

**NOTES OF THE THIRTEENTH MEETING OF THE LEARNING AND TEACHING
COMMITTEE
HELD ON 15 FEBRUARY 2017
THE INNOVATION HUB, LANGSIDE CAMPUS**

PRESENT:

Gordon McGuinness	Committee Chair
Fiona Godsman	Board Member
Amparo Fortuny	Board Member
Stephen Henson	Board Member

IN ATTENDANCE:

Brian Hughes	Vice Principal, Curriculum and External Affairs
Eric Brownlie	Assistant Principal, Quality and Performance
Cathy McSkimming	Assistant Principal, Business Information
John Edmonstone	ELearning Manager
Anne Green	Executive Assistant (Minute Taker)

17.05 ELEARNING UPDATE

The Learning and Teaching Committee meeting opened with a presentation from J Edmonstone, ELearning Manager, on the Innovation Hub.

J Edmonstone informed those present that the Innovation Hub had been made possible as a result of monies from the Glasgow Clyde Education Foundation and is the only facility of its size and type in a Scottish Further Education institution. J Edmonstone briefly described the structure and facilities within the Hub.

J Edmonstone demonstrated the capabilities of the Digital Wall which provides 40ft of interactive presentation space: work may be developed directly on the wall or via the associated App. Members noted that a soft launch of the facility is being undertaken until after the Easter break, in order to finalise installation of more monitors around the collaborative desks and the implementation of a casting system, funding permitting, and fully test functionality. Committee Members noted that some events and workshops have already taken place successfully and the intention is to commercially let the space as well as use it as a teaching resource.

In response to a query from G McGuinness, J Edmonstone indicated that to begin with the eLearning Unit are developing 4 generic lessons for use by the Faculties. Faculties will then be invited to book into the Hub in order to develop more bespoke material related to their area. E Brownlie took the opportunity to inform Members that training for all teaching staff will take place in June and August.

Members noted that the collaborative tables have proved very popular and will be replicated within the Libraries at the other Campuses. In response to a query from F Godsman, J Edmonstone indicated that the amphitheatre had been built off site and dropped into place: those present noted it may be necessary to install sound baffling between the amphitheatre and the rest of the facility.

F Godsman stated the Hub was perfect as an event space such as a Hackathon. J Edmonstone confirmed that Events Management Students will be using the space as part of their course.

G McGuinness thanked J Edmonstone for outlining the facility to the Learning and Teaching Committee.

J Edmonstone left the meeting.

17.01 **WELCOME AND APOLOGIES**

The Chair welcomed everyone to the meeting. Apologies were noted from Susan Walsh, Eleanor Harris and Carolyn Davidson.

17.02 **DECLARATIONS OF INTEREST**

No declarations of interest were received.

17.03 **MINUTES OF MEETING HELD ON 9 NOVEMBER 2016**

The Minutes of the meeting on 9 November 2016 were approved as a true record of events.

A Fortuny raised concerns about Page 2, paragraph 5, stating that her concern did not lie with the 100% attendance requirement set down by the Scottish Funding Council (SFC). Her concern was with the system the College had put in place which the Glasgow Clyde College Students' Association (GCCSA) believe negatively impacts on ESOL students.

G McGuinness sought and received confirmation that the attendance criteria put in place by the College is less

stringent than that of SFC. B Hughes informed the meeting that in previous years, students had been able to self-certify absences for a limited period as well as obtaining authorised absence from their lecturers. The new criteria implemented by the College allows students 10 absences per session (August – December and January – June). However, the GCCSA feel the removal of authorised absences adversely impacts ESOL students.

B Hughes indicated that he had requested analysis be carried out on absence levels to ensure there are no adverse effects on particular student groups. C McSkimming confirmed that M Gilroy, Assistant Principal, Access and Inclusion, has investigated and met with A Fortuny to discuss the outcome of that investigation. B Hughes intimated that Bursary reports have been reviewed to ascertain if ESOL students are being impacted. Committee Members noted that to date 326 students have had their bursary reduced or stopped as a result of absence. Of that number 19 were ESOL students: 18 had their bursary reduced and 1 had it stopped. B Hughes indicated that this figure represents 6% of the entire student population and does not demonstrate that ESOL students are being negatively affected. In response to a query from G McGuinness, B Hughes stated that there are no courses being affected more than others.

