

# LEARNING AND TEACHING COMMITTEE

**9<sup>th</sup> MAY 2018**  
**The Boardroom, Langside Campus**

## LEARNING AND TEACHING COMMITTEE

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A meeting of the Learning and Teaching Committee will be held on Wednesday 09 May 2018 at 4.30pm in the Boardroom, Langside Campus

### AGENDA

<b>18.16</b>	Welcome and Apologies		G McGuinness
<b>18.17</b>	Declarations of Interests		G McGuinness
<b>Minutes of Previous Meeting</b>			
<b>18.18</b>	Minute of the Meeting held on 7 <sup>th</sup> February 2018	P	G McGuinness
<b>18.19</b>	Matters Arising Action Grid	P	G McGuinness
<b>Items for Discussion/Decision</b>			
<b>18.20</b>	Student President Report	P	K Gasiorowska
<b>18.21</b>	Key Performance Indicators	P	B Hughes
<b>18.22</b>	Quality of Learning and Teaching	V	E Brownlie
<b>Items for Information/Noting</b>			
<b>18.23</b>	Progress on Credits 2017/18	P	B Hughes
<b>18.24</b>	GCC Applications 2018/19	P	B Hughes
<b>Continual Improvement</b>			
<b>18.25</b>	Equalities Impact Assessment on Decisions Made		G McGuinness
<b>18.26</b>	Review of Papers (including Disclosable Status)		G McGuinness
<b>18.27</b>	Any Other Business		G McGuinness
<b>Date of Next Meeting: 7<sup>th</sup> November 2018 at the Boardroom, Langside Campus</b>			

**NOTES OF THE SIXTEENTH MEETING OF THE LEARNING AND TEACHING  
COMMITTEE HELD ON 7 FEBRUARY 2018  
THE BOARDROOM, LANGSIDE CAMPUS**

**PRESENT:**

Gordon McGuinness	Committee Chair
Jon Vincent	Principal
Fiona Godsman	Board Member
Carolyn Davidson	Board Member
Stephen Henson	Board Member

**IN ATTENDANCE:**

Brian Hughes	VP, Curriculum and External Relations
Eric Brownlie	AP, Quality and Performance
N Hardie	E-Learning Manager
D Marshall	
Glenn Heritage	Clerk to the Board (Minute Taker)

**18.01 WELCOME AND APOLOGIES**

The Chair welcomed everyone to the meeting. There were apologies from Karolina Gasiorowska.

**18.02 DECLARATIONS OF INTEREST**

No declarations of interest were received.

**18.03 MINUTES OF MEETING HELD ON 8 NOVEMBER 2017**

The minutes of the meeting of 8 November 2017 were accepted as a true record of the meeting.

**18.04 MATTERS ARISING**

The update on the Matters Arising Action Grid was noted. E Brownlie gave a brief verbal update on item 17.43 which had been omitted from the Action Grid. It was clarified that students going on to further education could relate to an internal course at GCC or externally to University. E Brownlie updated that the new website had now been launched and now hosted the online application process.

*At this point the Chair invited N Hardie to give his presentation on e-Learning before the Committee Agenda items.*

**18.12 E-LEARNING PRESENTATION**

N Hardie took the Committee through a presentation of the various areas of e-Learning which the College now offers.

The presentation explained the areas of Innovation Centre, Content Development, Repository, VLE and staff training.

N Hardie described the staff training element as the glue that holds all projects together, and hopes are to encourage greater interest in learning. The focus ahead therefore is to increase engagement, eg with VLE, develop the team, and raise the baseline.

The Committee noted that student feedback demonstrates a demand for more VLE and changing technology and approaches to learning and teaching mean a greater understanding of blended learning is important for all staff.

The Committee thanked N Hardie for his informative presentation.

*N Hardie left the meeting at this point*

#### 18.05 **STUDENT PRESIDENT REPORT**

The Committee noted the paper in absence of K Gasiorowska.

The committee felt it was a positive paper albeit very similar to one presented to the Board of Management, but they would like to know what the challenges are facing students, and what the Committee could enable support within its role and remit. The Committee agreed it important to understand what students would wish them to discuss and to what purpose.

D Marshal and B Hughes spoke about the support now available to students, the administrative and officer support and agreed that they too are asking these questions. SMT members are available to meet with students to aid this process.

The Committee were asked also to acknowledge that not all students engaged with GCCSA but that the class representative system is encouraged as a communication channel across all levels.

**DM/GH/KG**

#### 18.06 **LEARNING & TEACHING PORTFOLIO 2018-19**

The Chair invited B Hughes to speak to the Report issued with the papers.

B Hughes explained that due to timing issues, at time of the Report and this meeting GCC still does not have the credit targets from SFC for session 2018/19. These are believed to be available from 20<sup>th</sup> February. It is understood there will be changes with PI's and credits so the paper presented is an early indication with more robust decisions being made after release of information by SFC.

A Committee member asked about the inclusion of factors relating to skills gaps alongside recruitment levels and credit targets when making these decisions. B Hughes responded that we always look at alternatives, and removal does not

indicate that an entire subject area is always removed in total but that the number of classes may reduce for example.

Committee members raised questions around how underperformance was defined, and how the equation for success rates was cognisant of differing abilities and the progress achieved by the student.

Committee members also felt the paper was difficult to engage with, and whilst they did not necessarily require the course specifics wanted to know the criteria, what evidence was used, and what the College is doing to address underperformance.

A discussion took place around papers which were presented without options or recommendations and the clarity of SMT's expectations from the Committee.

A Committee member summarised committee needs as information relating to actions and reactions needed within scenario planning, and assured SMT it is the board role to ask what it is that the team want from the Committees and what would assist SMT.

It was agreed that, timing aside, there was a need to ascertain the right level of information. The paper presented highlights challenges we face both financial and from Scottish Government.

