications and Admissions	10	8	9
Course Related ➢ Course Management 30 ➢ Assessment, Exams, Certification 2	40	36	13
Services	4	5	7
Facilities	2	0	0
Others (all related to industrial action)	19	11	0
Total	**103**	**81**	**80**
Outcome	**Number**	**%**	
Complaints Resolved at all stages	30	29.1%	
Complaints Upheld at all stages	36	35.0%	
Complaints Not Upheld at all stages	37	35.9%	

5. **Early Impressions Survey 2022-23**

The Early Impressions survey is carried out in October to evaluate the pre-entry and early learning experience for our students. Over 3400 students responded and results are shown below. The figures for responses 'Below Average' or 'Poor' were very low – with the only ones above 3% relating to Finance and Student Funding. We also ask specific questions about their experience in using Canvas (VLE) and whether they feel a sense of belonging which we know is an important factor in maintaining stronger retention levels.

	Excellent			Good			OK		
	2022	2021	2020	2022	2021	2020	2022	2021	2020
Applying for your course	43.1%	43.0%	49.1%	44.0%	46.5%	40.7%	10.8%	9.7%	9.4%
Interview for your course	49.9%	50.6%	56.1%	41.3%	35.2%	36.8%	7.6%	13.4%	6.4%
Info about starting your course	39.6%	37.3%	35.6%	41.5%	40.4%	41.7%	14.3%	16.9%	18.4%
Info from Student Advice Centre	30.9%	34.4%	31.7%	46.7%	46.0%	42.8%	18.2%	17.4%	20.8%
Info about Student Funding	31.7%	30.1%	*29.0%	37.2%	35.8%	*41.4%	20.6%	23.0%	*24.2%
Info about Finance	30.9%	32.0%	*29.0%	40.3%	39.6%	*41.4%	21.8%	21.7%	*24.2%
Enrolment	43.2%	40.6%	36.3%	44.5%	44.5%	44.0%	10.9%	13.0%	18.2%
Induction to college/your course	47.6%	45.8%	44.2%	39.4%	39.7%	39.3%	11.4%	12.6%	15.0%
Your learning experience	47.4%	38.1%	**NA	40.9%	44.1%	**NA	9.8%	14.6%	**NA
Your overall experience	46.0%	41.7%	32.8%	41.1%	45.5%	44.8%	11.4%	11.2%	18.4%

	Very Easy			Easy			OK		
	2022	2021	2020	2022	2021	2020	2022	2021	2020
Ease of using Canvas (VLE)	45.1%	45.9%	36.7%	33.4%	34.8%	32.3%	18.3%	15.9%	24.3%

	Yes			No		
	2022	2021	2020	2022	2021	2020
Do you feel a sense of **belonging** in your class e.g. do you feel part of the group, have you got to know classmates etc.?	94.2%	90.6%	82.3%	5.8%	9.4%	17.7%

Learning and Teaching Committee

Date of Meeting	16 November 2022
Paper Title	Student Experience Update
Action	For Discussion
Prepared by	David Marshall, Assistant Principal Student Experience
Agenda Item	22.30
Status	Disclosable

1 PURPOSE OF THE REPORT

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

2 ACTION FOR COMMITTEE

The Learning and Teaching Committee notes the paper.

3 IMPLEMENTATION AND DEVELOPMENT

The restructure of the Student Experience is largely completed. Individual areas are delivering services to students and planning the main priorities for the short and medium term. The Student Experience Leadership Team have been analysing College Strategic Themes and Action Plans to draft Operational plans and identify KPIs for each function. The next stage of planning development will link operational plans to the College Risk Register.

Key initiatives within the functional areas include:
- Review of Learning Inclusion provision
- Pilot first stage of student monitoring system
- Embedding of Careers Service across the College and extended external partner engagement
- Enhancement of the partnership between Student Information and Welfare and Action for Children through STAY project
- Production of digital skills support materials and accessible tutorial sessions for students
- Identification of multi-purpose learning spaces within College libraries
- Proposals for sustainable models of mental health and counselling support for students
- Production of the PSED reports
- Development of an impact assessment tool for GCCSA activity
- Achievement of the EmilyTest Charter

College arrangements for self-evaluation of support areas and the related timescales are being finalised which will allow staff team in each function.

to fully reflect on the previous structures and delivery, the transition into the new structures and generate ideas for service improvement and development.

