

LEARNING AND TEACHING COMMITTEE

**15 November 2023 at 4.30pm
via teams**

LEARNING AND TEACHING COMMITTEE

A meeting of the Learning and Teaching Committee will be held on Wednesday, 15 November 2023 at 4.30pm.

A G E N D A

23.25	Welcome and Apologies		M McKenna
23.26	Declarations of Interests		M McKenna
Minutes of Previous Meeting			
23.27	Minute of the Meeting held on 24 May 2023	P	M McKenna
23.28	Matters Arising Action Grid	P	M McKenna
Items for Discussion			
23.29	Quality and Performance Report	P	E Brownlie
23.30	Student Association's Report	V	A Jack
23.31	Student Experience Report	P	D Marshall
23.32	Curriculum and External Environment	P	J Rafferty
23.33	Learning and Teaching KPI report	P	J Rafferty
23.34	Volunteering and Mentoring	V	J Rafferty
23.35	Nurture Approach	P	C Glen
Items for Noting			
23.36	Learning and Teaching Schedule of Work 2023/24	P	K Mavor
23.37	Any Other Business		M McKenna
Date of Next Meeting: 21 February 2024			

LEARNING AND TEACHING MEETING

Date of Meeting	15 November 2023
Paper Title	Quality and Performance Update
Action	For discussion
Prepared by	Eric Brownlie, Assistant Principal Quality and Performance
Agenda Item	23.29
Status	Disclosable

1. PURPOSE OF THE REPORT

The purpose of the 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 report summarises high-level data for a number of areas:

- (1) Performance Indicators 2022-23
- (2) Admissions and Recruitment – Aug 2023
- (3) External Verification Summary 2022-23
- (4) Annual Complaints Handling Summary 2022-23
- (5) Early Impressions Survey October 2023

Performance Indicators (PIs) 2022-23

PI data for this session is still being completed at the time papers were issued. Session 21-22 was one of the most disappointing set of results for Clyde as, amongst other challenges, learners were often not on campus and dealing with much uncertainty in their learning experience. However, the emerging figures for 2022-23 show that we have improved across all modes of delivery. Full-time HE has improved most of all with a likely 5.5% uplift but we still have a long way to go to get back to the sector leading levels we achieved in 2019-20 (70% for FT FE and 77% for FT HE).

	2021-22 Outturn	2022-23 Estimated Outturn	Possible Improvement
FE FT	57.2%	59.0%	+1.8%
FE PT	68.6%	71.1%	+2.5%
HE FT	60.3%	65.8%	+5.5%
HE PT	71.1%	73.4%	+2.3%

Admissions and Recruitment – Aug 2023

Recruitment for the 2023-24 session has been very strong. This reverses a disappointing recruitment trend over the last 3 years and is a product of the excellent work from Faculties and Support teams in implementing our *Come to Clyde* strategy and making it easier for applicants to progress through our recruitment journey and get onto courses at the college. The data indicates that:

- We have landed 9% over our enrolment target for the August intake – that’s nearly 1000 additional enrolments
- Full-time FE enrolments are 10.8% over target with every Faculty exceeding their targets
- Full-time HE enrolments, which critically also attract SAAS funding, are 2.3% over target (particularly due to strong enrolment by Engineering, Computing and Built Environment and Business, Creative and Digital Industries)

External Verification (EV) 2022-23

The 2022-23 EV report is based on activity undertaken by external awarding bodies for which Glasgow Clyde College delivers qualifications. The majority of verification activities were conducted remotely, however some awarding bodies returned to on campus visits.

Overall, 60 verification reports were received during academic year 2022-23, compared to 46 in 2021-22, an increase of 30%. SQA, our largest awarding body, increased the number of verification activities to 44 from 29 in 2021-22. This covers NQs, HNs, SVQs and Graded Units. Table 1 outlines EV activity over the past 5 years.

