

LEARNING AND TEACHING COMMITTEE

1 February 2023 at 4.30pm
Boardroom at Langside

LEARNING AND TEACHING COMMITTEE

A meeting of the Learning and Teaching Committee will be held on Wednesday, 1 February 2023 at 4.30pm (Langside Campus).

A G E N D A

23.01	Welcome and Apologies		G McGuinness
23.02	Declarations of Interests		G McGuinness
Minutes of Previous Meeting			
23.03	Minute of the Meeting held on 16 November 2022	P	G McGuinness
23.04	Matters Arising Action Grid	P	G McGuinness
Items for Discussion			
23.05	Education Scotland – Annual Engagement Visit	V	I Beach
23.06	Quality and Performance Report	P	E Brownlie
23.07	Student Association’s Report	V	A Chaudhry
23.08	Student Experience Report	P	D Marshall
23.09	Curriculum and External Environment	P	J Rafferty
23.10	Learning and Teaching KPI report	P	J Rafferty
Items for Noting			
23.11	Schedule of Work	P	K Mavor
23.12	Any Other Business		G McGuinness
Date of Next Meeting: 24 May 2023			

LEARNING AND TEACHING MEETING

Date of Meeting	1 February 2023
Paper Title	Quality and Performance Update
Action	For discussion
Prepared by	Eric Brownlie, Assistant Principal Quality and Performance
Agenda Item	23.06
Status	Disclosable

1. PURPOSE OF THE REPORT

The purpose of this 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

We are implementing and developing a set of three connected strategies that will significantly enhance the pre-entry, on-boarding and in-college learning experience for all our students.

1. ***Come to Clyde*** strategy
2. ***Get Ready for Clyde*** strategy
3. ***Succeed at Clyde*** strategy

The ***Come to Clyde*** strategy is already being implemented for our January and August 2023 courses and contains a set of initiatives aimed at improving our recruitment. This includes:

- increasing awareness with ‘always on’ marketing;
- making the application process easier;
- shortening the time from application to offer;
- shifting from interviews to direct offers;
- widening access by removing unintended barriers (eg references);
- assuming the ‘right’ to progress for all our current students;
- removing unnecessary recruitment ‘tests’;
- having a no rejection policy;
- re-levelling applicants where possible; and
- strengthening our ‘Keep Warm’ activities.

This strategy is evidence driven by the fact that we are not meeting our recruitment targets and known external factors like changing demographics, more jobs, competition from HEIs and the impact of the pandemic on some sectors.

The ***Get Ready for Clyde*** strategy is a developing piece of work designed to be implemented for August 2023 applicants and maximise the impact of the next stage of a learners' journey. It will complement and build upon the 'Come to Clyde' initiative and we aim to reduce the number of enrolled students who never attend and also ensure the on-boarding and induction process prepares every student for a positive learning experience. We have identified 7 key stages which will be strengthened in order to remove barriers and allow learners to more effectively participate from the start of their course.

1. **Student Enrolment:** applicants must register with the college, either online or in person.
2. **Fees and Funding:** student needs to apply early for Fee Waiver or SAAS and needs to apply for support funds or loans.
3. **ICT Setup:** student will need a login for college systems and instruction on how to access Canvas, Email, OneDrive and any other essential digital systems.
4. **Timetable:** students need to know as early as possible what their timetable is.
5. **Student ID Card:** Students will need a student card with a photo.
6. **Support Services:** Students will need to know about key services such as Learning Support, Canvas, Student Advice, the Students' Association etc
7. **Faculty Induction:** a consistent and rigorous process for all students (eg course info days, keep warm activities, course handbook)

The ***Succeed at Clyde*** strategy will unite, evaluate and enhance a wide range of work we currently use to improve retention, learning and teaching approaches and student outcomes. This will take some of the successful work of the Research and Development Programme (which has now ended), strengthen the Evaluation process and consider the staff development and training needs to provide relevant data and key actions that focus on improving student experiences and outcomes.