CPD
Plans have been agreed for all management and supervisory posts within Student Experience to undertake a 2-day Coaching Leadership programme. This will support leadership development across the team and will promote a consistent, collaborative culture in all areas.

Staff across the Student Experience area have been participating in the Nurturing Training Programme that is being delivered within the College. In addition, targeted CPD for each functional area is being agreed through the College PDP process to ensure that staff needs and operational requirements are effectively mapped to service delivery.

4.   **SUPPORTING DOCUMENTS/FURTHER INFORMATION**
       N/A

5.   **RISKS**

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

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

       PSED reporting is a legal requirement, and the appropriate reports must be produced.

       EIAs will be carried-out in relation to specific project activity

Learning and Teaching Committee

Date of Meeting	16 November 2022
Paper Title	Digital Skills
Action	For Noting
Prepared by	David Marshall, Assistant Principal Student Experience
Agenda Item	22.31
Status	Disclosable

1   PURPOSE OF THE REPORT

The purpose of this report is to provide an overview of activity the College is undertaking in relation to digital skills for students.

2   RECOMMENDATIONS

The Learning and Teaching Committee notes the paper.

3   CONTEXT

The prioritisation of digitals skills forms a key component with the College Strategic Plan. Developmental work has been taking place in the College through the GCEF funded DELTA project since 2019 and this has been accelerated by experience and learning through the pandemic. The refreshed College Strategic Plan includes a staff and student focus for the development and enhancement of digital skills across the range of objectives. Specific objectives relating to digital skills include:

- **A4**
    - o To develop the confidence and capability of staff to utilise digital technologies and blended approaches to deliver engaging learning, teaching and assessment.
- **A7**
    - o To deliver a dynamic and inclusive curriculum that equips students with the skills (work-based, digital, career, sustainability, and meta skills) that prepare them for a successful future.
- **C2**
    - o To deliver hybrid approaches that will inspire and consistently support all students to achieve the best possible learning outcomes and positive destinations
- **C8**

o To provide digitally connected and flexible learning, and recreational spaces that enable our students to enjoy, thrive and be inspired by their college experience.

Staff

As well as a new Digital Strategy, a refreshed Learning, Teaching and Assessment Strategy has been produced which considers Active Blended Learning and identifies digital expectations for Learning and Teaching. This has been informed and supported by significant work by the Research and Development Team over the past few years who have delivered:

- One to one work with curriculum leaders to build capacity for improvement
- Practice-sharing and practice-development workshops
- Promoted other forms of practice-sharing platforms, channels and resources
- Informed policy development
- Development of resources to support online and blended learning
- Support for online and blended learning embedded within Teaching Essentials, Professional Development Award: Teaching in Scotland's Colleges, and TQFE

Students

Staff and employers have identified that many students enrol at College without digital skills that would support their learning and progression. Despite the term 'digital native' being applied to many learners, it is clear that their digital engagement is not always supportive of their learning and needs to be developed and supported across the college to transition that knowledge into a life and employment skill. Faculties and support areas are currently refining operational plans to prioritise Strategic Themes, Objectives and Actions and this has seen a number of initiatives being developed and implemented.

The production of the 'Come to Clyde' Strategy has provided a number of interdependent initiatives that will enhance the wider student experience and target enhanced student recruitment, retention and attainment. Component 14 targets the onboarding of students:

- **Better digital onboarding support -** Libraries and E-Learning will work to improve digital onboarding services as early as possible in the admissions journey.

All initiatives and activity are being monitored through the SLT Action Plan and the appropriate Operational Plans, Self-Evaluation processes and student feedback mechanisms.

Student ICT

Over the course of the pandemic, the College distributed significant numbers of digital devices including laptops, i-pads, chrome-books and wi-fi dongles to support staff and students. These were funded through multiple sources including SFC, GCEF, Bursary, external funds and College funds. The current year has seen provision of SFC funds for digital devices for students which is being administered and allocated through our Student Funding Team.