Table 1: EV Reports over last five years

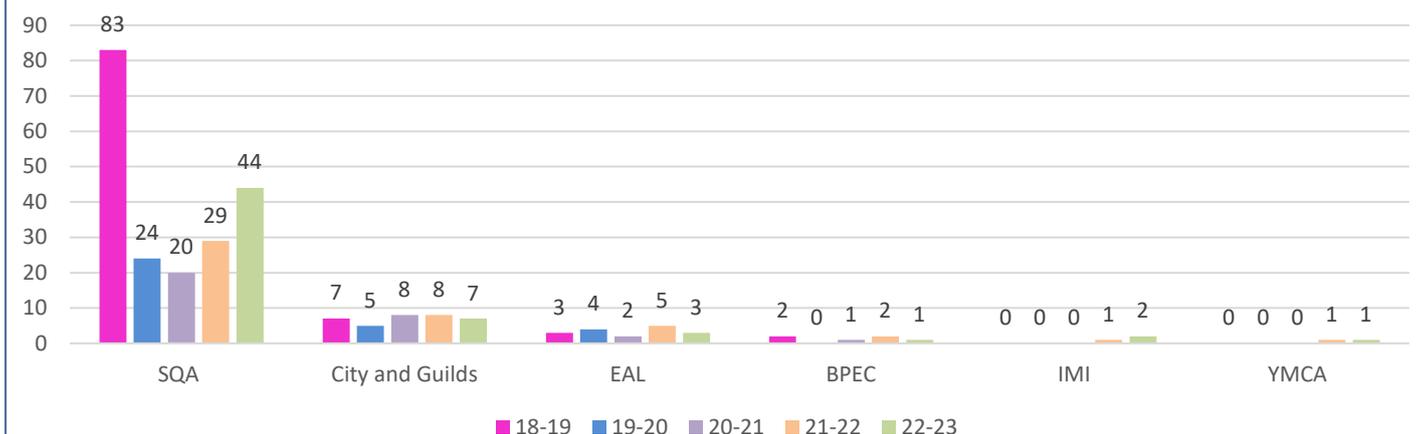
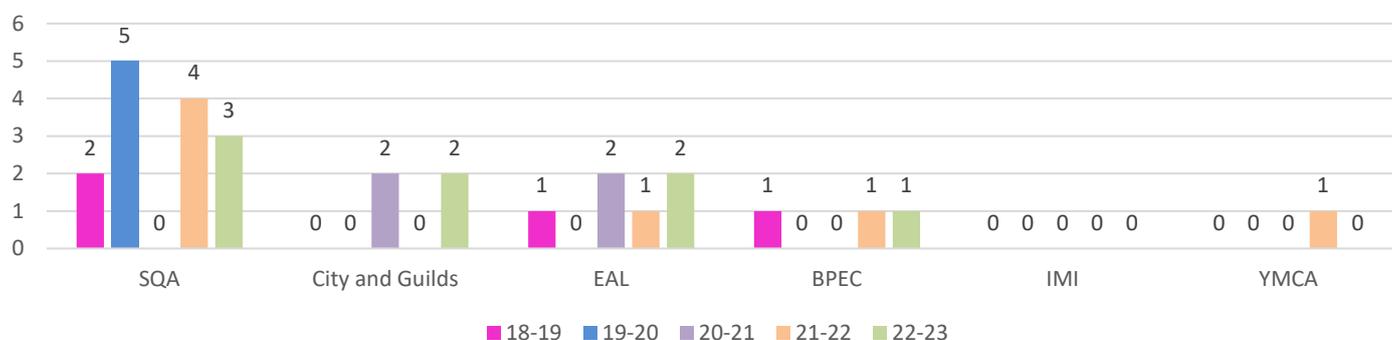


Table 2 highlights the number of reports resulting in **action plans or holds or not accepted** decisions was eight, compared to seven in 2021-22.

Table 2: Number of Action Plans/Holds/Not Accepted decisions over last five years



The table below outlines the 8 curriculum areas where some formal verification issues had to be resolved. Overall, there were 48 recommendations/development points made by External Verifiers whilst 89 examples of good practice were highlighted. A full EV report is available.