Admissions and MIS Priorities

A number of projects have been prioritised this session to provide enhanced systems, accessible data and evidence to assist teaching and support managers and teams to effectively deliver the three initiatives described above. Importantly, these developments will also better inform decision making in relation to changes or reductions in our portfolio. These include:

1. The Admissions process & software;

Continuing to develop the Application Management software (eg book your own interview; lecturers making direct offers online; bespoke application processes for schools, ESOL groups etc)

2. Admissions Reporting

Consolidate all existing admissions reporting to a single Power BI data source with common terminology, methods, filters and analytical reports.

3. Credit & Portfolio Reporting

Consolidate all existing credit & portfolio reporting to a single data source with common terminology, filters and enhanced reporting capability. This will enable more effective portfolio review and better inform critical decision-making in relation to reducing under-performing areas of the curriculum or rationalising portfolio that is not meeting employer or community needs.

4. Timetabling Improvements

Contribute to a current Working Group by advising and developing timetable and room utilisation reporting platforms/visualisation

5. PI Reporting

Further development of performance reporting platforms (**demo Power BI**)

6. Subject PIs

Develop and implement new version of Subject PI reporting to complement new reporting tools at faculty and course level

College Leaver Destinations 2020-21

College Leaver Destination results for 2020-21 show that GCC is performing well against the sector.

	Glasgow Clyde College			Scotland
	2020-21	2019-20	2018-19	2020-21
Total Qualifiers	3718	3979	4096	45,570
Confirmed Destinations	3172	3425	3309	39,732
% in positive destination from total	83%	82%	79%	84%
Percentage of <u>confirmed</u> destinations in:				
A positive destination	97%	96%	97%	96%
Employment	15%	14%	15%	21%
Further Study	83%	82%	83%	76%

- 84% of sector leavers who achieved SCQF 1-6 went on to positive destinations – **GCC figure 88%**
- 95% of sector leavers who achieved SCQF 7+ went on to positive destinations – **GCC figure 97%**
- 55% of sector leavers who achieved SCQF 7+ went on to university study – **GCC figure 68%**

4. RISKS

Maintaining and improving all aspects of the student experience and student outcomes is at the heart of our work.

Strong retention and attainment 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 where meeting our credit target 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.

5. ANY OTHER SIGNIFICANT IMPACT

eg STUDENT EXPERIENCE/LEGAL/FINANCIAL/EQUALITY & DIVERSITY

There are no specific legal implications.

Learning and Teaching Committee

Date of Meeting	1 st February 2023
Paper Title	Student Experience Update
Action	Noting
Prepared by	David Marshall, Assistant Principal Student Experience
Agenda Item	23.08
Status	Disclosable

1 PURPOSE OF THE REPORT

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

2 ACTION FOR THE COMMITTEE

The Learning and Teaching Committee notes the paper.

3 STRUCTURAL AND SERVICE DEVELOPMENT

The restructure of the Student Experience has been completed. The next stage of development has been carried out by the Head of Inclusion, Information and Welfare. This has involved a review of the Learning Inclusion function within the College. Each campus has a Learning Inclusion base and support services which supports the extended learning support needs of our students. Currently, over 1350 students are registered for support and significant work has been undertaken to review processes, prioritise key engagements with students and more fully learners with more complex needs. This has allowed us to reallocate tasks within the team and lessen the burden on some staff roles.

The review work has identified efficiencies that can be gained through streamlined working practices and changes in pricing structures. This will also allow wider consideration of how best to utilise staff resources given the wider financial environment we are operating in.

A 6 month review of the implementation of the new Student Experience structure will shortly be commencing and given the increasing financial pressures upon the FE sector and the College, it will be necessary to surface possible options that may develop service delivery and provide further savings and efficiencies within the functional areas of Student Experience.