There is not a sustainable funding source to ensure continued provision of devices for students and the return to face-to-face delivery as the primary mode of delivery has seen a re-prioritisation of accessible ICT for students across the College.

4.   **INITIATIVES**

A range of initiatives ensure that students have access to devices, that student digital skills are being developed and that staff are appropriately supported to deliver digital sills. These include:

- Implementation of student Lapsafe schemes on all campuses which allow students to loan out devices
- Procurement of more class-in-a-box laptops to support classroom delivery
- Focus Digital Skills for Students with plans to integrate these resources into digital onboarding for next academic year, supported by:
    - Overarching Digital Skills course for delivery by lecturers
    - 17 short videos demonstrating key digital skills for success at College
    - 4 five-minute videos on Word; PowerPoint; Edge browser; Files and Folders
    - 13 three-minute videos on specific skills such as sending zip-files; advanced searches; adding images; etc
    - Power Up Playlists - weekly announcements via Canvas direct to students, highlighting one theme per week, utilising one of the digital skills videos. Linking to playlists based on themes for further development. This follows a similar model to the very successful TMTs that are aimed at staff
    - Creation of Canvas modules with aforementioned digital skills videos - made available for staff to import directly into their own Canvas courses via Canvas Commons. This enables contextualisation and the opportunity for staff to highlight those resources that are of most value to their student cohort

- Digital Skills for Students Course - accessed via Student Association Canvas course - broad range of searchable resources on Office365; Canvas; Teams; email; college account; and more
- Canvas for Students Course - an easy-to-follow course teaching students how to use core Canvas tools

- Library staff support for students working in the library - 1-1 guidance, advice and trouble shooting
- Library delivery of course inductions to high numbers of student - supporting digital onboarding and digital skills for research
- Learning Inclusion initiated Study Skills course on Canvas - accessed via Student Association Canvas course - includes contextualised digital skills alongside more traditional study skill approaches
- Continued use and development of Canvas with most curricular areas within the faculty.
- Staff training on Canvas delivered by eLearning team
- PC Clinic – GCCSA coordinated and student led. Computing students are gaining experience working in the Libraries to support students with ICT issues
- Continued staff training to update digital skills (a number of different areas)
- Upskilling and retraining people in the communities through Glasgow Life contract
- Implementing more advanced digital skills in our courses to meet industry needs such as Data Science, AI, Web Analytics, User experience, Digital Marketing, Social Media
- Development of new induction programme and more emphasis through induction on being responsible and safe online

5.   SUPPORTING DOCUMENTS/ FURTHER INFORMATION
N/A

6.   RISKS

Failure to ensure that staff and students are fully supported to develop digital skills will ultimately impact upon student retention and attainment.

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

EIAs will be carried-out in relation to specific project activity

LEARNING AND TEACHING COMMITTEE MEETING

Date of Meeting	16/11/22
Paper Title	Curriculum and External Environment
Action	For Discussion
Prepared by	J Rafferty
Agenda Item	22.32
Status	Disclosable

1. PURPOSE OF THE REPORT

This paper provides members with an update on the College's current position in respect of its credit targets for the current session (2022/23) as we approach the end of our first teaching block. It also highlights key environmental developments impacting on curriculum planning and strategy.

2. ACTION FOR THE BOARD

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

3. BACKGROUND INFORMATION

In the previous meeting of the full Board we reported that the College was undergoing a credit audit for session 2021/22. This audit is now complete and the College finished -3.7% short of its aggregated targets, primarily due to declining full-time enrolment and increasing rates of early withdrawal of up to 16%.

The SFC has also recently announced that a 2% tolerance on target achievement due to begin this session, will also be retrospectively applied to last years' figures for 2021/22. At the time of writing the College was awaiting confirmation from GCRB and SFC on whether this concession would actually improve the College's financial position given the rules around the various credit 'pots' in Clyde's portfolio, and our position as an assigned regional College which contributes to a collective, rather than an individual, credit claim.

In this new session, the College has a reduced individual credit target of 126,357 which includes 2320 credits for FAs.