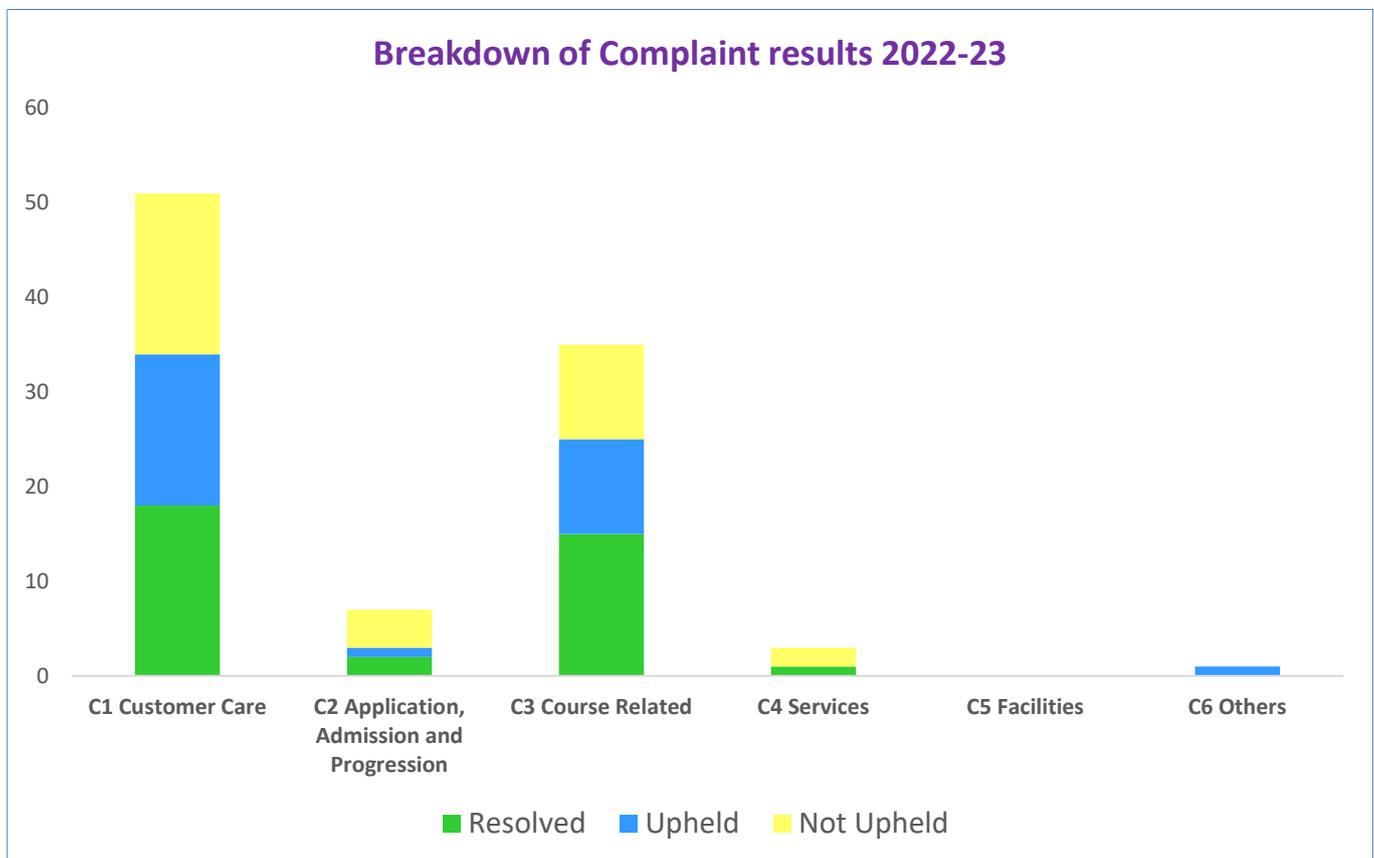
Curriculum Area	Action Plan or Hold or Not Accepted	Issue	Resolved
Domestic Gas (BPEC)	1	Review meetings and internal audit not completed	Yes
Engineering (EAL)	1	Minor non-compliance re assessment dates	Yes
Engineering (YMCA)	1	Minor non-compliance re administration of issuing certificates	Yes
SVQ Carpentry & Joinery (SQA)	1	Lack of standardisation using observation checklists	Yes
HND Music (SQA)	1	Lack of standardisation in technical exercises	Yes
National Course Music (SQA)	1	Evidence not meeting assessment requirements	Yes
Floristry (C&G)	1	Assessor signatures/dates not on documentation	Yes
Education and Training (C&G)	1	Insufficient QA and IV records	Yes

Annual Complaints Handling Report 2022-23

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	Complaints 2022-23	Complaints 2021-22	Complaints 2020-21
Total Complaints	97	103	81
Customer Care Staff Conduct (38); Equality; H&S; Environmental; Student Conduct	51	28	21
Applications and Admissions	7	10	8
Course Related Course Management (18); Exams: Assessment; Certification	35	40	36
Services Finance; Funding	3	4	5
Facilities	0	2	0
Others (all related to industrial action)	1	19	11

There was an increase in the number of complaints being **Resolved** (from 29% to 37%). Fewer complaints were **Upheld** (dropping from 35% to 29%). A total of 28 (29%) complaints were handled directly at Stage 2 which is up significantly on the 14% in 2021-22 signifying a rise in the number of complex complaints investigated. Of these more complex complaints, 10 of the 28 were upheld and the table below shows the breakdown of complaint results across all categories.



Early Impressions Survey 2023-24

The Early Impressions survey is carried out in October to evaluate the pre-entry and early learning experience of our students. Over 3000 students have responded and at the time of issuing papers the final results are being prepared and are not complete. I will provide results to the Committee on screen during the meeting.

4. SUPPORTING DOCUMENTS/FURTHER INFORMATION

Full detailed reports are available if required.

5. RISKS

Awarding Body external assurance, complaints and learner satisfaction are all important indicators in maintaining our accreditation as a qualifications centre, attracting potential learners, funding and the sustaining the college's reputation.

6. 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	15 November 2023
Paper Title	Student Experience Update
Action	For discussion
Prepared by	David Marshall, Assistant Principal Student Experience
Agenda Item	23.31
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 Restructure Evaluation

The new structure has been implemented for just over 1 year and a full evaluation report will be presented to the next SLT meetings. The feedback regarding the restructure has been very positive which has been especially pleasing given the challenging financial situation and unsettled industrial relations landscape.

The main points of the report are:

- Concerns over staffing levels but a recognition of the challenges surrounding College funding and contraction of the portfolio.
- Recognition of the value of changes including the increased emphasis upon digital resources and support in the Library and the establishment of a dedicated Careers Service.
- Positive feedback on management of individual units
- Concerns over the funding of mental health and counselling support

Work is already ongoing to address some of the specific feedback points that have been made including changes to the Learning Inclusion service,

investigation of opportunities to remove routine tasks from front-line staff to increase capacity and development of sustainable model of mental health support and resources.