During discussion, the Committee asked how this fits with the College strategy, about evidencing how decisions are arrived at, and what this Committee can offer to inform decision making in the light of strategic developments.

The Chair commented that the Committee needs to be able to respond to the College Chair's ambition of delivering high quality provision and being able to evidence this. Resources are there to help achieve this, with a reliance on SMT to encourage best practice.

A discussion took place around the distribution of credits across a range of provision to ensure depth and breadth in the curriculum offer. The college could choose to disproportionately flood a curriculum area with credits at the expense of other provision but the overarching maintenance of a broad curriculum in line with Regional requirements is what drives the portfolio.

J Vincent felt that the purpose of the board is to determine the educational character and strategy of the College and that this agenda may be a topic for full board discussion around the environment in which we are operating. L&T staff could look at any systematic underperformance. J Vincent explained that demand may not always be consistent with the external career demand. B Hughes noted that he had asked these questions regionally given the impacts across the region.

**All**

**JV/GMcG**

The balance of GCC offers has been reshaped in the past eg due to merger, and we now are in a place where we need the intelligence to consider again and to bring to the board.

The Committee thanked B Hughes for the report

**18.07 L & T PROGRAMMES UPDATE**

The Chair invited B Hughes to speak to the Report issued with the papers.

B Hughes explained again a timing issue relating to January starts, and circulated figures recently available giving applications and enrolments to date.

It was explained that strategies to improve retention are showing results and an analysis is being undertaken to determine how many January starts continue and then access August starts at the next level.

The number of enrolments is slightly below target but credits are above target due to the courses enrolled being those which carry higher credits. Lower numbers of students can be attributed to a number of factors including staying at school longer and less students leaving at Christmas.

If required, the details of applicants not accepted can be identified. The SCQF levels predominate the middle ranges which reflects the school education levels of Glasgow as a whole.

SMT Learning and Teaching would like to drill down further into reasons for non-retention but feel that external support would be valuable to look at this in depth.

**SMT/Board**

Discussion followed around student experience and its impact, although overall the Committee were asked to note that we are broadly where we want to be at this stage.

The Committee thanked B Hughes for his update.

**18.08 STUDENT SATISFACTION SURVEY 2016/18**

The Chair invited E Brownlie to speak to the Report issued with the Agenda.

E Brownlie explained the Student Satisfaction survey 06/17 is collected by SFC and shows that GCC scores very well. The survey received over 3,500 responses giving a good response rate.

There is a uniformly low score for GCCSA and this is reflected across the country.

E Brownlie also referred to an Early Impressions survey, 2017/18 which is conducted by the college and again was very positive. Lower scores for student advice and guidance were evident.

The Committee expressed interest in the impact of interventions and E Brownlie responded that a number of

measures for improvement eg with admissions are producing an improving picture.

The Committee felt we should promote our excellent satisfactions levels (eg You said, We did). GCC is the largest FE provider with 96/97% satisfaction.

The Committee recognised the efforts which produced these outcomes, and thanked E Brownlie for his report.

**18.09 REMIT OF COMMITTEE**

The Chair invited the Committee to discuss the Remit of the Committee and to propose any changes to the Remit.

The Committee discussed the remit, and purpose of the Committee. #comments were made that the Committee should have a purposeful focus albeit with balanced granularity. The aim is for L & T to become more focussed and involved. Some of our challenges centre around the client groups served and conversations within Committee are important for assurance.

Discussion on point 5 took place and a suggestion from B Hughes that a point on student experience is added. **DM**

B Hughes suggested one aspect of the student experience could be brought to the Committee in a paper each meeting.

J Vincent suggested the Committee decide the order of aspect / topic they wish to see from a menu provided by D Marshall of possible options. The Committee agreed this.

A committee member raised student disciplinary levels and what the ambition is to reduce these over time and the efficacy of support mechanisms. Information on this can be provided. **BH**

J Vincent and Committee members felt the Remit was not yet in final form, and SMT and Committee members are invited to **All**

submit feedback to the Clerk. Some minor comments were made, with email submissions to guide the next iteration to be received by the Clerk for 14/15<sup>th</sup> February. **GH**

B Hughes to provide membership wording to Clerk **BH**

**18.10 PROFESSIONAL DEVELOPMENT FOR TEACHING STAFF**

The Chair invited E Brownlie to speak to the Report issued with the Agenda.

E Brownlie spoke to this paper. TQFE qualified staff is low at 62% although the majority would be temporary staff who are unqualified. In response to a Committee member he explained that temporary staff can be on short contracts for up to four years before they are made permanent. .

E Brownlie explained that of the four programmes for development, both the Foundation Programme for college Lecturers and Developing Learning and Teaching Programme (both college devised programmes) are unique to GCC and could be offered commercially to other colleges.

SMT are requesting support from the Committee to engage with staff on a mandatory basis for training and to implement a mechanism for staff not engaging. The low engagement levels are a concern and SMT have full Committee support on this. **SMT**

The issue is sector wide although the Committee were asked to note that a current review into Professional Standards for Lecturing Staff is an indicator of direction of travel and likely to be helpful in encouraging and mandating staff qualifications.

The Committee thanked E Brownlie for the update.

**18.11 SFC PI ATTAINMENT**

The Chair invited E Brownlie to speak to the Report issued with the Agenda.

E Brownlie spoke to the Performance Indicators, noting that sector audited data was not yet available hence data circulated is that of GCC and fairly accurate.

The Committee noted that the key comparator is with our own past performance and the trend is important. Discussion round the attainment challenges for some groups, and key areas needing to improve. The Committee were informed that GCC has a high level of part time FE compared to other colleges and this impacts on the relevant PIs.

Methods for those with ELS needs were discussed and it was noted that the needs of current students can be far more complex than was the case historically. When support is given ELS students often outperform the mainstream.

