LEARNING AND TEACHING COMMITTEE

GLASGOW CLYDE COLLEGE

LEARNING AND TEACHING COMMITTEE

A meeting of the Learning and Teaching Committee will be held on Wednesday, 24 May 2023 at 4.30pm (via teams)

A G E N D A

23.13	Welcome and Apologies		G McGuinness
23.14	Declarations of Interest		G McGuinness
Minutes of Previous Meeting			
23.15	Minute of the Meeting held on 1 February 2023	P	G McGuinness
23.16	Matters Arising Action Grid	P	G McGuinness
Items for Discussion			
23.17	AY 2022/23 Arrangements for Assessment/Certification	V	E Brownlie
23.18	Quality and Performance Report	P	E Brownlie
23.19	Student Association's Report	V	A Chaudhry
23.20	Student Experience Report	P	D Marshall
23.21	Curriculum and External Environment	P	J Rafferty
23.22	Learning and Teaching KPI report	P	J Rafferty
Items for Noting			
23.23	Schedule of Work for 2023/24	P	K Mavor
23.24	Any Other Business		G McGuinness
Date of Next Meeting: 15 November 2023			

Legend
P: Paper
V: Verbal

LEARNING AND TEACHING MEETING	
Date of Meeting	24 May 2023
Paper Title	Quality and Performance Update
Action	For discussion
Prepared by	Eric Brownlie, Assistant Principal Quality and Performance
Agenda Item	23.18
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.
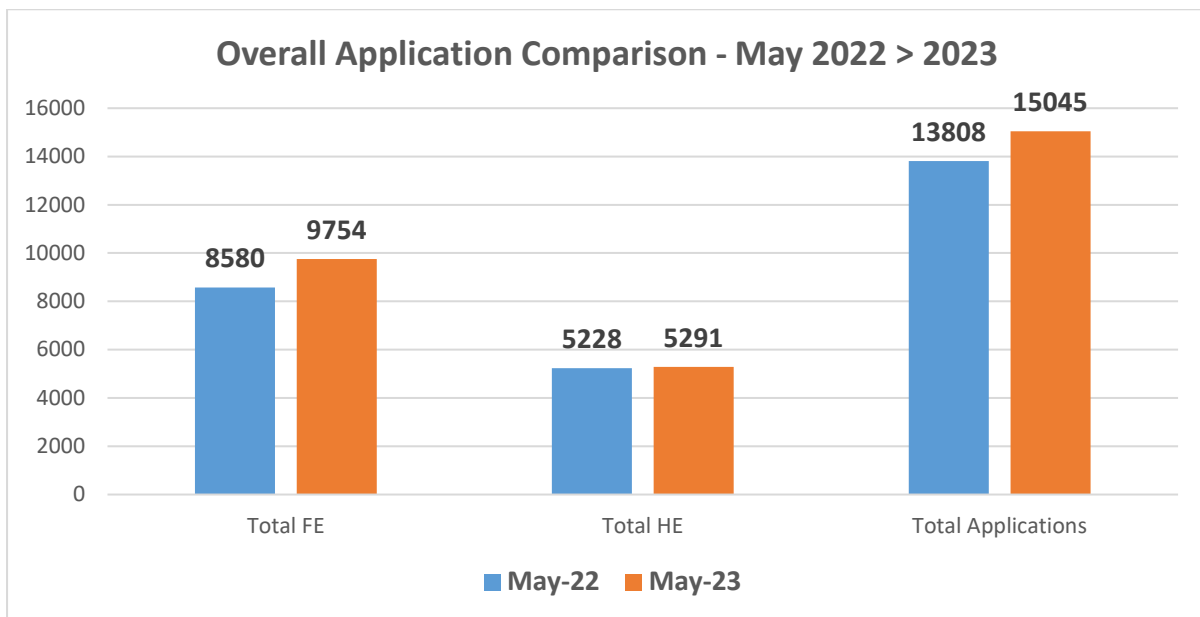
3. ISSUES