3.2 Onboarding

The Come to Clyde Strategy highlighted the need to ensure that students who started a course of study at Glasgow Clyde, were able to complete a number of primary tasks that would support their attendance and retention at the College. These were:

- Enrolment
- ICT Log-in
- Canvas Log-in
- Bursary / SAAS Application
- Learning Inclusion Registration (where applicable)
- Student Matriculation Card
- Timetable information

Based upon analysis of student feedback and self-evaluation data, phase 1 of the project was narrowed to focus upon ensuring enrolment, ICT log-in and Canvas log-in could be completed, recorded and monitored. Reporting systems for enrolment and Canvas are robust but ICT log-in proved more challenging. Significant changes were made to the information provided to students but issues surrounding the capacity of IT platforms to record, monitor and report on student completion of tasks restricted our ability to create a robust system.

Feedback from the initial impressions survey suggest that student ICT log-in has improved but requires further systematic development to support recording and reporting. This will now roll into phase 2 which focus upon systems development.

3.3 Artificial Intelligence (AI)

The exponential growth of AI capability and the potential opportunities and challenges this will create for the College have been discussed at Board and SLT level. It is imperative that the College progresses opportunities that currently exist and plans for the integration of AI into appropriate aspects of service delivery.

The Student Experience Directorate has been working on some key projects that seek to harness the potential of AI. Although in the early stages of development, these initiatives will seek to increase the effectiveness and efficiency of service delivery and learning and teaching.

Key projects include:

Research on the emerging AI Technologies

Our eLearning Development Officer has been tasked with researching the emerging AI technologies. This includes work on Chat GPT, Claude AI and Canva amongst others. This research work provides the basis for any focused development that will take place within the eLearning team with a view to rolling out to appropriate staff areas.

Teachermatic

This platform has been developed by teaching staff for teaching staff and provides an engaging and intuitive interface for users. The platform is designed to support staff in the creation of learning resources and resource materials.

The College have purchased 50 licences for a pilot project across all Faculties plus key areas within Student Experience. A training and information session was delivered by eLearning and volunteers were offered access to an individual licence until the end of the academic year. Each individual is supported by our eLearning Development Officer.

A presentation was delivered to the Curriculum Assistant Principals last week to highlight the value of the AI technology and offer a limited number of licences to each Faculty.

Scoping of AI within the Student Journey

After initial work concepts were identified through the Come to Clyde Strategy, scoping work has now begun on the key touch-points of the Student Journey to enable us to identify opportunities to use AI to enhance the experience of students.

The College currently uses a system called Puzzel to improve communication between the College and students in key support areas whilst taking full cognisance of staffing levels. Mapping work has begun on the opportunities to fully utilise the functionality of Puzzel and we are investigating how we can build upon and extend the lessons learned from the Onboarding project last session. It is hoped this will allow us to develop a smoother student journey from application to induction through a review of delivery and the application of AI where appropriate and feasible.

3.4 GBV

Work continues on attainment of the EmilyTest Charter. The GBV Steering Group met in October to discuss progress and identify actions required to meet the minimum standards required by EmilyTest.

Our Equality Lead and GCCSA Coordinator will be attending the EmilyTest Conference in late November and activities are currently being planned to coincide with the 16 Days of Action in November/December. One of the main challenges surrounding GBV work relates to reporting. We currently offer the Report & Support platform for anonymous and named reports on GBV and a range of other issues including hate crime, harassment, discrimination and bullying. We are currently evaluating the sustainability of this platform, investigating alternative options and lobbying through equality fora and the Fearless Glasgow group to seek SFC feedback on the cost challenges of Report & Support.

The College have partnered with Scotrail on a project to have student artwork displayed in Central Station to promote awareness of GBV. Working alongside White Ribbon, the College have engaged a range of student courses to provide artwork that will be on display as part of the 16 Days of Action.

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	15/11/23
Paper Title	Curriculum and External Environment
Action	For Discussion
Prepared by	J Rafferty
Agenda Item	23.32
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 last session (2022/23) and the new session (2023/24). It also highlights key environmental developments impacting on curriculum planning and strategy for the new 23/24 session and beyond.

2. ACTION FOR THE BOARD

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

3. BACKGROUND INFORMATION

3.1 At the last meeting of the Learning and Teaching Committee in May 2023, we reported that the college was sitting at a worst-case position of being -1.1% below the SFC credit target, following strong January and Easter enrolment.

3.2 Following audit in September 2023, the college signed off its 2022/23 credit return as -1.1%, which was within the 2% tolerance. Our auditors also had no management points regarding the quality or compliance of our credit claim.

3.3 Early PI data suggests that the college improved its retention last year and improved attainment in all modes of study. Improvements still leave the college short on historic highs and Education Scotland will be conducting a thematic review of attainment in Glasgow, involving all 3 Glasgow Colleges, to understand why outcomes are poorer than the rest of the country.

4. 2023/24 ENROLMENTS AND CREDIT FORECAST

4.1 A strong August enrolment period has placed the college in a good position to meet its credit target. The most pessimistic forecast anticipates us landing 1.5% over our credit target, following an almost 10% overperformance on our enrolment target. 89.2% of credits are already 'safe' which leave us requiring only 8.8% of

our credits from January starts to achieve all of our SFC funding (which is approximately a further 10,000 credits.) The college is therefore well on track to achieve its credit target.