CPD

All management and supervisory posts within Student Experience have started a 2-day Coaching Leadership programme. This will support leadership development across the team, will promote a consistent,

collaborative culture in all areas and has been very positively received by all participants. It is reflective of wider work that is being undertaken through Organisational Development and will support the attainment of strategic aims that align with College Values.

GBV

Ongoing development work toward the Emily Test Charter is continuing. Our Equality Lead has organised pilot delivery of LISTEN Training which has been designed to support College staff in dealing with GBV disclosures. This will lead to a targeted training in both LISTEN by Emily Test and GBV Awareness by Rape Crisis Centre as advised by the GBV Working Group and will be complemented by a review of key procedures and further promotion of our Report & Support platform.

A new model of Safeguarding support will be implemented which will compliment development work that has taken place in GBV and Mental Health First Aid.

GCCSA

Enhanced management supervision and support is being provided for GCCSA. This will improve transparency and communication within the team and will ensure clearer responsibility and accountability for team members.

PSED REPORTING

The bi-annual cycle of reporting necessitates reporting in April 2023. The Equality Lead is working closely withal areas of the College to provide mainstreaming information as well as indicators of progress toward attainment of our Equality Outcomes. HR and OD are providing specific reports in respect of Equal Pay and Gender Pay Gap.

4. 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.

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

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

The current financial outlook necessitates investigation of changes to delivery models and review of staffing responsibilities to surface possible savings.

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

LEARNING AND TEACHING COMMITTEE MEETING

Date of Meeting	01/02/23
Paper Title	Curriculum and External Environment
Action	For Discussion
Prepared by	J Rafferty
Agenda Item	23.09
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 welcome our second major intake of students for our January Start Curriculum. It also highlights key environmental developments impacting on curriculum planning and strategy in the coming year.

2. ACTION FOR THE BOARD

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

3. BACKGROUND INFORMATION

At the last meeting of the Learning and Teaching Committee in November 2022, we reported that the college was sitting at a best-case position of being -1.3% below target and a worst-case of -3.5% for session 2022/23, against an SFC tolerance of $\pm 2\%$. The college had exceeded its August recruitment target for learners but was below target in key areas such as Full-Time and HE enrolments. This led to a net shortfall on target as the greater number of part-time learners attracted fewer credits per learner. In-year recruitment for Jan starts and other programmes was therefore identified as being key in landing the college within the 2% tolerance threshold.

On our return after the Christmas break, the decision was taken to temporarily close Anniesland Campus to allow safety checks to be made on its windows which required most of our current and planned delivery to be relocated throughout January and February 2023. A partial return for practical subjects is planned for the 1st February while the remainder of the campus will return once the main block is made safe.

4. JANUARY START ENROLMENT – SESSION 2022/23

The college opened for January start enrolment on the 9th January for programmes commencing on the 23rd January. Recruitment was steady on each day facilitated by a robust online enrolment system and a more coordinated internal progression system centrally managed by our admissions department. At present the college has enrolled **1,418** learners for these programmes against a target of **1,657**. Both recruitment and enrolment are continuing, with some courses deferred by a week and other using paper-based forms which take longer to be input, so there is still an opportunity to make target.

The best performer for January starts has been the faculty of Engineering, Computing and Built Environment which is currently 17% over target in terms of recruitment and 10% over target for credits, mainly due to strong recruitment in Computing. The faculty of Health and Wellbeing, however, has struggled most, and is currently 27% below its recruitment target for January starts, with disappointing levels of recruitment mainly occurring in Hair and Beauty and Sport. The recruitment performance of all faculties and schools will inform the portfolio remodelling plans for session 2023/24 and a new PowerBI dashboard has been recently developed to do this.

5. EARLY RETENTION FIGURES

The early retention picture for college delivery, thus far, remain similar to last year with around 16% of all enrolments leaving before the funding date – if we include students who never attended. Business and Finance, Sport and Employability experience stubbornly high drop-out rates of 20% or more, whilst Media, Fashion, ESOL and Energy have returned to pre-pandemic levels. The KPI report records the most common reasons for drop out which include family reasons and health, but also course related reasons which are within the gift of the college to remedy.