Attainment 2021-22

Whilst we've previously shared our internal PI data for 2021-22, the SFC have recently distributed our published data. However, they haven't provided any sector wide data in order to benchmark. We have discussed and presented some of the reasons for the disappointing performance last year with the Board - and we also know that other large colleges have had similar declines in their attainment levels.
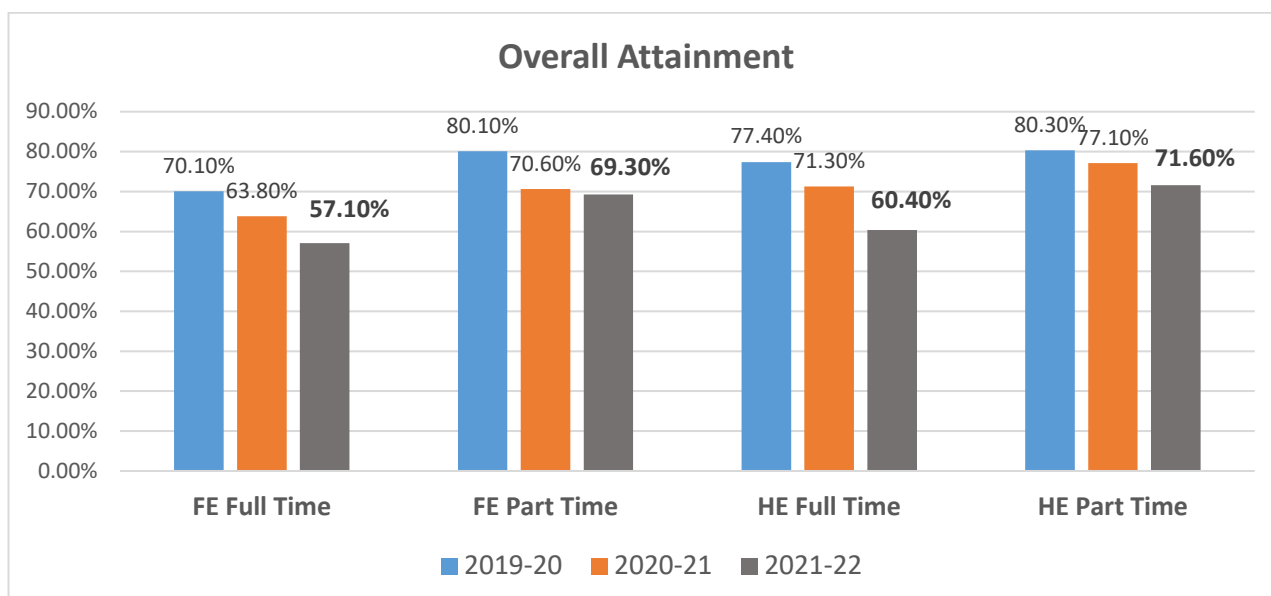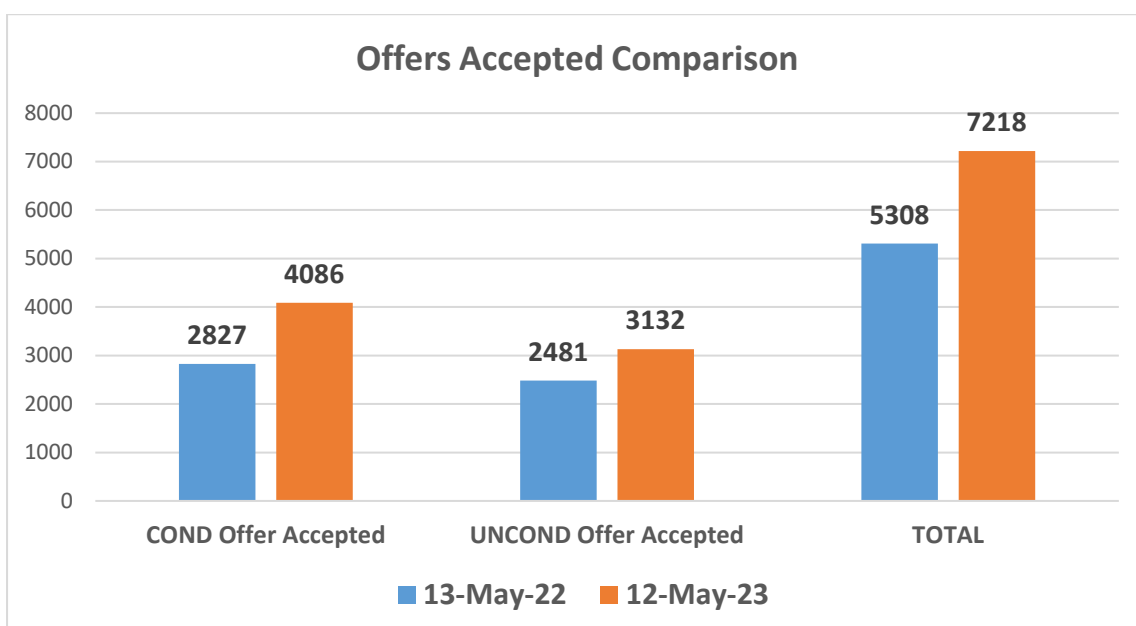
Applications and Recruitment Update

As previously outlined, the purpose of our **Come to Clyde** recruitment strategy for 2023-24 is aimed at: 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 internally progress for all our current students; increasing awareness with 'always on' marketing; The tables below summarise progress and the first indicates that **Overall Applications** are considerably above the same point last year - although SFC have only recently confirmed a 10% cut to our credits for 2023-24.