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

<i>Credit Pots</i>	<i>Target</i>	<i>Current Position</i>	<i>%age reached</i>	<i>%age Projection</i>
Core Credits	113,721	101,439	89.2%	101.5%
FAs	1300	439	33.7%	33.7%

4.3 The reduction in uptake of Foundation apprenticeships is concerning and follows a downturn in interest in this product last year too. However, this year it will not result in credit clawback as our excess enrolments in other courses can use up these spare credits. A review of our schools offer is underway.

5. ANNIESLAND CAMPUS WINDOWS UPDATE

5.1 An interim solution was implemented in Easter 23 to secure the Anniesland windows with pins, wherever they had been weakened by faulty installation, to mitigate the risk to students and staff.

5.2 This session, we have allocated over £1M to the permanent repair and replacements of these windows and the work has already begun. The college has also been successful in securing a further £600K from the Government to complete the whole of this project within the 23/24 academic year. This will cause some disruption to learners at that site who will have to decant rooms for approximately 3-4 weeks per class as the project works its way around the main tower block, but it should not require any delivery off-site or online.

6. INDUSTRIAL ACTION AND ASOS

6.1 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 and has taken the form of discrete days of strike action as well as ‘action short of strike action’ or ASOS. Additional days of strike action took also place at Glasgow Clyde College because it sits within the First Minister’s constituency. Some support unions have also been taking days of strike action in tandem with the EIS.

6.2 The mandate of strike action and ASOS expired on October 16th and the college took the opportunity to instruct all 2022/23 results be entered by the 27th of October, in order to meet the SFC deadline of the 3rd of November.

- 6.3** As of the 6th of November only 195 results remain of the 83,000 results that the college enters annually, with 99.99% now closed off. Students will receive their certificates over the next 2 weeks. Almost all of the remaining results pertain to the ECBE faculty where the apprenticeship model affords the opportunity to span resulting over more than one year.
- 6.4** An October ballot by EIS-FELA to renew the mandate resulted in only 39% support for strike action and only 43% support for ASOS. However, as only 49.5% of members voted, EIS-FELA are preceding with a second ballot to further test the opinions of those who abstained.
- 6.5** In the meantime, national negotiations have offered a 3-year deal on pay which awaits a response from all unions at the time of writing. This includes the current full and final offer of £2,000 for Academic Year (AY) 2022/23 and £1,500 in AY 2023/24 with the third year AY 2024/25 offer of £1,500 on all lecturing scale points, subject to discussions with Scottish Government on funding.

7. SFC CREDIT MODEL, FWDF AND THE SCOTTISH BUDGET

- 7.1** At the time of the last meeting of the Learning and Teaching Committee, there were still some unknowns about the credit funding model which have since been resolved. We now know that the 2% tolerance remains and that an earlier census date of 5 weeks has now been put in place for FT courses. Both of these are welcome and make it significantly easier to reach the credit target. Other flexibilities were however removed, and caps with re-introduced on average credits for HE programmes and for delivery to school pupils outwith the senior phase.
- 7.2** No confirmation has been given yet of this years' Flexible Workforce Development Fund allocation, and it is possible that this will not be awarded at all. This would be a loss of at least £750K per year to the college, as well as the loss of a valuable stream of commercial contacts who bring added value benefits to us.
- 7.3** The Scottish Budget is scheduled to be announced on the 19th of December and Colleges Scotland, along with many other stakeholders, have forwarded submissions to the Government to make the case for additional funding. A number of case studies were submitted from Glasgow Clyde College, exemplifying impactful ways that we have used money creatively to reach the most vulnerable learners. Helpfully, the CBI have also mentioned the value of colleges in their submission by making the case for GA's and the maintenance of the FWDF.

8. RISKS

There are remain a number of risks associated with the environmental challenges outlined above. These are:

- That a second ballot on strike action or ASOS will return a mandate for further disruption for our learners.
- That the expanded Anniesland Windows project may imply greater disruption at that campus than previously anticipated.
- That schools vocational programmes continue to decline, reducing an important pipeline of enrolments for our core provision.
- That FWDF will be abolished with no equivalent replacement, compromising the financial position of the college.

9. ANY OTHER SIGNIFICANT IMPACT

None

TEACHING AND LEARNING COMMITTEE MEETING	
Date of Meeting	15/11/23
Paper Title	KPI Update
Action	For Information
Prepared by	J Rafferty
Agenda Item	23.33
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 and **COMMENT** on whether the RAG rating and targets meet the needs of the committee.

3. BRIEF BACKGROUND INFORMATION

3.1 In the previous meeting of the Learning and Teaching Committee, and as a consequence of recommendations from our auditors, it was recommended that Learning and Teaching Committee KPIs should be further developed to include information on frequency of updates on each measure, targets for each measure, as appropriate, and RAG rating for each KPI to fit in with the KPIs used in other Board Committees. It was also suggested that PIs on 'unrivalled student experience' would be considered.

3.2 The reporting timelines for some KPIs has been significantly impacted by ASOS action by EIS-FELA which has meant that college PIs were only submitted by the 27th October this year, and were only processed by the 3rd November. This therefore means that attainment PIs for session 22/23 are not signed off yet at the time of writing and are still subject to change.