The Committee discussed targets and were informed these are stretching but are part of and discussed within the ROA. A Committee member asked what the implications are of not achieving targets. B Hughes responded that failure to achieve the credit target carries a financial penalty but there are currently no penalties associated with failure to achieve other targets.

Discussion returned to issues of our client groups and the balance between offering a high performing curriculum and responding to the demands of our local communities. The Committee also made the link to better qualified staff.

The Committee expressed willingness to lobby or influence on behalf of GCC and its particular challenges and the importance attached to its broad curriculum and correspondent PI levels in some areas.

The Committee thanked E Brownlie for the update.

**18.48 EQUALITIES IMPACT ASSESSMENT ON DECISIONS MADE**



N/A.

**18.49 REVIEW OF PAPERS (INCLUDING DISCLOSABLE STATUS)**

Item 18.11 PI data is deemed non-disclosable.

**18.50 ANY OTHER BUSINESS**

None

**DATE OF NEXT MEETING**

The next meeting will take place on 9<sup>th</sup> May 2018 in The Boardroom, Langside Campus.

DRAFT

**LEARNING AND TEACHING COMMITTEE**  
**HELD ON 07 February 2018**  
**ACTION POINTS**

ITEM NUMBER	ACTION	LEAD	COMMENT
18.05	<b>QUALITY OF STUDENT EXPERIENCE</b> Ongoing engagement and report of progress of class representation system.	<b>KG/DM</b>	
18.06	<b>LEARNING AND TEACHING PORTFOLIO</b> Progress around consideration of the balance of offers, the credit targets, and client demand	<b>BH/JV</b>	Portfolio for 2018/19 is nearing completion taking into consideration the balance of FE/HE, the requirements of the ROA and our slightly reduced credit target.
18.07	<b>LEARNING AND TEACHING PROGRAMMES RETENTION</b> Consideration by SMT of factors impacting on non-retention		A significant amount of work has taken place this year to address the issue of early and further withdrawal from courses. Further measures have been put in place for the 2018/19 programmes to drive improvement.
18.10	<b>PROFESSIONAL DEVELOPMENT FOR TEACHING STAFF</b> Engagement with staff to place training on a mandatory basis with support from L&T Committee	<b>JV/BH</b>	The GCEF funded programmes continue to be offered and rolled out but this is not yet mandatory. Further work is required on this matter.

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## Learning and Teaching Committee

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Date of Meeting	09 <sup>th</sup> May 2018
Paper Title	GCCSA Report
Agenda Item	18.20
Paper Number	
Responsible Officer	Karolina Gasiorowska
Status	DISCLOSABLE
Action	FOR NOTING

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### 1. Report Purpose

The purpose of this report is to inform Learning and Teaching Committee about achievement and goals which GCCSA team work during the academic year 2017/18 and what that mean to the College.

#### 1.1 Recommendations

GCCSA recommend that the committee NOTE the activity of the SA.

### 2. Background/Objective/Discussion/Proposal/

#### 2.1 INTRODUCTION/ ENGAGEMENT GCCSA

GCCSA exists to fully represent the students of Glasgow Clyde College, GCCSA acts as a student voice within the college, and is focused on improving the overall student experience. Its goal is to continue to improve the student experience, and become a bigger voice within the college, truly representing students through effective consultation.

GCCSA has fully engaged with the student population of Glasgow Clyde College to ensure it meets the needs of its members.

### 3. Scottish Funding Council

Glasgow Clyde College lunch SFC on the 20<sup>th</sup> of March. GCCSA with representation of 8 students have the opportunity to discuss some areas which we believe need to be improve. We were mention the same area which College did so that show our strong partnership. Those areas were:

- Apprenticeship Courses
- Mental Health

#### **4. Clyde Connects Careers**

The 'Glasgow Clyde Connects Careers project lead addressed class reps to highlight the career planning and management support available whilst on course and through progression options after their studies at Glasgow Clyde. This includes on-course support and other support available to them as individuals including how they know about and access the support when they need it. In order to gauge student feedback on possible development opportunities, class reps on each campus have been identified to populate focus groups to discuss gather thoughts and opinions that could be used in improvement planning including for new students in the future.

#### **5. Class representatives**

GCCSA are currently working with ICT in order to develop better processes in relation to class representatives. This will link into two different areas, first of all a more efficient way of GCCSA finding out who the class representatives are from lecturers and secondly a way for class representatives to have the ability to feedback electronically and also to be able to do this at any point throughout the year and not just during class representative meetings.

GCCSA are in the middle of discussions with sparqs about having staff members (Jodie and Toni) trained in order to be able to deliver the sparqs class representative training. This would allow us to have access to two in house trainers, as well as calling upon external trainers from sparqs when required.

Eric Brownlie is working with the student association in order to ensure that all class representatives get an opportunity to attend their faculty course meetings. GCCSA has also discussed the possibility of Quality doing smaller focus groups with class representatives to gain direct feedback.

#### **6. Library opening hours**

GCCSA are working with the Library staff to gain feedback in relation to extending opening hours over the exam periods.

#### **7. Student Lead Activity.**

GCCSA have a range of student led activities which help to reduce stress and improve both mental and physical wellbeing.

The main Activities are;

- Yoga Class

This activity is delivered for student and for staff. We started the 3 seasons of yoga class. That activity reduces stress and anxiety which help for better concentration.

- Spontaneous Dance therapy

This activity is available for student and staff. It helps to reduce stress anxiety and build better concentration, it is similar to yoga but the spontaneous dance therapy helps to increase dopamine by doing a light exercise.

- Mental Health Support Group

It is weekly activity run by student. GCCSA support this student to make sure the topics are always relevant to the mental health.

- Maths Club

It is weekly activity run by student. This activity is targeted to student which struggle with Math on the basic and non-advance level.