4. **EARLY ENROLMENT – SESSION 2022/23**

Against an original target of 11,365, this session the College has so far enrolled 11,855 learners since August, which is 4% over target.   However, a further breakdown reveals some previous trends persist.

The over-enrolment of part-time students masks an under enrolment of full-time students (-3%), and growth in FE learners disguises the fact that HE learners are also down on target (-4%). The picture also varies between faculties with Access and Continuing Learning exceeding target; Business, Creative and Digital Industries hitting target exactly; and both Engineering, Computing and the Built Environment, and Health and Wellbeing about 6% down on target.

The reduction in full-time learners in particular will have a consequential impact on credit achievement since those learners attract more credits. Furthermore, any remodelling of the portfolio (which is currently underway) should take account of these recruitment trends since at present it suggests that not only do we plan for too much HE activity, but also that ACL has too few assigned credits to meet demand and that both ECBE and HWB have too many.

5. **EARLY RETENTION FIGURES**

The early retention picture remains fluid as course managers continue withdrawing learners who have dropped out. However, as we pass the 1st November funding cut-off date for August starts, we have currently lost 1563 students who either dropped out or enrolled and never attended. This represents 13% of all enrolments: down on last years' 16%, but still higher than pre-pandemic levels of 9-10%. An analysis of withdrawal reasons will be undertaken in December but cost of living seems likely to figure prominently.

6. **CREDIT ACTIVITY 2022/23**

Given this enrolment performance, the college's best-case credit outcome at present is **-1.2%** and worst case is **-3.5%**. This represents an improvement on a predicted -4 to -8% outturn at the same point last year.   This comparatively improved credit position, in the context of only moderately better recruitment and retention figures, suggests that the College is becoming more efficient in harvesting credits from the students it recruits. This suggests that the College can still fall within the 2% tolerance permitted so long as remaining risks are managed and appropriate interventions made.

Possible risks include failure to recruit sufficiently for January start and Spring start courses; continuing growth in the early withdrawal rate; and a possible SFC prohibition in being able to redeploy any of the unused FA credit allocation, (which currently accounts for 1% of our credits).

2

Interventions could include implementing the 'Come to Clyde' strategy with regards to Jan starts; returning the Highers Programme to the credit portfolio; offering additional courses in digital skills or other areas; and ensuring credits are claimed for any delivery beyond the standard course content.

7. **CLD REVIEW**

   An internal review of Community Learning and Development activity at Glasgow Clyde College is currently underway to ensure that it is run as efficiently and delivers the best possible service to learners. This area has been impacted by several environmental changes which have challenged its traditional funding model. Firstly, the external funding streams have been reduced for this type of activity with the implementation of the new Glasgow Community Fund. Secondly, CLD workers have been re-designated as lecturing staff which has increased the cost of CLD delivery, and thirdly, there is a strategic need for a better curricular balance between adult learning, community ESOL and youthwork which achieves synergies with other areas of the college. Glasgow Kelvin College undertook a similar review of CLD in 2021, although community learning accounts for a greater proportion of their credits.

8. **LABOUR MARKET STATISTICS**

   The Scottish Labour Market statistics for 16-24 year olds were published this autumn which confirmed that from July 2021 to June 2022, the youth employment rate increased by 6.5%. 58% of 16-24-year olds were in employment in Scotland, nearly 5% above the average for the UK as a whole. However, young males were more likely to be unemployed than females and more likely to be economically inactive. This data is likely to be a contributory factor to lower recruitment and retention rates for the College, as well as suggesting some groups for targeted training interventions in year. The full report can be found here: Labour Market Statistics for 16 to 24 year olds: Scotland and UK – July 2021 to June 2022 - gov.scot (www.gov.scot)

9. **SKILLS DELIVERY REVIEW**

   The Scottish Government have announced a review of the skills delivery landscape which will focus mainly on SDS's remit. It will make specific recommendations on a number of areas including:

   - The governance, design and delivery of apprenticeship programmes
   - The development and management of National Occupational Standards
   - The commissioning of Scottish Vocational Qualifications
   - Support for young people to prepare for work
   - The status of SDS and its governance arrangements.