Overall Application Comparison - May 2022 > 2023

	Total FE	Total HE	Total Applications
May-22	8580	5228	13808
May-23	9754	5291	15045

Perhaps most encouragingly, the numbers of **Offers Accepted** (below) is almost 2000 higher than at this point last year.

Offers Accepted Comparison

	COND Offer Accepted	UNCOND Offer Accepted	TOTAL
13-May-22	2827	2481	5308
12-May-23	4086	3132	7218

Our number of *Internal Progression* offers (below) are also up – and the HE figure will rise significantly with all our progressing HND 1st to 2nd year students still to be actioned and included using a new automated process.

Internal Progression Application Comparison
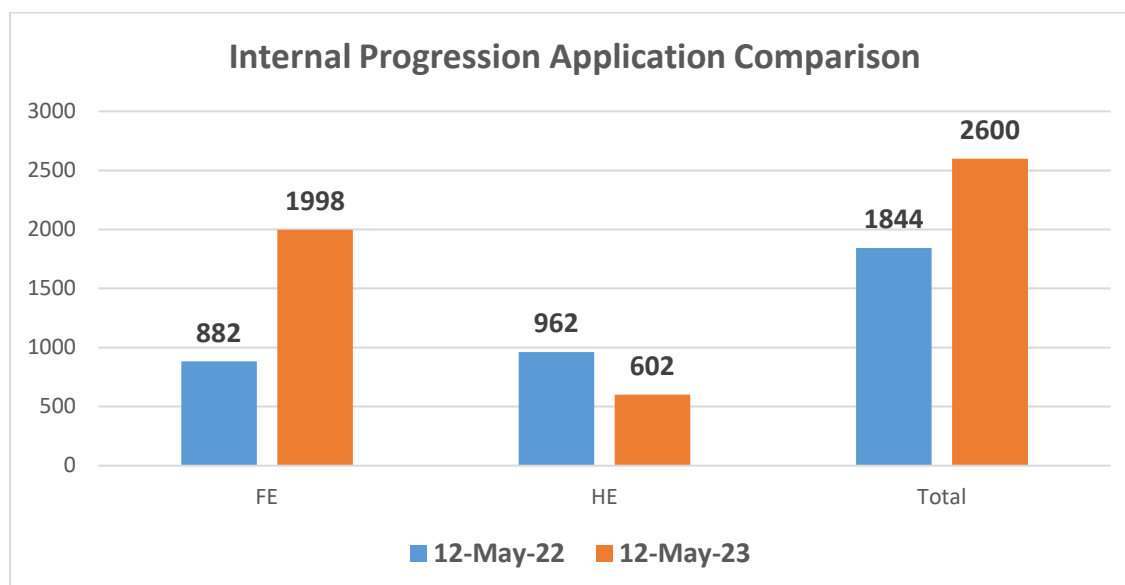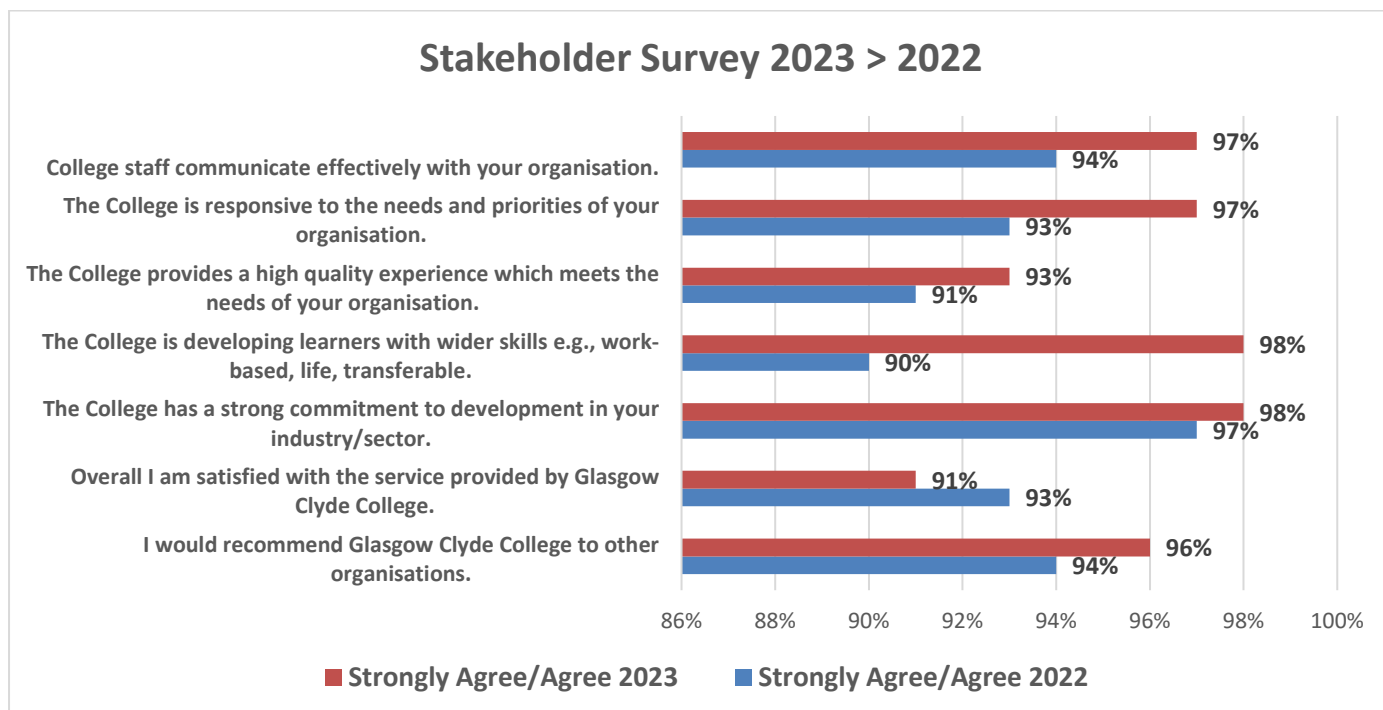