G McGuinness thanked B Hughes for the update and requested that the minutes be amended to reflect A Fortuny's concern lies with the College criteria and not those of the SFC.

17.04 **MATTERS ARISING**

Board Policies: Policy 4.3 Work Placements

E Brownlie provided a verbal update to the Committee, informing them that a report on work placement had been taken to SMT and baseline work had been carried out by Faculties. The outcome of that analysis was that, contrary to previous thinking, the policy did not require to be changed.

New Quality Framework

E Brownlie took the opportunity of informing the Committee that briefing sessions had taken place with relevant staff and the College HMI around the new Quality Framework. Members noted the College HMI will continue to work and support the College in gathering and collating the necessary evidence on improvements being made.

G McGuinness sought information on what the changes are to the framework. E Brownlie informed the meeting that the

new framework removes external reviews, instead the College will be asked to evaluate itself against quality indicators and provide an evidence base report and high level judgement on its performance; this report will be endorsed by Education Scotland. Members noted the first year will be developmental and the College HMI will provide support in building up the evidence base, report and enhancement plan.

In response to a further query from G McGuinness as to whether this was an internal exercise, E Brownlie stated it would mainly be internal; however, external support can be requested. G McGuinness referred to employer sessions carried out by Ayrshire College as an example of gathering feedback, and E Brownlie indicated that Clyde College has access to myriad stakeholder feedback; however, as part of the new framework that will have to be gathered formally. Further consideration will be given to where external support could be best used.

E Brownlie indicated that the College does not wish to create new structures and process to gather the necessary evidence, rather it needs to review what is done well, how the College knows it is being done well, what can be done better, and how improvement will be achieved. Members noted that sessions had already taken place with Heads of Curriculum and Support Managers to make them aware of the work and how they feed into to the process.

C McSkimming indicated that it is Education Scotland's view that the new framework will mean all Colleges will be using a similar framework and working the same way.

E Brownlie indicated that the new framework will allow Education Scotland to look more in depth at curriculum and support areas with students at the forefront.

F Godsman queried whether the new framework would create more work for staff. E Brownlie responded that the new approach would require a different focus rather than additional work for staff.

F Godsman queried staff's view of the change. E Brownlie indicated that overall the philosophy has been welcomed. Members noted that there may be more of a challenge at middle and senior staff level rather than staff classroom practice. C McSkimming concurred stating that there will have to be more internal challenge with individuals than previously, citing looking at new approaches to carrying out their job as an example.

E Brownlie turned the discussion to the grading of reports noting that it will be very difficult for Colleges to claim to have an excellent grade based on the grading descriptions if there was evidence around any poor PI data.

G McGuinness stated that the framework would be continuous improvement for staff and it will be useful for staff to see their contribution. G McGuinness thanked E Brownlie for the update.

17.06 **SFC PUBLICATION PERFORMANCE INDICATOR DATA 2015/16**

E Brownlie was invited to update the Learning and Teaching Committee on the 2015/16 College Performance Indicators (PIs).

Members noted that the Scottish Funding Council (SFC) produce an annual report on performance across the college sector, including overall data on attainment and retention as well as by individual college. This data is published by each college on their websites.

E Brownlie outlined the work carried out by college curriculum teams to analyse results at a programme level, using the self-evaluation process to identify strengths, concerns and areas for action. E Brownlie highlighted the importance of strong early retention on programmes in relation to overall funding and the importance of high attainment as a driver for external stakeholders and the College reputation.

E Brownlie highlighted key points in the PI data and Members noted:

- FT/FE attainment figure of 64.2% is just below sector average of 65.5%.
- PT/FE attainment figure of 68.6% is significantly below sector average of 74.3%.
- FT/HE and PT/HE attainment figures are level with the sector averages of 72.2% and 78.5% respectively.
- FT/FE withdrawals sit at 25%.
- FT/HE withdrawals sit at 17%.