   All of these are business critical areas to the College and would be of material interest to areas such as Engineering, Construction and Care, as well as some of

3

our commercial income streams. Moreover, since SVQ course content is embedded in core provision such as HNCs in care and School FAs, this could be of consequence to core delivery too.

A review of FAs is also currently underway with 3 workstreams looking at the planning, delivery and outputs of these qualifications with a view to boosting recruitment and reducing drop out. The College is represented on 2 of these groups and proposed short-term actions are expected in December 2022. An examination and possible review of the frameworks is pencilled in for 2023, but this will be a longer-term project.

10. **PROVISIONAL (CONDITIONAL) REGISTRATION OF LECTURERS**

As a final effort in solving the issue of lecturer registration for those lecturers who do not hold a teaching qualification, the GTCS are consulting on the creation of a Provisional (Conditional) Registration category. This would enable all remaining non-qualified lecturers to access the register provided they gained a teaching qualification within 5 years. This consultation closes on the 11th November 2022.

11. **RISKS**

As identified in (6) above, there is remains a small risk that the College will fail to fall within the 2% threshold of its aggregated SFC Credit target for the 2022/23. A failure to meet the College credit target could present a financial risk to the college. There are no specific legal implications relating to this paper.

12. **ANY OTHER SIGNIFICANT IMPACT**

The only ROA risk at present is that the FA credit allocation is currently higher than the amount of FA students recruited and unless these unspent FA credits can be redeployed, we will fail to meet our FA target.

4

TEACHING AND LEARNING COMMITTEE MEETING	
Date of Meeting	16 November 2022
Paper Title	KPI Update
Action	For Information
Prepared by	J Rafferty
Agenda Item	22.33
Status	Disclosable

1. **PURPOSE OF THE REPORT**
   This paper provides members with an update on the development KPIs for the Learning and Teaching Committee.

2. **ACTION FOR THE BOARD**
   Members are asked to **DISCUSS** this paper.

3. **BRIEF BACKGROUND INFORMATION**
   In the previous meeting of the Learning and Teaching Committee, the process of populating the KPI report with data for session 2020/21 and 2021/22 a survey of the data was begun. An external stakeholder survey was also conducted to populate KPIs where no existing data source was in place.

4. **KPIs**
   The KPIs are listed in Appendix 1.

5. **HIGH LEVEL COMMENTARY**
   - ***Student Experience:*** Student satisfaction indicators were almost universally improved inn 21/22 compared to the previous session, despite limitations in delivery. Over 95% said they would recommend the College to a friend. There was a slight reduction in those who said GCSSA influenced change for the better although 90% still agreed.

   - ***Student Performance:*** Student attendance dipped significantly last year by 7%. Health remains the biggest reason for drop out and employment also still figures highly in withdrawal motives. However, a significant number have also left this year to take up places at other institutions (115 students).

   - ***Early Withdrawal:*** Early drop out increased in every category last year regardless of age, SIMD or mode of study. Interestingly, care experienced learners showed the lowest rise in drop out.

   - ***Student Achievement:*** Attainment also dipped in every category with the interesting exception of under 16s (mainly EVIP courses) and the over 50s (mainly SWAP courses).

   - ***VLE Usage:*** Use of the college VLE Canvas increased amongst both staff and students last year and this year has already achieved even higher use levels amongst student.

   - ***Community and Economic Engagement:*** Last year the portfolio did not change significantly in terms of the economic sectors it serves or the SIMD areas it serves.

- *Apprenticeships:* MA uptake grew about 10% last year but cannot grow further at present whilst SDS allocations remain static in the College sector. FAs grew slightly this year but still fell below an ambitious growth target.

- *External Stakeholder Engagement:* In its first external stakeholder survey, the College received around 40 responses of which over 90% said they were satisfied with the College's service and over 60% strongly agreed that the College was responsive to the needs of their organisation.

6. KEY MESSAGES

Now that KPI data collation is beginning to establish trends, the key messages from the KPI data are that:

- Student and stakeholder satisfaction remains high, despite difficulties last year.
- VLE use remains high, despite a move to on campus delivery.
- Retention remains a key concern for college performance and the activity of universities and the lure of employment has had a significant impact on retention.
- Attainment has also suffered significantly from online models of instruction as well as poor retention.
- MA growth remains broadly static, limited by sectoral restraints at a national level.