Student Satisfaction Feedback 2023

The Student Satisfaction survey has just taken place and initial results are shown below. Overall these show slight improvements for most questions and qualitative feedback will be shared for evaluation and improvement activities at course level.

Questions	Strongly Agree/Agree 2023	Strongly Agree/Agree 2022
1 - Overall, I am satisfied with my college experience.	93.80%	93.40%
2 - Staff regularly discuss my progress with me.	90.10%	87.40%
3 - Staff encourage students to take responsibility for their learning.	97.90%	97.10%
4 - I am able to influence learning on my course.	91.30%	91.10%
5 - I receive useful feedback which informs my future learning.	92.90%	91.90%
6 - The way I'm taught helps me learn.	90.80%	89.70%
7 - My time at college has helped me develop knowledge and skills for the workplace	93.30%	92.70%
8 - I believe student suggestions are taken seriously.	89.50%	89.10%
9 - I believe all students at the college are treated equally and fairly by staff.	92.80%	93.60%
10 - Any change in my course or teaching has been communicated well	89.90%	86.00%
11 - The online learning materials for my course have helped me learn	90.50%	89.90%
12 - I feel that I am part of the college community	85.00%	84.00%
13 - The College Students' Association influences change for the better.	88.30%	89.80%
14 - I would recommend Glasgow Clyde College to a friend.	95.30%	95.40%
15 - Canvas is used well to support my learning	94.00%	94.70%
16 - I am satisfied with study spaces e.g. library, flexible learning areas	92.90%	
17 - I am satisfied with social spaces e.g. canteen, student spaces, general seating	88.90%	
18 - I am satisfied sport and leisure facilities e.g. gym, games hall, changing rooms	84.70%	

Stakeholder Feedback 2023

A recent survey was circulated to 100 stakeholders and feedback was received from 60 organisations. This compares to a return of 40 responses in 2022. The stakeholders covered a wide range of areas from employers, awarding bodies, public bodies, placement providers, voluntary organisations, schools and HEIs. The table below summarises feedback for the last two years and shows a very positive picture across all questions. For this year's survey, five organisations were not satisfied with aspects of the service provided. The main themes for these five partners are listed below and this feedback has been shared with relevant managers to follow up and resolve where possible.

- Workplace experience providers disappointed by the level of student (but appreciate this is not solely in the college's control;
- Capacity to support ESOL learners across the west of Scotland;
- Communication points (related to changes in staffing and previous contacts leaving);
- Apprenticeship candidates completing core skills qualifications;
- Finance purchase order system complicated

Stakeholder Survey 2023 > 2022

Question	2023	2022
College staff communicate effectively with your organisation.	97%	94%
The College is responsive to the needs and priorities of your organisation.	97%	93%
The College provides a high quality experience which meets the needs of your organisation.	93%	91%
The College is developing learners with wider skills e.g., work-based, life, transferable.	98%	90%
The College has a strong commitment to development in your industry/sector.	98%	97%
Overall I am satisfied with the service provided by Glasgow Clyde College.	91%	93%
I would recommend Glasgow Clyde College to other organisations.	96%	94%