4. KPIs

The KPIs are listed in Appendix 1.

5. HIGH LEVEL COMMENTARY

- ***Student Experience:***

As previously reported, 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:**
As previously reported, 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 reveal that the most vulnerable groups to early withdrawal are the under 16's, who increased a percentage point and the over 60's (possibly due to small numbers). Care experienced students also increased their early withdrawal last year by 1.7% and part-time evening learners also seemed grew by 1%. All other categories improved their retention rates though, including SIMD10s.
- **Student Achievement Rates:** Attainment rates improved across the board in 2022/23, except under 16's. That said, improvement levels were modest, around 1 or 2 percentage points, and there is still considerable ground to make up to return to 2019 levels.
- **Stakeholder engagement:** This was reported at the last Committee meeting.

6. KEY MESSAGES

The key messages from the KPI data are that:

- Student satisfaction rates grew in 2022/23.
- Retention improved in 2022/23, except for care-experienced learners and part-time evening students.
- Attainment improved overall last year, though there is still significant ground to make up to get back to pre-pandemic levels.

7. SUPPORTING DOCUMENTATION/ FURTHER INFORMATION

Appendix 1 contains a full set of the KPI data for the last 3 years.

8. RISKS

There are no significant risks associated with the items in this paper, however failure to address retention for specific student group will disadvantage those students belonging to those categories.

9. ANY OTHER SIGNIFICANT IMPACT:

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

Appendix 1: KPIs

Student Experience	2020/21	2021/22	2022/23	23/24 Targets
Percentage of students satisfied with their learning experience;	89.8%	93.4%	93.8%	94.0%
Percentage of students who would recommend the College to a friend;	-	95.4%	95.3%	95.5%
Percentage of students who identify as having a sense of belonging;	82.3%	90.6%	94.2%	94.5%
Percentage of students who strongly agree that their time at College has helped develop knowledge and skills for the workplace;	38.4%	45.0%	47.0%	47.5%
Percentage of students satisfied that GCCSA influences change for the better (from SFC annual survey);	95.1%	89.8%	88.3%	90.0%
Percentage of students who agree that staff regularly discuss their progress with them;	87.6%	87.4%	90.1%	90.5%
Percentage of learners who strongly agree that CANVAS (VLE) is used well to support their learning; and	43.9%	50.0%	49.4%	50.0%
Unique student complaints received regarding quality of learning, teaching, assessment, or support.	36	40	35	NA

Frequency	Date
Annually	May
Annually	Oct

Student Performance	2020/21	2021/22	2022/23	23/24 Targets
Student attendance rates	-	75.3%	76.0%	76.5%
Students' withdrawal motives (top 5 known motives)	-	Health 30%	Family and Caring 23%	NA
	-	Employment 19%	Health 20%	NA
	-	Course 19%	Course Related 17%	NA
	-	Academic Issues 14%	Employment 12%	NA
	-	Financial 5%	Other Institution 8%	NA

Frequency	Date
Annually	June

Early withdrawal rates	2020/21	2021/22	2022/23	23/24 Targets	Current
<i>by age</i>					
A U16	7.9%	9.6%	10.3%	8.5%	2.2%
B 16-19	6.4%	10.0%	10.1%	8.5%	4.3%
C 20-24	5.8%	10.0%	8.9%	8.5%	5.3%
D 25-34	7.5%	9.6%	8.6%	8.5%	6.3%
E 35-49	6.0%	7.5%	8.0%	8.5%	5.7%
F 50-59	5.7%	8.7%	6.1%	8.5%	8.9%
G O59	2.3%	6.7%	9.9%	8.5%	5.1%
All	6.4%	9.4%	9.0%	8.5%	5.1%

Frequency	Date
Annually	May

<i>by mode of study</i>					
Full-Time	7.0%	11.2%	10.6%	8.5%	6.8%
Part-Time	4.2%	6.4%	6.1%	8.5%	5.6%
Part-Time Evening	7.4%	11.1%	12.4%	8.5%	3.4%
Short Full-Time	12.2%	14.2%	14.3%	8.5%	8.5%
All	6.4%	9.4%	9.0%	8.5%	5.1%

<i>by SIMD</i>					
10% most deprived	7.5%	10.6%	9.9%	8.5%	5.9%
All other deciles	5.9%	8.9%	8.7%	8.5%	4.8%
All	6.4%	9.4%	9.0%	8.5%	5.1%

<i>by Care Experience</i>					
Care experienced	9.9%	10.3%	12.0%	8.5%	5.5%
Not Care Experienced	6.2%	9.3%	8.8%	8.5%	5.0%
All	6.4%	9.4%	9.0%	8.5%	5.1%

Student Achievement Rates	2020/21	2021/22	2022/23	23/24 Targets
---------------------------	---------	---------	---------	---------------