January start courses will need to work harder to avoid similar levels of drop out and courses at Anniesland in particular will need to minimise the impact of the temporary closure of their building on new starts. Course leaders have been asked to prioritise Anniesland Jan starts for face to face delivery at external venues if they can.

6. CREDIT ACTIVITY 2022/23

Given the enrolment performance for January starts, this currently places the global college position at a best-case projection of **-1%** and a worst-case of **-2%**– both of these scenarios therefore being within the SFC's 2% tolerance zone. Also, against an original global target of **14,867** this session, the college has so far enrolled **14,023** students with a number of further courses yet to recruit in the Spring.

Remaining risks against falling within the 2% tolerance include an unexpectedly high drop out in January starts, or a failure to return to on-campus delivery as soon as possible at the Anniesland site.

7. SCOTTISH DRAFT BUDGET 2023/24

The Scottish Government announced its Draft Budget on 15 December which included an indicative budget for Further Education. The allocation for FE included a 3.8% increase, equating to an additional £26M for the sector. However, early information suggests that this is not intended to support standard budget lines but is instead a 'one off' payment intended to facilitate 'transitional' costs which have yet to be clarified in detail. This means that colleges have been effectively left with another flat cash settlement which does not take account of inflationary pay and non-pay costs (which potentially run at more than 10%.)

With regards to commercial activity, the flexible Workforce development fund had also been reduced by £10M and additional recipients of the funding introduced in the form of Independent Training Providers and the Open University. This could escalate competition for these funds and, going forwards, challenge Clyde's current levels of allocation.

8. CURRICULUM DELIVERY MODEL REVIEW

In light of the challenging funding landscape of recent settlements, the college is undertaking a review of possible curriculum delivery models which will protect curriculum pathways at our campuses whilst ensuring that they are delivered in a sustainable way. A number of formal and informal discussions have been held with Trade Unions and other stakeholders to highlight the reasons for change and possible solutions available to the college, within the terms of the nationally negotiated terms and conditions. These may unlock significant savings for the college and so minimise the impact of diminishing resources on learner choice and the student experience.

Two chief strategies will be (a) adjusting course content to make programmes shorter and more focused on core content, and (b) striking a better balance in the ratio between face-to-face contact; supported online learning; timetabled guidance; and self-directed study. These 2 initiatives alone could theoretically deliver savings of more than £1M if successful.

The College Development Network (CDN) are also undertaking a useful and timely nationwide survey on this same theme which will share intelligence of different delivery solutions across the country. This will hopefully ensure that comparable levels of service are delivered in every region. In addition, a series of financial sustainability meetings have been agreed between the 3 Glasgow colleges to share

initiatives and interventions which have been successfully implemented at each site, to effect savings on a range of curricular and operational fronts.

9. LEARNING INCLUSION REVIEW

An internal review of Learning Inclusion processes and structures is currently underway and initial findings indicate that there are a number of efficiencies which could be introduced to improve its funding streams and operations. Firstly, there are a number of tasks which can be automated, such as the automated emailing of service users which could cut down on unnecessary administration. Secondly, regional and national benchmarking of costs charged to SAAS and other funding streams, suggests that the college could assign more costs for classroom assistants and other learning support services than we currently do. This should increase the sustainability of this critical service and assist with the current challenging financial environment at the same time.

10. SFC PUBLICATIONS

The SFC has published a number of key documents in the last quarter which impact significantly on college curriculum including their *Strategic Plan: 2022-27* their *Net Zero and Sustainability Framework for Action* and their *College Infrastructure Strategy*.

Moving towards net zero delivery and environmental awareness are strong themes in all of these documents and present consistent ask for the college's our curriculum content; staff CPD and physical estate. Fortunately, the college has made steady progress on all of these fronts.