■ Strongly Agree/Agree 2023 ■ Strongly Agree/Agree 2022

10 Year Anniversary

The college is developing various ideas and initiatives to recognise the 10-year anniversary of Glasgow Clyde College in August 2023. This will be measured and sensitive to the current challenging circumstances but we believe it's valuable to emphasise the impact of GCC on people's lives and the scale of the colleges' success in supporting thousands of learners to complete qualifications and progress to positive destinations. It would also be an opportunity to highlight our contribution to Glasgow and the wider economy whilst recognising our community links and support for many vulnerable groups and learners.

4. RISKS

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

Strong recruitment, 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.

Whilst a 10% reduction in our credit target changes the previous drive to generate the same scale of activity, it remains critical to deliver learning & teaching more efficiently to support financial sustainability.

5. ANY OTHER SIGNIFICANT IMPACT

eg STUDENT EXPERIENCE/LEGAL/FINANCIAL/EQUALITY & DIVERSITY

There are no specific legal implications.

LEARNING AND TEACHING COMMITTEE MEETING

Date of Meeting	24 May 2023
Paper Title	Student Experience Update
Action	For discussion
Prepared by	David Marshall, Assistant Principal Student Experience
Agenda Item	23.20
Status	Disclosable

1   **PURPOSE OF THE REPORT**

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

2   **RECOMMENDATIONS**

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

3   **DEVELOPMENT ACTIVITY**

3.1   **Onboarding**

The 'Come to Clyde' Strategy focused upon several pre-entry, admissions and early experience activities that a student attending Clyde would encounter. A smooth introduction to engagement with College services can contribute to the sense of belonging enjoyed by a new student and this plays a key role in the improvement of retention of our students.

One strand of 'Come to Clyde' has been the development of a formal Onboarding process within the College. Previously, the transition from enrolment to induction has been punctuated by Faculty led keep-warm events. This is not delivered consistently and feedback from students and staff has reinforced the importance of students having carried out a series of key tasks that will allow them to transition effectively into a learning environment on the first day of study. As a result, a new Onboarding process will focus upon the following elements:

- Completion of Enrolment
- Activation of a student ICT account
- Activation of a student Canvas account

- Application of SAAS Funding (Fees, Grants, Loans if appropriate)
- Application for Student Funds (Bursary, EMA, Childcare, Travel)
- Registration with Learning Inclusion (where required)
- Receipt of Student Matriculation Card
- Access to Course Timetable

A SLWG is currently mapping the new process. This is allowing us to investigate the technical requirements and opportunities to support automation and track student engagement, develop new communication patterns and plan additional support sessions for students.

The months of June – August 2023 will see the first iteration of the Onboarding Process with cycles of review and improvement scheduled for December 2023 and June 2024.

3.2   Artificial Intelligence (AI)

Development work has been taking place to establish the opportunities and challenges the College, staff and students face with the enhancements that continue apace in AI. Our eLearning team have been carrying out research on Chat GPT and other AI software and possible applications within an FE College.

Led by one our eLearning Development Officers, the team have been investigating possible ways in which AI could be used positively with learning and support environments. Targeted information sheets have been drafted for teaching staff, support staff and students which highlights the opportunities for the use of AI and some of the pitfalls that should be known. A number of presentations have been made by the Head of Libraries and eLearning to audiences including SLT and teams of support managers to increase awareness of technological enhancements that AI is driving. In addition, the Learning and Inspiration Committee have discussed the opportunities and challenges and have drafted a position statement for the College which is designed to increase awareness, reduce fear and highlight positive benefits of AI.

Whilst there has been a great deal of discussion regarding the positive and potential negative uses of AI within learning, teaching and assessment, it is very clear that multiple opportunities exist within the support areas of the College to utilise AI as a positive tool.

3.3   Mental Health

The current funding allocation from the Scottish Government for Mental Health and Counselling ends in July 2023 and this will necessitate a new model of mental health support within the College.

GCRB will fund 1 FTE equivalent counsellor per Glasgow College as part of their Plan for Action initiative for one year only which allow the College to maintain some counselling service in session 2023/24. This will help the

College transition toward a new model of mental health support. We are currently investigating the use of mental health mentoring that could be targeted for individual students and funded through either DSA or bursary funds.

An initial draft proposal has been shared at SLT recently and work is continuing to identify the full model of delivery without adding additional cost pressures to the College.