<i>by age</i>				
A U16	55.1%	62.7%	60.0%	63.0%
B 16-19	63.6%	56.3%	60.5%	63.0%
C 20-24	71.5%	64.1%	68.0%	70.0%
D 25-34	73.4%	69.2%	71.7%	72.0%
E 35-49	77.1%	74.6%	76.2%	76.5%
F 50-59	72.0%	73.2%	78.5%	79.0%
G O59	81.4%	78.2%	81.5%	82.0%
All	69.7%	64.7%	67.9%	68.5%

<i>by mode of study</i>				
Full-Time	67.5%	58.7%	62.0%	63.0%
Part-Time	76.1%	73.8%	76.3%	76.5%
Part-Time Evening	74.2%	60.6%	61.2%	63.0%
Short Full-Time	53.3%	51.9%	55.9%	58.0%
All	69.7%	64.7%	67.9%	68.5%

Frequency	Date
Annually	May

Frequency	Date
Annually	May
Annually	May
Annually	May

Frequency	Date
Annually	May
Annually	May
Annually	May

Frequency	Date
-----------	------

Annually	Oct

Frequency	Date
Annually	Oct

<i>by SIMD</i>				
10% most deprived	66.3%	61.4%	66.0%	66.5%
All other deciles	71.4%	66.1%	68.8%	70.0%
All	69.7%	64.7%	67.9%	68.5%
<i>by Care Experience</i>				
Care Experienced	58.3%	55.9%	56.0%	57.0%
Not Care Experienced	70.6%	65.3%	68.8%	69.5%
All	69.7%	64.7%	67.9%	68.5%
<i>Level of usage of the College VLE</i>				
Students	7320	7832	7946	7151
Staff	529	562	551	540
<i>Positive student destinations.</i>	97.9%	?	NA	98.0%
Community and Economic Engagement				
	2020/21	2021/22	2022/23	23/24 Targets
<i>Percentage of Credits delivered in each of the Region's Economic Sectors</i>				
Administration, Financial and Business Services	13.0%	13.0%	12.5%	13.0%
Creative and Cultural Industries	15.0%	14.0%	14.2%	14.5%
Energy, Engineering, Construction and Manufacturing	13.0%	13.0%	13.5%	13.5%
Food, Drink, Tourism, Hospitality and Leisure	13.0%	12.0%	10.8%	10.5%
Health, Care and Education	15.0%	15.0%	14.7%	14.5%
Land-Based Industries	2.0%	2.0%	2.3%	2.5%
Life and Chemical Sciences	5.0%	6.0%	5.3%	5.0%
Transition and Supported Learning	24.0%	25.0%	26.8%	26.5%
<i>Percentage of Credits delivered to residents of SIMD 10 and 20 postcodes</i>				
SIMD10	32.0%	29.0%	29.3%	29.5%
SIMD20	15.0%	16.0%	15.8%	16.0%
SIMD 10+20	47.0%	45.0%	45.1%	45.5%
<i>Percentage of Credits at SCQF levels 1-4</i>	20.0%	23.0%	25.0%	25.0%
<i>MA recruitment</i>	285	320	290	330
<i>FA recruitment</i>	-	133	143	120

Frequency	Date
Annually	Oct
Annually	Oct
Annually	Oct
Frequency	Date
Annually	Oct
Annually	Oct
Annually	Oct
Frequency	Date
Annually	June
Annually	June

Frequency	Date
-----------	------

Annually	June

Annually	Oct

External Stakeholder Engagement	2020/21	2021/22	2022/23	23/24 Targets
<i>Percentage of employers who are satisfied with the service they receive from the College;</i>	-	93.8%	91.8%	92.5%
<i>Percentage of employers who would recommend the College;</i>	-	93.8%	96.4%	96.5%
<i>Percentage of external stakeholders that strongly agree they are satisfied with the quality of the service they receive;</i>	-	60.6%	67.2%	67.5%
<i>Percentage of external stakeholders that strongly agree the College is responsive to the needs and priorities of their organisation; and</i>	-	60.6%	61.4%	62.0%
<i>Percentage of successful External Verification visits from Awarding Bodies</i>	88.0%	85.0%	86.7%	88.0%

Frequency	Date
Annually	May

LEARNING AND TEACHING COMMITTEE MEETING

Date of Meeting	15 November 2023
Paper Title	Nurture Approach
Action	Information
Prepared by	Claire Glen
Agenda Item	23.35
Status	Disclosable

1. **PURPOSE OF THE REPORT**

This report provides an update on the progress made as the college embeds a 'nurture' approach across the organisation.

2. **ACTION FOR THE BOARD**

The Board is asked to note this update and make any appropriate comment.

3. **BRIEF BACKGROUND INFORMATION**

The college approach to nurture was formally launched at the start of session 23/24 with an article of introduction published in 'Clyde Connects' on the topic. This was the culmination of numerous meetings with Glasgow City Council educational psychologists and different experts in this field during session 22/23. It was agreed by SLT to make this approach a key priority for the whole college to change how it interacted with young people and supported them in their time at college.

4. **KEY DEVELOPMENTS THIS SESSION**

4.1 A development session for all college managers at the start of term College Management Conference and a presentation was held for the GCC Student Association. This session at the College Management Conference, led by college staff and supported by external partners, explained the nurture principles, our planned approach, aims and demonstrated the online learning activities that were available.