All GCCSA team work very hard to deliver activity for our student. We would like to see that those activities not only reduce stress, anxiety improve concentration, but also what is important to us is that by attending that kind of activity you are able to meet new people which is beneficial for our student by improving life in the college.

## **8. Healthy Body Healthy Mind Award**

GCCSA in conjunction with the college are taking part in the Healthy Body Health Mind Award this year which is ran by NUS.

The HBHM working group is currently made up of the GCCSA Team (Jodie, Karolina, Taylor, Michaela and David), along with Keir McKechnie (Mentally Healthy College Co-ordinator), Kirstie Barton (Head of Curriculum) and Calum Nicol (Sports Assistant).

We have a commitment to working towards the various things included in the criteria and aim to complete the report for this academic year in May to gain a star rating and then aim to take part in this award annually in order to try and maintain and/or improve on the previous rating.

Together we are dedicated to working collaboratively in order to increase awareness and achieve this award. This is part of a long term strategy to improve the mental, physical and emotional wellbeing of the students at Glasgow Clyde College.

## **9. Election 2018**

Every year, we elect a new full time President and three part-time Vice Presidents to represent the student body at Glasgow Clyde College.

The votes are open from **30<sup>th</sup> – 3<sup>rd</sup> May.**

The announcements are **4<sup>th</sup> May.**

## **10. COMMUNICATION CHANNELS**

We have worked alongside marketing in order to develop on the content included on the GCCSA area of the College website. Include the link:

<https://www.glasgowclyde.ac.uk/study-at-glasgow-clyde/student-association>

We also use these methods to have certainty ways that we reach every student.

- Tweeter - @OfficialGCCSA
- Facebook- clydestudentassociation
- Email – [GCCSA@glasgowclyde.ac.uk](mailto:GCCSA@glasgowclyde.ac.uk)
- Intranet /VLE
- Student Emails
- Leaflets
- GCCSA Handbook
- Each campus office

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## LEARNING AND TEACHING COMMITTEE MEETING

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Date of Meeting	9 May 2018
Paper Title	Key Performance Indicators
Agenda Item	18.21
Paper Number	
Responsible Officer	Brian Hughes, Vice Principal Curriculum and External Relations
Status	Disclosable
Action	For Discussion

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### 1. Report Purpose

The purpose of this report is to highlight to committee members the most recent PI Publication from SFC and to examine a range of indicators specifically for Glasgow Clyde College.

### 2. Recommendations

Learning & Teaching Committee members are asked to **DISCUSS** this paper.

### 3. Background

At the last Learning & Teaching committee, it was noted that the SFC had not, at that point, published the annual Performance Indicator data. The report was subsequently published on 27<sup>th</sup> February 2018 and the report, plus accompanying data sets, can be found at:

<http://www.sfc.ac.uk/publications-statistics/statistical-publications/statistical-publications-2018/SFCST022018.aspx>

Whilst the main publication is issued in the form of a PDF file, and covers the range of PI data at a National level, there is an associated spreadsheet in the form of an analysis tool, which shows the PI data at the level of each individual college, and Region, in the sector.

The attached sheet provides a summary of some key aspects of the data for Scotland, Glasgow Clyde and the Glasgow Region.

From this data, it can be seen that:-

- For FT FE provision, the Scotland wide, Glasgow Region and Glasgow Clyde attainment levels are stubbornly stuck in the 60+% range over the six years of analysis;
- In recent years Glasgow Clyde has consistently under-performed in FT FE when compared to the Glasgow Region and Scotland-wide figures. The same is true for Part-time FE provision;
- Conversely, in FT HE, Glasgow Clyde has out-performed the National figures in every year of the analysis and, in 2016/17, also had better results than the Region as a whole;
- Chart 7 illustrates the extent to which age is a factor in the attainment figures with overall attainment rising in line with increasing age bands. The extent to which the under-18 cohort under-performs relative to the other age bands at Glasgow Clyde, Glasgow Region and Scotland-wide with an almost 10% gap when compared to the next age band ( 18-20 year olds );
- The final Chart (11) also shows the extent to which different categories of students perform, with students from deprived areas (SIMD10 and SIMD20), students with disabilities and care experienced learners all performing less well than the “all-learners” cohort. The same table, by contrast, shows that students whose fees are being paid by their employer significantly out-perform the “all-learners” figures.

There are other tools available that can be used to further analyse our performance and it is intended to take a short period of time at committee to demonstrate them to allow members to discuss, going forward, what statistics / analysis may be of particular use to the committee.

This analysis of PI data forms a part of our self-evaluation process and the Evaluative Report and Improvement Plan acknowledges that we must work in a different way if we are to improve the figures for Glasgow Clyde students. There are a range of actions within the Improvement Plan, which has been previously shared with the committee. The targets in the Regional Outcome Agreement that were discussed at the last Board meeting outline our ambitions for improvements across the board but especially in relation to withdrawal and attainment figures at FT FE level. Actions are in place to pilot some new approaches for session 2018/19 and these can be discussed at the meeting.

#### **4. Risk Analysis**

There may be reputational risks arising from low attainment levels especially if there are improvements across the sector and we do not keep pace with these.



### **5. Legal Implications**

There are no legal implications raised by this paper.

### **6. Financial Implications**

There are currently no financial implications related to performance measures apart from achievement of the credit target.

### **7. Regional Outcome Agreement Implications**

Many of the PIs outlined above form a part of both the ROA and Government National Measures and therefore our targets contribute to the overall achievement of the ROA.