3.4 Learning Inclusion

The last 10 years has seen significant increases in the volume of students registering for extended learning support and this has been accelerated by a move away from a model that removed the requirement of medical evidence to allow a student to gain support. In addition, the past 3-5 years have seen a significant trend toward increased numbers of students with multiple and often complex support needs. The increases in volume and complexity have driven an unsustainable expansion of support in the current financial environment.

The service delivery model for Learning Inclusion has been fully reviewed to implement increased automation of administrative tasks, change the parameters and funding models of support and to maximise the access students have to support staff, services and resources. This has enabled management to consider requests for voluntary severance with no replacement, review models of in-class support and assistive technology, and maximise income from both Bursary and DSA funds to offset expenditure.

4. RISKS

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

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

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

LEARNING AND TEACHING COMMITTEE MEETING

Date of Meeting	24 May 2023
Paper Title	Curriculum and External Environment
Action	For Discussion
Prepared by	J Rafferty
Agenda Item	23.21
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 the academic year. It also highlights key environmental developments impacting on curriculum planning and strategy for the new 23/24 session.

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 February 2023, we reported that the college was sitting at a best-case position of being -1% below the aggregated target and a worst-case of -2% for session 2022/23. In addition, in February 2022, the Anniesland main block was still closed for safety reasons and most learning was conducted online and at community partner venues, which posed a risk to retention for Jan start programmes.

This therefore still left a small risk of falling outwith the SFC 2% target tolerance, but the remainder of January enrolments were at that point still to come in and a suite of Easter enrolments were still in play.

The college has two credit targets to meet, a core target of **124,357** and a Foundation Apprenticeship target of **2,320** credits which are reserved for FA school pupils only.

4. ANNIESLAND CAMPUS AND EASTER ENROLMENT – SESSION 2022/23

After considering a number of mitigations relating to the Anniesland Campus, our contractors identified and implemented a swifter solution which secured the safety of our windows. This enabled us to reopen the whole of Anniesland Campus and

business resumed onsite for all courses immediately following the Easter mid-term holiday.

The conclusion of Jan start enrolment throughout February (some of which had been delayed due to the Anniesland closure) finished in a very strong position. With a Jan start target of 2295 enrolments, the college enrolled 2569 – 12% over our planned target, and a 9% improvement on the same point last year. Post-Easter enrolments are still ongoing, but we have currently enrolled 1335 against a 1455 target.

Added to our August enrolments, this leads the college to project a best-case scenario of **-0.9%** and a worst-case scenario of **-1.1%**. Of the 125,198 credits earned so far, 99.4% are 'safe' as they have passed their attendance threshold. This means that we are very confident of falling within the 2% tolerance.

In terms of the separate credit pots, the breakdown is as follows:

Credit Pots	*Target*	*Current Position*	*%age reached*
Core Credits	124,357	124,107	99.7%
FAs	2320	1091	47%

There remains a small amount of activity still to take place, but under current guidance exceeding the core credit target will not improve our overall position because non-FA delivery cannot be assigned to the FA credits pot. Moreover, further FA delivery cannot take place either because these are year-long programmes with no possibility of in-year recruitment after the initial intake.

There therefore remains a possibility of clawback for the unmet FA target which will depend if it is included in the 2% tolerance or not. It is therefore the recommended strategy that we do not expend any further financial resources in more delivery since it is unlikely to be reckonable activity.

5. **SCOTTISH DRAFT BUDGET 2023/24**

The Scottish Government announced its Draft Budget in December 2022 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 (notionally £1M per college). This £26M has in the last few weeks been retracted (along with £20M earmarked for universities) to fund the pay increase for school teachers. This ends much speculation as to what this money was for and how the college might access it, and leaves us in a flat cash position within which we must fund pay rises for our own teaching and support staff, as well as rising non-staff costs of over 10%.

As a consequence of funding cuts to SDS, Modern Apprenticeship allocations to managing agents have also been reduced by 13%. This includes our college and all of the partners who subcontract us for MA delivery. The rationale for this is that there is always some level of over provision for levels of delivery that never materialise, therefore this cut rebases allocations to a level closer to the actual delivery of around 25,000 places nationally. There is a possibility therefore that there may be in-year redistribution opportunities next session but at present this poses a limit to our MA growth strategy at a time of rising demand from employers.

6. SFC INDICATIVE ALLOCATIONS

During the Easter break, the SFC published its credit and capital funding allocations for each region. Following the proportionate distribution of these funds by GCRB, these amount to the most significant change to our funding model in a decade. In terms of capital funding, the college has much the same allocation as last year although there is a suggestion that some money has been set aside for 'urgent health and safety matters' concerning college estates, which could conceivably include Anniesland Campus.