E Brownlie indicated that the College does not wish to simply sit close to sector average and there are a number of strategies in place to drive up PIs. Members were assured that Heads of Curriculum and Senior Lecturers are all drilling down into the figures to understand where weaknesses lie and to bring about improvements. In addition, a Quality Standards Group has been set up to look at improvement across programmes.

B Hughes indicated that work is also being undertaken to understand why there is such a high rate of early withdrawals, whether there are particular schools, programmes or profile of student who are more likely to have high withdrawals, stressing that there will always be withdrawals that the College cannot stop. E Brownlie concurred indicating that if the College was able to retain 30 extra HN students that, in monetary terms, would be worth £100k to the College and would increase PIs by 1%. C McSkimming informed those present about the work that has been undertaken over the last year to change the recruitment, interview and admissions processes as well as bringing in programmes at different levels as a way of driving up retention.

E Brownlie indicated that the Heads of Curriculum are an important group to drive the improvement agenda and they will need to take responsibility for programmes in their area. Members noted the example in Sport where PIs were poor in 2015/16 and the Head of Curriculum and Senior Lecturers have worked to understand why and make improvements with the result that retention this year is already better.

B Hughes outlined the data tools provided by SFC which allows detailed analysis of the performance data and Members noted that discussions are underway as to how best to share these tools with staff. B Hughes stated that it is important for staff to analyse and understand the data as it is important to know what programmes within each school are performing well or not.

A brief discussion ensued around the PIs for City of Glasgow College which appear to have increased significantly. C McSkimming explained that City of Glasgow College has a different profile to that of Clyde College: the balance of FE/HE provision in Glasgow Clyde College is 65/35 whereas City of Glasgow the split is 35/65. In addition, Members noted that Glasgow Clyde delivers much more school provision, a greater level of activity to residents of SIMD 10 areas, General Education and different level programmes than City of Glasgow. In response to a query from G McGuinness, B Hughes indicated that Kelvin College provision is more aligned with Clyde College.

B Hughes informed the meeting that the Regional Outcome Agreement (ROA) shows the differences and College targets for SIMD.

G McGuinness indicated that it would be useful for the Board of Management to receive details on the PIs.

G McGuinness thanked E Brownlie for the information on PIs and indicated that it would be useful to have a follow up paper on withdrawal themes and actions being taken to drive up PIs which will allow the Committee to determine how it may help and support the College in making these improvements. G McGuinness and E Brownlie to discuss how best to present that report.

17.07 **SCOTTISH FUNDING COUNCIL PUBLICATION STUDENT SATISFACTION 2015/16**

The Chair invited C McSkimming to talk to the papers issued with the agenda.

Members noted that the Scottish Funding Council (SFC) published guidance on the publication of student satisfaction data within its publication: “College Outcome Agreement Guidance 2017/18 to 2019/20”.

C McSkimming rehearsed the background to the student survey and indicated that the Student Satisfaction and Engagement Survey is a national survey distributed by SFC and comprises 9 questions which are incorporated into the College All Student Survey issued each April/May. The results are collated and submitted to SFC in accordance with the guidance. Members noted that this data forms part of the national results distributed by SFC and used for benchmarking student satisfaction.

The Committee noted that one question from the national survey will form part of the ROA: namely, “overall I am satisfied with my college experience”. Members noted that a comparison had been undertaken of the Clyde College student response and the national responses. Members noted that Clyde College students’ response of 96.4% was better than the national figure. F Godsman sought and received confirmation that only one question is being included in the ROA as this is the only one that would work across the entire country.

C McSkimming indicated that analysis of responses showed that the older the student the more satisfied they are and the more they value learning and teaching: distance learners are the most disengaged and full time learners are more satisfied than part time.