4.2 All managers were asked to share this content with their teams. As a result of this, 2 faculties requested further input bespoke to their areas, and these events have taken place. Feedback has been overwhelmingly positive.

4.3 A module of online activities has been created for staff and students and is now published on Canvas. This includes an introduction to the nurture principles, the context for this approach, the aims, initial actions and links to a range of potential training opportunities. There are also links to practical activities and the module takes around 1 hour to complete. All staff and students are actively encouraged to complete this.

4.4 The 'Nurture College' Teams page continues to grow with 46 established members. There are a range of training and development activities, news articles, podcasts and research papers shared on a range of relevant topics.

4.5 College Development Network launched a 'Trauma Informed College' programme in September and aims to facilitate a trauma informed culture in every college in

Scotland. The programme aims to build on existing good practice and to help the College Leadership Team consider what further steps are needed to develop and embed a trauma informed culture. This is a really timely and useful initiative that supports our wider nurture approach.

- 4.6 The CDN programme currently supports 2 members of staff undertaking a formal training course over 9 weeks to develop knowledge and understanding of trauma informed approaches. On successful completion, they will achieve a SCQF Level 5 qualification in Mental Wellbeing and Health, delivered by SMILE Counselling and will be able to share their knowledge, understanding and experience across the college.
- 4.7 CDN will also provide bespoke support during a visit planned for 22 November, that will allow up to 200 staff to engage in face-to-face learning. This visit will also include a demonstration of a reflective diagnostic toolkit that will help plan our organisational approach to cascading awareness.
- 4.8 A partnership with the charity Brothers in Arms and The Scottish Violence Reduction Unit has resulted in a new course 'Promoting Positive Mental Health and Suicide Prevention' to support students who will work with clients on a 1-1 basis whilst on placement. The first cohort of hair stylists/barbers have recently completed this with a further cohort of fitness students next to participate. Evaluation of this activity is being supported by the Department of Psychological Health and Since at the University of Strathclyde with a view to offering to students across all faculties.
- 4.9 The college approach to nurture was presented at the recent Scottish Community Safety Network AGM and Conference.
- 4.10 The Nurture Steering Group currently has 9 notes of interest for membership and further recruitment is taking place to enable all areas of the college to be represented.
- 4.11 A bespoke nurture training course, led by Glasgow City Council Nurture Team, is currently being considered for implementation this session.

5. **SUPPORTING DOCUMENTATION/ FURTHER INFORMATION**

It is important to note that this is a new and ambitious approach for Glasgow Clyde College, as we aspire to have a positive impact on staff and student wellbeing and success. The college nurture statement can be found in **appendix 23.35A**.

6. **ANY OTHER SIGNIFICANT IMPACT**

It is hoped that this approach will improve outcomes for learners, make the college more inclusive, reduce complaints from students and staff, and mitigate any legal or financial or legal risks to the college from its routine operations.

At Glasgow Clyde College, we believe that a nurture approach can have a positive impact on staff and student wellbeing and success.

We commit to this approach to support all staff and students to reach their full potential.

What is a nurture approach?

A nurture approach is a focus on how we strive to ensure that college activities, relationships and the environment are welcoming, safe and respectful for all.

Why a nurture approach?

A nurture approach:

- **Can have a positive impact on engagement in learning, teaching and assessment.**
- **Can lead to improved student retention and success outcomes.**
- **Can support the continued development of positive and effective relationships within and across college teams.**

Our aims

- Offer bespoke training to all college staff in a leadership role that can be applied to suit the needs of each of the college teams.
- Provide current and relevant professional learning for all staff to be able to evaluate their practice, policies and processes through a nurture lens.
- Identify and signpost appropriate safe spaces across the college estate.
- Establish a Nurture Steering Group to drive, monitor and evaluate the effectiveness of our approach.

- **Learning and teaching in Scotland has faced a number of significant challenges in recent years.**
- **Significant disruption to in-person learning as a result of the COVID pandemic.**
- **The intention of smooth transitions for students and staff not being fully achieved.**
- **The rising challenge of wellbeing and mental health being negatively affected.**
- **A national level of extreme financial challenge and future funding uncertainty for colleges.**
- **The wider impact on wellbeing and resilience within the current cost of living crisis.**

1 Learning is understood developmentally

We recognize that every individual has different skills and experiences and learns and develops in their own unique way.

2 The college is a safe place

We offer a safe physical, social and emotional environment where our staff and students should feel secure and respected.

3 Nurture is important in developing wellbeing

We understand the multiple aspects of wellbeing are linked and we promote a range of self-care and resilience building activities.

4 Language is a vital means of communication

We are aware that the use of language, whilst not limited to verbal expression, is important in how we build positive relationships.

5 All behaviour is communication

We recognize that our behavior, whether planned or unintentional, conveys our thoughts, needs or feelings to others and may be interpreted in different ways.

6 Transitions

We value and promote smooth and structured transitions for our staff and students to remove any potential barriers to learning and development.

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 (included in Quality and Performance Report)
21 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