However, in terms of credit allocations, most colleges have been told that they can receive all of their credit funding for meeting a credit target which is reduced by 10% on last year. In this model, both core and FA credits would be merged into a single pot and our credit target would reduce from **126,357** to **113,700** in exchange for a higher credit cash value (of about £305 per credit in our case.)

Whilst this offers us an opportunity to cut costs, by delivering fewer credits, it has been announced very late in the planning cycle, leaving us around 8 weeks to pivot a substantial curriculum that has already been advertised. Moreover, it is worth noting that the credit value of the Glasgow Region is the second lowest in Scotland with Glasgow receiving £305 per credit compared to a sector average of £335 per credit (if you exclude the Highland and Islands.)

7. CURRICULUM DELIVERY MODEL REVIEW

In order to deliver a curriculum in line with these new funding arrangements, the college has been modelling different curriculum approaches to maximise savings and address the imminent deficits flowing from the flat cash settlement. The impact of these changes so far has been:

- A new reduced portfolio of around 124,000 credits, allowing a 10,000 credit buffer to leave room for under recruitment and loss through early withdrawal.
- All 18 credit FE courses reducing by 3 credits to become 15 credit courses.

- All courses delivering one credit at low or no cost through integration with other units.

The college will continue to offer 40 hours of learning for all units, supported by good quality VLE materials, although the average face-to-face taught hours per unit will be 31 hours. Taken together, these measures will consequently free up room in the curriculum to allow staff to leave through voluntary severance and to significantly reduce temp staffing levels.

The college will then review whether these strategies have delivered the required savings and whether the model is capable of delivering the necessary credit target.

Yet to be published, is the detailed SFC Credit Guidance document which is due at the end of May. This document may answer a number of unresolved questions which could have a significant bearing on our curriculum design. For example, we still do not know whether we are allowed to claim credits for guidance in HE courses; or whether the 2% tolerance will remain; or whether the 9 week attendance threshold will be aligned to the university sector's 6 week threshold.

8. RECRUITMENT FOR SESSION 2023/24

A substantial review of admissions policy and interview procedures was launched in session 22/23 called '*Come to Clyde*.' This policy has been operational since January and departments have been hard at work converting applications into acceptances.   There is strong evidence that this strategy has worked and recruitment numbers are looking well on course to fill our vacancies. Comparing this years' data to the same point in the last 3 years, yields the following positive evidence:

SPLY Analysis	May 23	May 22	May 21	May 20
Recruitment Target	8369	8432	7803	7412
Total Applications	15979	14392	16125	15429
Cond Offers Accepted	4020	2657	2663	2597
Uncond Offers Accepted	3086	2203	2316	2336
Total Offers Accepted	7106	4860	4979	4933
Withdrawn Applications	2832	2123	2889	2445
Vacancies	873	3444	2962	2207

65% of our application target has now been achieved with 3 months left to recruit. Applications are 1600 up on the same point last year but, more encouragingly, we have seen our *highest ever* number of offers accepted (over 4000) and *lowest ever* number of remaining vacancies (only 873).   Over 2200 more students have accepted places than at the same point in the last 3 years which is equivalent to over £5M extra of potential business than we have usually attracted at this time of year.

We are therefore ahead of schedule in our recruitment for next year and our challenge will be meeting the expectations of these learners in the context of a reduced curriculum offer, hence our approach of shortening rather than deleting courses where possible.

9. EIS-FELA INDUSTRIAL ACTION

Since the 2nd May 2023, EIS-FELA have been undertaking actions short of strike (ASOS) as part of a national campaign of industrial action over pay. This is a national dispute that cannot be resolved locally. EIS-FELA advice is that their members should observe:

(a) A 'work to rule' where staff cease participation in any voluntary activity, outwith the strict terms of their contract. This could include, for example, out of hours recruitment events.

(b) A resulting boycott where staff refuse to enter results in any college systems or share them with 3rd parties. Interestingly, this also includes any participation in the external verification or moderation of our courses by awarding bodies.

Since union membership is high and industrial action commonly observed, this is likely to have a significant impact on our learners and possibly the wider college. Should the dispute not be resolved before June, learners will have no results to take to their progression destinations. The college is in dialogue with our progression partners such as SWAP, universities and employers in case this scenario unfolds.

The refusal to participate in IV or EV activity also leaves the college exposed to failing a 'Systems Verification' where the college could potentially lose its SQA 'devolved centre' status through lack of any effective quality control systems and refusal to comply fully with external audit. However, all colleges are exposed to this same risk.

10. RISKS

There are remain a number of risks associated with the major changes to our operations outlined above. These are:

- That the as yet unpublished Credit Guidance will include changes which require significant adjustment of our revised curriculum model.
- That the curriculum model does not deliver the target savings in our financial recovery plan.
- That industrial action impacts on our status as a qualifications delivery body or impacts on progression outcomes for our learners.