F Godsman sought and received clarification on College Leaver Destination and went on to congratulate the College at the number of students involved in the survey, stating that

increasing the number of respondents will be a factor within comparing institutions. B Hughes concurred stating that benchmarking and trends are a key factor for Glasgow Clyde College. C McSkimming took the opportunity to formally record thanks to the Students' Association for assisting in driving participation up.

17.08 **JANUARY PROGRAMME ENROLEMENT UPDATE**

The Chair invited B Hughes to provide the Committee with an update on the current status of the courses which began in January 2017.

Members noted the background to Glasgow Clyde College offering a range of courses that begin in January and beyond and that these courses are an important component of the College's ability to achieve annual activity targets.

Noted some programmes enrolled more and some less than target figure and the data provided is very much snapshot as at 3 February 2017. Members noted that programmes have under enrolled by 39 against target. G McGuinness queried if this was an acceptable tolerance and B Hughes confirmed that it was as there is a buffer in place.

In response to a query from F Godsman, B Hughes explained that students enrolling in January programmes may have been winter leavers from school, or may be students who did not get into college in August, be on employability programmes or feeder programmes. S Henson highlighted that CITB SVQ Carpentry and Joinery programme related to Year 4 apprentices who come back into the college for a week to practice their skills test training.

In response to a query, B Hughes explained that infill students are those not attending the full set of units related to a programme.

Members noted that the programmes are mainly running at Cardonald and campus due to curriculum areas and capacity issues.

G McGuinness requested that a further update be brought to the Board of Management meeting. BH

17.09 **STUDENT MEMBER UPDATE**

A Fortuny provided a verbal update to Committee Members on the work of the Glasgow Clyde College Students' Association (GCCSA).

Those present noted the GCCSA are continuing to deliver a range of activities and events including, guest speakers, language exchanges, volunteering opportunities for students, and activities for ASL students. A Fortuny informed those present that GCCSA representatives will be attending Faculty meetings and had attended workshops on the new quality framework and will be working closely with the Quality Unit in that regard.

Members noted that Class Representative meetings are continuing.

G McGuinness thanked A Fortuny for the update.

17.10 **PROGRESS ON CREDITS 2016/17**

B Hughes was invited to update Committee Members on the predicted credit levels for academic year 2016/17.

B Hughes informed those present that the current credits sit at 126,857 with 1,074 still to start, against the SFC target of 127, 091. Members noted that whilst the credits are moving in the right direction, the buffer between activity and targets is getting tighter year-on-year.

S Henson queried whether at the end of the year the target figure and the actual figure should match. B Hughes explained that after the Credit Audit is carried out in October following the academic year end then ideally the figures should match as that means the College had not delivered activity for which it would not be funded. S Henson sought and received confirmation that if the College over delivers no funding is received for the additional delivery and if the College delivers less then funding could be clawed back. B Hughes stressed that the College has not undelivered on credits although there are other colleges within the sector who have faced claw back. B Hughes reminded the Committee that the College is part of the Glasgow Region and as such has to deliver its portion of the Regional credits target.

In response to a query from F Godsman re variances, B Hughes explained that the variances detailed are mainly linked to Associate Students and went on to explain the background to Associate Students being funded by Universities and; therefore, not eligible for credits. F Godsman sought and received confirmation that the variance within Fashion and Textiles School is largely related to Associated Students. E Brownlie indicated that the Associate

Student programme is part of the Government's Widening Access Initiative and guarantees students entry into University once they complete their HND programme.

F Godsmen sought further information on Associate Students funding and B Hughes explained that SFC provide funding to Universities for these places and Universities should then pass 75% of that funding to Colleges for these students. B Hughes took the opportunity of outlining issues that have arisen with the University of West of Scotland as a result of them not providing the full 75% of the funding. Members were assured that the College is in discussion with the University regarding this.

G McGuinness thanked B Hughes for the update.

17.11 **PORTFOLIO 2017/18 APPLICATIONS UPDATE**

The Chair invited B Hughes to update the Committee on the current levels of applications for courses beginning in the academic session 2017/18.