The College Infrastructure Strategy is of particular interest at the moment, particularly given the recent difficulties with the Anniesland Estate which have impacted upon our curriculum delivery this month – requiring some courses to be delivered off site and others moved back online. Whilst the infrastructure strategy requires colleges to “*Assess the digital and net zero infrastructure investment required to deliver equitable provision across all estates...*”, more fundamental concerns, like making building safe and watertight, may continue to dominate the infrastructure agenda. Colleges Scotland estimate the cost of bringing college estates up to standard nationally could be as high as £775M – not including any enhancements to achieve a better digital infrastructure or net zero improvements. Part 2 of the SFC's Infrastructure Strategy will be delivered in Spring 2023.

11. RISKS

As identified in (6) above, there is remains a small risk that the college could fall outwith the 2% tolerance if it makes insufficient progress in improving retention

levels for Jan starts, which would impact the college financially. 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.

TEACHING AND LEARNING COMMITTEE MEETING	
Date of Meeting	01/02/23
Paper Title	KPI Update
Action	For Information
Prepared by	J Rafferty
Agenda Item	23.10
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, trendlines were starting to emerge from the growing set of KPI data. Some interim data is provided in the update attached which give an in-year read out on retention data thus far which is highlighted in yellow. This will of course change once the academic year is finished. All other cells are unsuitable KPIs for in-year updates.

4. KPIs

The KPIs are listed in Appendix 1.

5. HIGH LEVEL COMMENTARY

- **Student Attendance:** Student attendance rates are currently higher than last years' by 1 percentage point.
- **Reasons for Withdrawal:** The reasons for withdrawal have changed significantly compared to those reported in the November 22 Teaching and Learning Committee. This suggests that some motives dominate more than others at different points of the year. Family or Personal Reasons currently tops the withdrawal motives table and, even though it comes second, mental and physical health does seem to have declined as a major factor in withdrawal. Course-related reasons still figure in drop out motives but again to a lesser extent than last year.
- **Early Withdrawal:** Early withdrawal appears to be improved on last year in most age categories apart from the 35-49 age group and the over 60's (who are presumably a very small group of learners.) These figures will change markedly once Jan start withdrawal is added and it should be noted that they do not include learners who withdraw before their first day of attendance. Part-time students appear to experience higher rates of withdrawal than full-time, and short-full time courses appear to have made the most progress on early withdrawal than all other modes of study.

6. KEY MESSAGES

The key messages from the KPI data are that:

- Attendance levels are improving.
- Withdrawal levels may be slightly improving on last session.
- Course related issues still probably feature too highly in withdrawal motives.

7. SUPPORTING DOCUMENTATION/ FURTHER INFORMATION

The next version of this report should have fresh employer and stakeholder data to examine and possibly the outcomes of the student satisfaction survey for 2022/23.

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	
<i>by age</i>	
	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%
<i>by mode of study</i>	
	Full-Time 7.0%
	Part-Time 4.2%
	Part-Time Evening 7.4%
	Short Full-Time 12.2%
	All 6.4%
<i>by SIMD</i>	
	10% most deprived 7.5%
	All other deciles 5.9%
	All 6.4%
<i>by Care Experience</i>	
	Care experienced 9.9%
	Not Care Experienced 6.2%
	All 6.4%
Student Achievement Rates	
<i>by age</i>	
	A U16 55.1%

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	-
75.3%	76.0%
Health 30%	Family and Caring 23%
Employment 19%	Health 18%
Course 19%	Course Related 17%
Academic Issues 14%	Other Institution 12%
Financial 5%	Employment 12%
9.6%	8.6%
10.0%	8.5%
10.0%	8.0%
9.6%	9.1%
7.5%	8.6%
8.7%	7.8%
6.7%	18.0%
9.4%	8.6%
11.2%	10.6%
6.4%	7.4%
11.1%	9.1%
14.2%	6.6%
9.4%	8.6%
10.6%	9.9%
8.9%	8.1%
9.4%	8.6%
10.3%	9.1%
9.3%	8.6%
9.4%	8.6%
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%	-