- That we may have to disappoint applicants that have applied and been accepted for curriculum which we are no longer able to deliver.
- That some regional pathways into certain sectors may be compromised by all regional colleges simultaneously reducing their curriculum.

11. ANY OTHER SIGNIFICANT IMPACT

None

TEACHING AND LEARNING COMMITTEE MEETING	
Date of Meeting	25 May 2023
Paper Title	KPI Update
Action	For Information
Prepared by	J Rafferty
Agenda Item	23.22
Status	Disclosable

1. PURPOSE OF THE REPORT

This paper provides members with an update on the KPIs relating to student experience, student outcomes and stakeholder engagement.

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, in-year data suggested that attendance levels were improving, withdrawal levels were slowly growing down and that health-related reasons with diminishing as a reason for withdrawal. As with previous papers, some KPIs have been left blank where they are unsuitable for in-year reporting, or where data has yet to be gathered or processed.

4. KPIs

The KPIs are listed in Appendix 1 with known KPIs for 2022/23 in pale blue.

5. HIGH LEVEL COMMENTARY

- ***Student Experience:*** Satisfaction rates appear to have grown by almost half a percent to 93.8% and those declaring with a 'sense of belonging' grew by an impressive 4%. There was a 2.5% growth in those who thought staff discussed their progress regularly with them and a 2% growth in those who strongly agreed college prepared them for the workplace. There was a 1.5% decline in satisfaction with GCCSA although it remained high at 88.3%.

- ***Student Attendance:*** Average student attendance rates are still holding up and higher than last years' by almost 1 percentage point.

- ***Reasons for Withdrawal:*** Personal, Family and Caring responsibilities top the reasons for drop out (23%.) Whilst mental and physical health is still a major reason, at 20%, it is down 10% on last year. Course related reasons have diminished as a cause by 2%, as has employment which now only accounts for 12% of drop outs, down from 17% last year. Financial reasons no longer feature in our top 5 reasons for drop out.

- ***Early Withdrawal:*** Early withdrawal rates were reported in the last meeting of this committee and have not moved since that point.

- ***Student Achievement Rates:*** Reliable attainment KPIs will not be available until September 2023.

- ***Stakeholder engagement:*** The division of the portfolio between employment sectors has, on the whole, remained static in most areas. Of note though is the reduction in delivery in the Admin, Finance and Business sector (down from 13% to 11.4% of the portfolio) and in Hospitality and Tourism (down 1%.) Transition and Supported Learning has by contrast grown from 25% to 28.3% of our portfolio, in response to significant unmet demand in these areas.

  The stakeholder engagement survey generated double the response this year, following a more strategic approach to information gathering. Paradoxically, whilst there was a 2% dip in general satisfaction from employers (to 91.8%) there was a 2.5% growth in those who would recommend the college (96.4%). Moreover, there was a 7% growth in employers who *strongly* agreed that they were satisfied with the service they received (67.2%) as well as a 1% growth in those who thought the college was responsive to their needs.

6. KEY MESSAGES

The key messages from the KPI data are that:

- Student satisfaction rates have grown overall.
- Significantly more students have a 'sense of belonging' than last year.
- Attendance levels are improving.
- Course-related reasons have diminished significantly as a reason for drop-out.
- Employer satisfaction level seem to be improving but are possibly polarised in some areas.

7. SUPPORTING DOCUMENTATION/ FURTHER INFORMATION

The next set of KPIs will feature finalised student attainment and retention data.

8. RISKS

There are no significant risks associated with the items in this paper.

9. ANY OTHER SIGNIFICANT IMPACT:

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

Appendix 1 - May 23

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%	93.8%
95.4%	95.3%
90.6%	94.2%
45.0%	47.0%
89.8%	88.3%
87.4%	90.1%
50.0%	49.4%
40	-
75.3%	76.0%
Health 30%	Family and Caring 23%
Employment 19%	Health 20%
Course 19%	Course Related 17%
Academic Issues 14%	Employment 12%
Financial 5%	Other Institution 8%
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%	11.4%
14.0%	14.1%
13.0%	13.1%
12.0%	10.9%
15.0%	14.7%
2.0%	2.3%
6.0%	5.3%
25.0%	28.3%
29.0%	29.0%
16.0%	16.0%
45.0%	45.0%
23.0%	25.0%
320	290
133	143
93.8%	91.8%
93.8%	96.4%

60.6%	67.2%
60.6%	61.4%
85.0%	-

Learning and Teaching Committee

Schedule of Work 2023/24

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

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