7. SUPPORTING DOCUMENTATION/ FURTHER INFORMATION

KPI Report – Appendix 1

8. RISKS

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.

9. ANY OTHER SIGNIFICANT IMPACT:

These KPIs will facilitate closer monitoring of College performance in a range of key areas.

Appendix 1

KPIs		2020/21
Student Experience		
Percentage of students satisfied with their learning experience;		89.8%
Percentage of students who would recommend the College to a friend;		-
Percentage of students who identify as having a sense of belonging;		82.3%
Percentage of students who **strongly agree** that their time at College has helped develop knowledge and skills for the workplace;		38.4%
Percentage of students satisfied that GCCSA influences change for the better (from SFC annual survey);		95.1%
Percentage of students who agree that staff regularly discuss their progress with them;		87.6%
Percentage of learners who **strongly agree** that CANVAS (VLE) is used well to support their learning; and		43.9%
Unique student complaints received regarding quality of learning, teaching, assessment, or support.		36
Student Performance		
Student attendance rates		-
Students' withdrawal motives (top 5 known motives)		-
		-
		-
		-
		-
Early withdrawal rates		
by age	A U16	7.9%
	B 16-19	6.4%
	C 20-24	5.8%
	D 25-34	7.5%
	E 35-49	6.0%
	F 50-59	5.7%
	G O59	2.3%
	All	6.4%
by mode of study	Full-Time	7.0%
	Part-Time	4.2%
	Part-Time Evening	7.4%
	Short Full-Time	12.2%
	All	6.4%
by SIMD	10% most deprived	7.5%
	All other deciles	5.9%
	All	6.4%
by Care Experience	Care experienced	9.9%
	Not Care Experienced	6.2%
	All	6.4%
Student Achievement Rates		
by age	A U16	55.1%

	B 16-19	63.6%
	C 20-24	71.5%
	D 25-34	73.4%
	E 35-49	77.1%
	F 50-59	72.0%
	G O59	81.4%
	All	69.7%
by mode of study	Full-Time	67.5%
	Part-Time	76.1%
	Part-Time Evening	74.2%
	Short Full-Time	53.3%
	All	69.7%
by SIMD	10% most deprived	66.3%
	All other deciles	71.4%
	All	69.7%
by Care Experience	Care Experienced	58.3%
	Not Care Experienced	70.6%
	All	69.7%
Level of usage of the College VLE	Students	7320
	Staff	529
Positive student destinations.		97.9%
Community and Economic Engagement		
Percentage of Credits delivered in each of the Region's Economic Sectors		
	Administration, Financial and Busines	13.0%
	Creative and Cultural Industries	15.0%
	Energy, Engineering, Construction an	13.0%
	Food, Drink, Tourism, Hospitality and	13.0%
	Health, Care and Education	15.0%
	Land-Based Industries	2.0%
	Life and Chemical Sciences	5.0%
	Transition and Supported Learning	24.0%
Percentage of Credits delivered to residents of SIMD 10 and 20 postcodes	SIMD10	32.0%
	SIMD20	15.0%
	SIMD 10+20	47.0%
Percentage of Credits at SCQF levels 1-4		20.0%
MA recruitment		285
FA recruitment		-
External Stakeholder Engagement		
Percentage of employers who are satisfied with the service they receive from the College;		-
Percentage of employers who would recommend the College;		-

Percentage of external stakeholders that **strongly agree** they are satisfied with the quality of the service they receive;	-
Percentage of external stakeholders that **strongly agree** the College is responsive to the needs and priorities of their organisation; and	-
Percentage of successful External Verification visits from Awarding Bodies	88.0%