### **8. Has an Equality Impact Assessment been carried out (Y/N/NA)**

N/A

SFC PI data for 2016/17  
BOM Learning Teaching Meeting 9 May 2018

Scotland					Glasgow Clyde					Glasgow Region							
Chart 1. Outcomes for FE on recognised qualifications (full-time)					Chart 1. Outcomes for FE on recognised qualifications (full-time)					Chart 1. Outcomes for FE on recognised qualifications (full-time)							
Year		Completed Successful	Partial Success	Withdrawal	Total	Year		Completed Successful	Partial Success	Withdrawal	Total	Year		Completed Successful	Partial Success	Withdrawal	Total
11-12	Full Time	33,302	6,015	13,119	52,436	11-12	Full Time	2,519	558	1,092	4,169	11-12	Full Time	5,890	1,139	2,477	9,506
12-13	Full Time	33,084	5,718	11,694	50,496	12-13	Full Time	2,313	538	866	3,717	12-13	Full Time	5,457	1,065	2,159	8,681
13-14	Full Time	34,009	5,863	11,759	51,631	13-14	Full Time	2,334	499	860	3,693	13-14	Full Time	5,628	1,028	1,918	8,574
14-15	Full Time	32,582	5,386	12,956	50,924	14-15	Full Time	2,353	469	843	3,665	14-15	Full Time	5,455	857	1,924	8,236
15-16	Full Time	32,730	4,485	12,739	49,954	15-16	Full Time	2,353	413	898	3,664	15-16	Full Time	5,530	804	1,892	8,226
16-17	Full Time	32,697	4,807	12,582	50,086	16-17	Full Time	2,403	393	1,076	3,872	16-17	Full Time	5,295	873	2,087	8,255
Chart 2a. Outcome Totals for FE on recognised qualifications (part-time)					Chart 2a. Outcome Totals for FE on recognised qualifications (part-time)					Chart 2a. Outcome Totals for FE on recognised qualifications (part-time)							
Year		Completed Successful	Partial Success	Withdrawal	Total	Year		Completed Successful	Partial Success	Withdrawal	Total	Year		Completed Successful	Partial Success	Withdrawal	Total
14-15	Total Part-Time FE	83,556	17,585	8,967	110,108	14-15	Total Part-Time FE	4,011	812	833	5,656	14-15	Total Part-Time FE	10,640	1,419	1,836	13,895
15-16	Total Part-Time FE	74,118	16,379	9,221	99,718	15-16	Total Part-Time FE	3,944	763	1,039	5,746	15-16	Total Part-Time FE	13,199	1,386	2,018	16,603
16-17	Total Part-Time FE	77,095	12,905	9,958	99,958	16-17	Total Part-Time FE	4,134	698	1,177	6,009	16-17	Total Part-Time FE	13,863	1,443	2,174	17,480
Chart 3. Outcomes for HE on recognised qualifications (full-time)					Chart 3. Outcomes for HE on recognised qualifications (full-time)					Chart 3. Outcomes for HE on recognised qualifications (full-time)							
Year		Completed Successful	Partial Success	Withdrawal	Total	Year		Completed Successful	Partial Success	Withdrawal	Total	Year		Completed Successful	Partial Success	Withdrawal	Total
11-12	Full Time	22,772	4,253	6,020	33,045	11-12	Full Time	1,912	300	499	2,711	11-12	Full Time	7,497	1,446	1,886	10,829
12-13	Full Time	22,825	3,886	5,729	32,440	12-13	Full Time	1,949	243	450	2,642	12-13	Full Time	7,578	1,168	1,934	10,680
13-14	Full Time	23,121	4,138	5,109	32,368	13-14	Full Time	2,048	244	464	2,756	13-14	Full Time	7,802	1,372	1,556	10,730
14-15	Full Time	23,544	3,963	5,750	33,257	14-15	Full Time	2,121	323	470	2,914	14-15	Full Time	8,081	1,115	1,704	10,900
15-16	Full Time	24,155	3,738	5,808	33,701	15-16	Full Time	2,134	306	516	2,956	15-16	Full Time	8,353	1,231	1,604	11,188
16-17	Full Time	24,268	3,768	5,837	33,873	16-17	Full Time	2,137	209	548	2,894	16-17	Full Time	8,332	1,237	1,779	11,348
Chart 4a. Outcome Totals for HE on recognised qualifications (part-time)					Chart 4a. Outcome Totals for HE on recognised qualifications (part-time)					Chart 4a. Outcome Totals for HE on recognised qualifications (part-time)							
Year		Completed Successful	Partial Success	Withdrawal	Total	Year		Completed Successful	Partial Success	Withdrawal	Total	Year		Completed Successful	Partial Success	Withdrawal	Total
14-15	Total Part-Time HE	9,519	1,697	941	12,157	14-15	Total Part-Time HE	728	103	48	879	14-15	Total Part-Time HE	2,190	316	243	2,749
15-16	Total Part-Time HE	9,722	1,508	1,104	12,334	15-16	Total Part-Time HE	827	108	118	1,053	15-16	Total Part-Time HE	2,304	351	271	2,926
16-17	Total Part-Time HE	9,880	1,680	1,013	12,573	16-17	Total Part-Time HE	913	84	113	1,110	16-17	Total Part-Time HE	2,548	330	265	3,143
Chart 5. Enrolments by age group on courses lasting 160 hours or more					Chart 5. Enrolments by age group on courses lasting 160 hours or more					Chart 5. Enrolments by age group on courses lasting 160 hours or more							
		Completed Successful	Partial Success	Withdrawal	Total			Completed Successful	Partial Success	Withdrawal	Total			Completed Successful	Partial Success	Withdrawal	Total
under 18		19,658	4,641	7,476	31,775	under 18		1,233	292	568	2,093	under 18		2,804	688	1,196	4,688
18-20 year olds		32,755	5,561	8,265	46,581	18-20 year olds		2,859	447	880	4,186	18-20 year olds		8,630	1,461	2,004	12,095
21-24 year olds		14,380	2,104	3,617	20,101	21-24 year olds		1,381	201	433	2,015	21-24 year olds		3,572	499	921	4,992
25-40 year olds		22,656	3,143	5,365	31,164	25-40 year olds		2,329	240	663	3,232	25-40 year olds		5,594	529	1,313	7,436
41 and Over		8,057	1,321	1,502	10,880	41 and Over		598	57	160	815	41 and Over		1,456	138	282	1,876
Chart 6. Enrolments by key group on courses lasting 160 hours or more					Chart 6. Enrolments by key group on courses lasting 160 hours or more					Chart 6. Enrolments by key group on courses lasting 160 hours or more							
		Completed Successful	Partial Success	Withdrawal	Total			Completed Successful	Partial Success	Withdrawal	Total			Completed Successful	Partial Success	Withdrawal	Total
under 18	31,775	61.9%	14.6%	23.5%		under 18	2,093	58.9%	14.0%	27.1%		under 18	4,688	59.8%	14.7%	25.5%	
18-20 year olds	46,581	70.3%	11.9%	17.7%		18-20 year olds	4,186	68.3%	10.7%	21.0%		18-20 year olds	12,095	71.4%	12.1%	16.6%	
21-24 year olds	20,101	71.5%	10.5%	18.0%		21-24 year olds	2,015	68.5%	10.0%	21.5%		21-24 year olds	4,992	71.6%	10.0%	18.4%	
25-40 year olds	31,164	72.7%	10.1%	17.2%		25-40 year olds	3,232	72.1%	7.4%	20.5%		25-40 year olds	7,436	75.2%	7.1%	17.7%	
41 and Over	10,880	74.1%	12.1%	13.8%		41 and Over	815	73.4%	7.0%	19.6%		41 and Over	1,876	77.6%	7.4%	15.0%	
Chart 7. Enrolments by key group on courses lasting 160 hours or more					Chart 7. Enrolments by key group on courses lasting 160 hours or more					Chart 7. Enrolments by key group on courses lasting 160 hours or more							
		Completed Successful	Partial Success	Withdrawal	Total			Completed Successful	Partial Success	Withdrawal	Total			Completed Successful	Partial Success	Withdrawal	Total
All enrolments over 160 hours	140,501	69.4%	11.9%	18.7%		All enrolments over 160 hours	12,341	68.1%	10.0%	21.9%		All enrolments over 160 hours	31,087	70.9%	10.7%	18.4%	
10% Most deprived postcode areas	23,781	66.1%	11.7%	22.3%		10% Most deprived postcode areas	3,875	65.3%	10.4%	24.3%		10% Most deprived postcode areas	9,266	68.1%	10.6%	21.3%	
20% Most deprived postcode areas	42,780	66.2%	11.8%	22.1%		20% Most deprived postcode areas	5,712	65.3%	10.3%	24.4%		20% Most deprived postcode areas	13,576	68.4%	10.5%	21.1%	
Fees paid by employer	8,702	84.9%	9.0%	6.2%		Fees paid by employer	798	85.1%	8.8%	6.1%		Fees paid by employer	2,815	87.8%	7.4%	4.8%	
Ethnic minority	10,281	71.3%	11.8%	16.9%		Ethnic minority	2,813	69.2%	9.1%	21.6%		Ethnic minority	5,724	73.1%	9.0%	18.0%	
Disability	22,804	66.5%	12.3%	21.2%		Disability	1,935	66.0%	10.6%	23.3%		Disability	4,075	67.0%	11.8%	21.2%	
Year of study greater than first year	17,656	80.9%	9.9%	9.2%		Year of study greater than first year	1,530	81.4%	7.6%	11.0%		Year of study greater than first year	5,751	80.2%	10.0%	9.8%	
Care Experienced	2,096	57.2%	12.7%	30.1%		Care Experienced	97	49.5%	8.2%	42.3%		Care Experienced	306	54.9%	13.7%	31.4%	