B Hughes informed the meeting that applications for full time courses in session 2017/18 were opened on 25 January 2017, in line with the other Glasgow Colleges. Applications are predominately submitted via the College website with approximately 400-500 applications being received per day.

Members noted that, to date, 8,435 applications have been received. B Hughes indicated that some applicants will apply for more than one course. In response to a query regarding identifying multiple applications, B Hughes indicated that applicants are restricted to making 2 applications. However, C McSkimming pointed out that if rejected, some candidates will then re-apply for a course at a lower level.

E Brownlie informed Members that the challenge for the College is to ensure that applications within the system are entry criteria checked and an interview offered as soon as possible. Members noted that to ensure applicants are kept informed of the progress of their application there is a system on the web to provide information.

In response to queries regarding competition and collaboration with other Glasgow Colleges, E Brownlie indicated that in some areas there is collaboration and cooperation particularly if a course has not recruited or where Glasgow Clyde does not offer progression to a higher level of programme, e.g. hospitality. In these cases the three Glasgow colleges were working to ensure sufficient relevant

progression routes.

B Hughes took the opportunity of explaining that many students are made offers early on in the process, accept that offer and then later on in the session they will be offered a place at a University and leave the College; hence the reason why there is often a last minute push to fill courses. C McSkimming concurred stating that conversion rates from application to places can be poor and the College had carried out basic research across the 3 Glasgow Colleges and found that 80% of applicants apply to one College, 30% to 2 and 5% to all 3. Results also indicated that applicants wish to apply for either their local college or the City Centre.

E Brownlie informed the meeting that during the previous year the College instigated a new process whereby all internal students wishing to continue studies will be fast tracked to the next stage without having to submit an online application. B Hughes indicated that there is pressure from Schools to have a similar process for pupils; however, the College has agreed to guarantee an interview for pupils rather than offer a place.

C McSkimming informed the meeting that in the previous year 35,000 applications were received for 7,000 places. F Godsmen queried if all students get onto the course they want. E Brownlie indicated that in most cases that is possible; however, there are some areas where it is not; in such cases applicants will be offered something else.

G McGuinness thanked B Hughes for the update on 2017/18 applications.

17.12 EQUALITIES IMPACT ASSESSMENT ON DECISIONS MADE

N/A.

17.13 REVIEW OF PAPERS (INCLUDING DISCLOSABLE STATUS)

G McGuinness thanked those who had submitted papers, acknowledging the clarity within. There had been a good balance of content which has led to discussion.

It was agreed that all papers should be disclosable.

17.14 ANY OTHER BUSINESS

B Hughes took the opportunity to inform Committee Members that this would be the last Learning and Teaching Committee

that C McSkimming would attend as she was leaving the College. The Committee formally recorded its thanks for C McSkimming's contribution to the Committee over the years and wished her well.

F Godsman asked how the Committee could support the College going forward. B Hughes indicated that a lot of statistics are presented to this Committee which sometimes overtakes the learning and teaching aspects. B Hughes suggested it might be useful for Committee Members to receive presentations and/or case studies from Curriculum Assistant Principals to get a better flavour of the learning and teaching. F Godsman referred to the Learning and Teaching Strategy and reference therein to identify the College's unique selling point, improve inclusivity and how the Committee can assist in achieving that. G McGuinness indicated that the College must also recognise the context of environment and the community it is working in and be clear and evidence delivery that will make a change at a local level. G McGuinness stated that as Members are new and still going through a learning phase it would be useful for Members to consider what they would like to see and learn about.

C McSkimming indicated that the Learning and Teaching Committee will have an increasingly bigger part to play as the new quality framework takes shape. B Hughes concurred and suggested that a Committee Member sit on the Quality Standards Committee as it will discuss in depth the data sitting behind the statistics received by the Committee.

G McGuinness thanked B Hughes, E Brownlie and C McSkimming for providing the papers and information.

DATE OF NEXT MEETING

The next meeting will take place at 4.30 pm on Wednesday 17 May 2017, Boardroom, Langside Campus.

The meeting closed at 18:20 hours.