2021/22	2022/23
93.4%	-
95.4%	-
90.6%	-
45.0%	-
89.8%	-
87.4%	-
50.0%	-
40	-
87.0%	80.0%
Health 30%	Health 25%
Employment 19%	Other Institution 21%
Course 19%	Employment 19%
Academic Issues 14%	Caring 10%
Financial 5%	Course 9%
9.6%	-
10.0%	-
10.0%	-
9.6%	-
7.5%	-
8.7%	-
6.7%	-
9.4%	-
11.2%	-
6.4%	-
11.1%	-
14.2%	-
9.4%	-
10.6%	-
8.9%	-
9.4%	-
10.3%	-
9.3%	-
9.4%	-
62.7%	-

56.3%	-
64.1%	-
69.2%	-
74.6%	-
73.2%	-
78.2%	-
64.7%	-
58.7%	-
73.8%	-
60.6%	-
51.9%	-
64.7%	-
61.4%	-
66.1%	-
64.7%	-
55.9%	-
65.3%	-
64.7%	-
7832	7899*
562	481*
NA	-
13.0%	-
14.0%	-
13.0%	-
12.0%	-
15.0%	-
2.0%	-
6.0%	-
25.0%	-
29.0%	-
16.0%	-
45.0%	-
23.0%	
320	290
133	143
93.8%	-
93.8%	-

60.6%	-
60.6%	-
85.0%	-

LEARNING AND TEACHING COMMITTEE MEETING

Date of Meeting	16 November 2022
Paper Title	Learning and Teaching Committee Remit and Schedule of Work 2022/23
Action	For noting
Paper Number	22.34
Prepared by	Kirsty Mavor, Clerk to the Board
Status	Disclosable

1.   PURPOSE OF THE REPORT
To ask the Committee to note:-
  (1) the Committee's remit contained in Appendix 1;
  (2) the Schedule of Work for 2022/23 as contained in Appendix 2.

2.   BACKGROUND
2.1   In accordance with the College's Articles of Governance, each Committee must act in accordance with detailed Terms of Reference. The Learning and Teaching Committee's current remit is attached at Appendix 1. It is good governance practice to regularly review remits. This Committee's remit has been reviewed but no changes are proposed.

2.2   The Schedule of Work attached at Appendix 2 has been prepared to programme the Committee's workload for the 2022/23 session.   This Schedule will be updated in line with the Board and Committee's priorities.

3.   ACTIONS FOR COMMITTEE
The Committee is asked to note the remit and Schedule of Work.

4.   RISKS
N/A

5.   ANY OTHER SIGNIFICANT IMPACT e.g. STUDENT EXPERIENCE/ LEGAL / FINANCIAL/ EQUALITY& DIVERSITY
Ensuring that the Committee remit is accurate is essential to ensure competency of decisions.

LEARNING AND TEACHING COMMITTEE

REMIT OF COMMITTEE

These functions are delegated by the Board of Management to the Learning and Teaching Committee

REMIT

To provide assurance to the Board that all activities related to achieving excellence in learning, teaching and assessment are effective and support the overall strategic direction of the College.

To fulfil this function the Committee will

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

MEMBERSHIP

The membership of the Committee is a minimum of six members of the Board of Management, of which one will be the Student Member plus the Principal and staff

representative. The Committee should be chaired by a Board Member, other than the Chairman of the Board. The Chair of the Committee is elected by the Board and the Vice Chair is elected by the Committee. The Board reviews the membership every four years. The Vice Principal, Curriculum and External Relations, the Assistant Principal for Student Experience, the Assistant Principal for Quality and Performance, the Secretary to the Board and from time-to-time a representative from the Curriculum Assistant Principals attend the Committee as advisers. The Committee meets three times per year.

QUORUM

The quorum set by the Committee is three members.

VERSION REVIEWED AND APPROVED JUNE 2020

2

Learning and Teaching Committee

Schedule of Work 2022/23

STANDING ITEMS	
Learning and Teaching KPI Report	
Quality and Performance Report	
Curriculum and External Environment	
Student Experience Report	
Student President Report	

16 NOVEMBER 2022
External Verification Annual Report 2021/22 (included in Quality and Performance Report)
College Leaver Destinations 2021/22 (included in Quality and Performance Report)
Early Impressions Student Survey 2022
1 FEBRUARY 2023
Student Satisfaction Results 2021/22
January Start Courses 2023 Update
24 MAY 2023
AY 22/23 Arrangements for Assessment/ Certification