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## LEARNING AND TEACHING COMMITTEE MEETING

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Date of Meeting	9 May 2018
Paper Title	Progress on Credits 2017/18
Agenda Item	18.23
Paper Number	
Responsible Officer	Brian Hughes, Vice Principal Curriculum and External Relations
Status	Disclosable
Action	For Noting

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### 1. Report Purpose

The purpose of this report is to provide an update to the committee on the current status of our activity levels against our annual credit target.

### 2. Recommendations

Learning & Teaching Committee members are asked to **NOTE** this paper.

### 3. Background

This report will be very familiar now to committee members and serves to reassure members that we continue to monitor our activity levels very closely throughout the academic session.

The attached report shows that the current estimated level of activity for the year 2017/18 is 129,878 credits against a target of 128,683. The variance of 0.9% over target has been consistent for some time now. As the vast majority of our provision is now enrolled and running there is little activity still to start.

The region was recently offered additional credit activity of circa 1,200 credits but Glasgow Clyde opted not to accept any of these as they are directly associated with ESF activity and, whilst the current figures suggest that we will achieve our overall activity target, we do not have sufficient "extra" ESF credits to spare and therefore the risk of under-achieving against a higher target would have increased.

### 4. Risk Analysis

Because the credit activity levels are closely monitored throughout the year, mitigating actions can be introduced mid-year if the reports indicate that we are at risk of not achieving our targets.

## **5. Legal Implications**

There are no legal implications raised by this paper.

## **6. Financial Implications**

Failure to achieve our activity target has financial implications in the form of a potential clawback of funding by SFC / GCRB.

## **7. Regional Outcome Agreement Implications**

Our credit target is one aspect of our agreed contribution to the Regional Outcome Agreement and, as such, our failure to achieve would adversely affect the region's ability to deliver its activity targets.

## **8. Has an Equality Impact Assessment been carried out (Y/N/NA)**

N/A

Credits Monitoring Report AY2017-2018 - College Summary

Snapshot at 23 April 2018

Faculty	School	Target Credits (as at 23/11/2017)	Total Enrols	Non-Funded Enrols	Not Meeting 25% Date	Current Funded Enrols	Current Credits Estimate	Variance on Target	Credits To Start	Variance on Started Target	Credits Not Enrolled
120 Business, Creative & Digital Industries	<a href="#">111 Business &amp; Finance</a>	9271	856	62	116	685	9150	-1%	0	-1%	0
	<a href="#">123 Media &amp; Performing Arts</a>	8465	862	37	44	781	9177	8%	0	8%	0
	<a href="#">125 Fashion, Textiles &amp; Design</a>	10397	842	70	71	701	9522	-8%	0	-8%	2
		<b>28133</b>	<b>2560</b>	<b>169</b>	<b>231</b>	<b>2167</b>	<b>27849</b>	<b>-1%</b>	<b>0</b>	<b>-1%</b>	<b>2</b>
130 Engineering, Computing & the Built Environment	<a href="#">113 Computing</a>	9015	1095	65	99	934	9188	2%	0	2%	0
	<a href="#">131 Energy &amp; Building Services</a>	4719	529	11	33	485	4596	-3%	40	-2%	0
	<a href="#">133 Engineering</a>	11542	1262	1	71	1190	10249	-11%	0	-11%	3
	<a href="#">135 Construction &amp; Land Based Industries</a>	6653	645	6	64	576	6671	0%	70	1%	0
	<b>31929</b>	<b>3531</b>	<b>83</b>	<b>267</b>	<b>3185</b>	<b>30703</b>	<b>-4%</b>	<b>110</b>	<b>-4%</b>	<b>3</b>	
140 Health & Wellbeing	<a href="#">115 Sport, Tourism &amp; Hospitality</a>	10914	932	27	99	807	10469	-4%	0	-4%	0
	<a href="#">141 Early Years &amp; Social Care</a>	11735	1089	100	72	918	11641	-1%	0	-1%	1
	<a href="#">145 Health &amp; Life Sciences</a>	10457	952	25	75	852	10586	1%	0	1%	0
	<a href="#">149 Hair, Beauty &amp; Complementary Therapies</a>	6420	596	1	42	553	6373	-1%	0	-1%	0
	<b>39526</b>	<b>3569</b>	<b>153</b>	<b>288</b>	<b>3130</b>	<b>39069</b>	<b>-1%</b>	<b>0</b>	<b>-1%</b>	<b>1</b>	
160 Access & Continuing Learning	<a href="#">161 ESOL</a>	10620	1994	0	176	1818	12319	16%	36	16%	0
	<a href="#">165 Additional Support for Learning</a>	4270	569	0	24	545	4563	7%	0	7%	0
	<a href="#">167 Employability Skills</a>	5965	2746	0	204	2542	5545	-7%	47	-6%	87
	<a href="#">169 General Education</a>	9068	1166	4	120	1043	9545	5%	0	5%	0
	<b>29923</b>	<b>6475</b>	<b>4</b>	<b>524</b>	<b>5948</b>	<b>31971</b>	<b>7%</b>	<b>83</b>	<b>7%</b>	<b>87</b>	
<b>Total</b>		<b>129511</b>	<b>16135</b>	<b>409</b>	<b>1310</b>	<b>14430</b>	<b>129593</b>	<b>0.1%</b>	<b>193</b>	<b>0%</b>	<b>93</b>
	<b>SFC Target Credits</b>	<b>128683</b> (Core 121041 +Childcare 323 + FSE 7319)						<b>0.7%</b>			
	<b>Current Credit Estimate + Credits to Start</b>						<b>129786</b>	<b>0.86%</b>			
	<b>Current Credits Estimate + Credits to Start + Credits Not Enrolled</b>						<b>129878</b>	<b>0.93%</b>			

Price Group	Credits Estimate	Credits To Start	Credits Not Enrolled
1	17254	20	75
2	70760	36	3
3	22834	110	3

Economic Sector	Credits Estimate	Credits To Start	Credits Not Enrolled
Administration, Financial and Business Services	18715	0	0
Creative and Cultural Industries	19220	34	2
Energy, Engineering, Construction and Manufacturing	18380	76	3

4	1798	0	0
5	16947	27	12
<b>Total</b>	<b>129593</b>	<b>193</b>	<b>93</b>

Food, Drink, Tourism, Hospitality and Leisure	16744	0	0
Health, Care and Education	20052	0	1
Land-Based Industries	2615	0	0
Life and Chemical Sciences	7886	0	0
Transition and Supported Learning	25981	83	87
<b>Total</b>	<b>129593</b>	<b>193</b>	<b>93</b>

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## LEARNING AND TEACHING COMMITTEE MEETING

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Date of Meeting	9 May 2018
Paper Title	GCC Applications 2018/19
Agenda Item	18.24
Paper Number	
Responsible Officer	Brian Hughes, Vice Principal Curriculum and External Relations
Status	Disclosable
Action	For Noting

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### 1. Report Purpose

The purpose of this report is to provide an update to the committee on the current status of applications for courses for session 2018/19.

### 2. Recommendations

Learning & Teaching Committee members are asked to **NOTE** this paper.

### 3. Background

Applications for 2018/19 courses opened via the college's website on 17<sup>th</sup> January 2018. At the last L&T committee, 7 February 2018, I reported that the number of applications at 23 January stood at 4,065. Since then applications have grown steadily and, at 23 April, have reached 16,774.

The attached table 1 shows, by teaching School, a comparison between last year's applications and this year at the same point in time. As the table shows there is a reduction in applications of circa 6%.

There is evidence to suggest that school pupils are returning to school in greater numbers and may therefore not be applying to college. The introduction of Foundation Apprenticeships in schools may also be a contributory factor as the uptake of FAs increases in schools. Although delivered by the colleges the FA pupils remain on the School roll. For interest, the attached table 2 shows the percentage of school pupils returning to school each year since 2000/2001.

For session 2018/19 we have made some adjustments to the credit value of some of our courses at non-advanced level, from 16 credits up to 18 credits per course. This additional activity will be used as a pilot exercise to drive up both retention and attainment. Because of that increase in credits per course there

are a few less class groups required but that will only be having a minimal impact on overall applications.

#### **4. Risk Analysis**

The number of applications received for college courses always significantly outstrips the number of places on offer. However, the applications process is complex and many individuals will make multiple applications both for different courses within the same college and multiple applications to a number of colleges. We maintain a number of reports that allows us to see where multiple applications are being made to our courses. Even if an applicant accepts an unconditional offer to one of our courses there is no guarantee that they will actually enrol in August. This year in June we will undertake a range of “keep warm” activities to develop a closer bond with individuals who have accepted places. At this point in time there is no reason to suggest that the lower number of applications will result in under-enrolment for next session’s courses.

#### **5. Legal Implications**

There are no legal implications raised by this paper.

#### **6. Financial Implications**

Under-enrolment would present a risk to our ability to achieve our planned credit target resulting in potential financial clawback.

#### **7. Regional Outcome Agreement Implications**

Applications in themselves are not measured in the ROA however, as in (6) above, under-recruitment due to low applications may affect our ability to achieve our contribution to the ROA.

#### **8. Has an Equality Impact Assessment been carried out (Y/N/NA)**

N/A



BOM L&T committee 09 May 2018

Applications Comparison

**Table 1**

		session 2017/18 applications to 22/4/2017	session 2018/19 applications to 23/4/2018	Variance	% variance
120 Business, Creative & Digital Industries	111 Business & Finance	1316	1163	-153	-12%
120 Business, Creative & Digital Industries	123 Media & Performing Arts	1308	1137	-171	-13%
120 Business, Creative & Digital Industries	125 Fashion, Textiles & Design	1158	1156	-2	0%
130 Engineering, Computing & the Built Environment	113 Computing	669	703	34	5%
130 Engineering, Computing & the Built Environment	131 Energy & Building Services	314	299	-15	-5%
130 Engineering, Computing & the Built Environment	133 Engineering	922	827	-95	-10%
130 Engineering, Computing & the Built Environment	135 Construction & Land Based Industries	783	746	-37	-5%
140 Health & Wellbeing	115 Sport, Tourism & Hospitality	1808	1633	-175	-10%
140 Health & Wellbeing	141 Early Years & Social Care	2645	2595	-50	-2%
140 Health & Wellbeing	145 Health & Life Sciences	2762	2599	-163	-6%
140 Health & Wellbeing	149 Hair, Beauty & Complementary Therapies	806	828	22	3%
	161 ESOL	6		-6	-100%
160 Access & Continuing Learning	165 Additional Support for Learning	306	299	-7	-2%
160 Access & Continuing Learning	167 Employability Skills	308	287	-21	-7%
160 Access & Continuing Learning	169 General Education	2738	2502	-236	-9%
		<b>17849</b>	<b>16774</b>	<b>-1075</b>	<b>-6%</b>

**Table 2. Staying on rates<sup>1</sup> in publicly funded secondary schools in Scotland, 2000/01 to 2016/17**

S4 to S5 and S4 to S6, as at September at the start of the school year

<b>S5 (September) Staying on Rates</b>	<b>2000/01</b>	<b>2001/02</b>	<b>2002/03</b>	<b>2003/04</b>	<b>2004/05</b>	<b>2005/06</b>	<b>2006/07</b>	<b>2007/08</b>	<b>2008/09</b>	<b>2009/10</b>	<b>2010/11</b>	<b>2011/12</b>	<b>2012/13</b>	<b>2013/14</b>	<b>2014/15</b>	<b>2015/16</b>	<b>2016/17</b>
Male	75.8	76.1	73.8	74.0	73.7	73.9	74.3	74.3	74.7	78.6	80.2	82.8	84.1	85.3	86.1	86.1	85.8
Female	82.3	81.3	80.3	80.8	80.9	80.6	80.9	81.0	80.7	83.0	85.2	86.5	88.4	88.9	89.8	89.8	89.5
<b>Total</b>	<b>79.0</b>	<b>78.7</b>	<b>77.0</b>	<b>77.3</b>	<b>77.3</b>	<b>77.2</b>	<b>77.6</b>	<b>77.6</b>	<b>77.7</b>	<b>80.8</b>	<b>82.7</b>	<b>84.6</b>	<b>86.2</b>	<b>87.1</b>	<b>87.9</b>	<b>87.9</b>	<b>87.7</b>

  

<b>S6 Staying on Rates</b>	<b>2000/01</b>	<b>2001/02</b>	<b>2002/03</b>	<b>2003/04</b>	<b>2004/05</b>	<b>2005/06</b>	<b>2006/07</b>	<b>2007/08</b>	<b>2008/09</b>	<b>2009/10</b>	<b>2010/11</b>	<b>2011/12</b>	<b>2012/13</b>	<b>2013/14</b>	<b>2014/15</b>	<b>2015/16</b>	<b>2016/17</b>
Male	42.0	41.1	42.4	41.4	39.9	40.2	40.1	40.5	41.5	46.0	50.5	52.6	55.6	57.0	58.4	58.9	58.4
Female	49.4	48.0	48.8	48.7	48.8	48.5	48.7	49.6	49.3	53.9	57.2	60.0	62.9	65.7	66.5	67.6	67.2
<b>Total</b>	<b>45.6</b>	<b>44.5</b>	<b>45.5</b>	<b>45.0</b>	<b>44.3</b>	<b>44.3</b>	<b>44.3</b>	<b>45.0</b>	<b>45.3</b>	<b>49.9</b>	<b>53.8</b>	<b>56.3</b>	<b>59.2</b>	<b>61.3</b>	<b>62.4</b>	<b>63.1</b>	<b>62.7</b>

1. Staying on rates data comes from the pupils census publication