GLASGOW CLYDE
COLLEGE

LEARNING AND TEACHING COMMITTEE

7th November 2018
The Boardroom, Langside Campus

LEARNING AND TEACHING COMMITTEE

A meeting of the Learning and Teaching Committee will be held on Wednesday 07 November 2018 at 4.30pm in the Boardroom, Langside Campus.

A G E N D A

18.28	Welcome and Apologies		G McGuinness
18.29	Declarations of Interests		G McGuinness
Minutes of Previous Meeting			
18.30	Minute of the Meeting held on 09 May 2018	P	G McGuinness
18.31	Matters Arising Action Grid	P	G McGuinness
Items for Discussion			
18.32	Student President Report	P	K Gasiorowska
18.33	Student Experience Report	P	D Marshall
18.34	Report on Student Election process and inclusion	P	D Marshall
18.35	Early Student Satisfaction Survey	P	E Brownlie
18.36	GCC PI data 2017/18 early analysis	P	E Brownlie
18.37	Enhancement Plan Themes / Priorities	P	E Brownlie
18.38	Education Scotland 2018/19	P	E Brownlie
18.39	SFC College Leaver Destinations 2016/17	P	B Hughes
Items for Information/Noting			
18.40	FES Audit Final Credits 2017/18	P	B Hughes
18.41	Credit 2018/19 Progress update	V	B Hughes
18.42	Student Funding	P	B Hughes
18.43	STEM Assured Re-accreditation	V	B Hughes
18.44	External Awarding body Annual Report	P	E Brownlie
Continual Improvement			
18.45	Equalities Impact Assessment on Decisions Made		G McGuinness
18.46	Review of Papers (including Disclosable Status)		G McGuinness
18.47	Any Other Business		G McGuinness
Date of Next Meeting: 13 February 2019 in the Boardroom, Langside Campus			

Legend
P: Paper
V: Verbal

**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
Karolina Gasiorowska	Board Member
Stephen Henson	Board Member

IN ATTENDANCE:

Brian Hughes	VP, Curriculum and External Relations
Eric Brownlie	AP, Quality and Performance
Glenn Heritage	Clerk to the Board (Minute Taker)

18.16 **WELCOME AND APOLOGIES**
The Chair welcomed everyone to the meeting. There were apologies from Fiona Godsman. Carolyn Davidson was unable to attend.

18.17 **DECLARATIONS OF INTEREST**
No declarations of interest were received.

18.18 **MINUTES OF MEETING HELD ON 7 FEBRUARY 2018**
Amendments to terminology in 18.01, 18.12, 18.10 to be made. Under 18.09 Remit – a Committee member raised the monitoring of disciplinary levels to be included in the remit, and that the minutes should reflect this. An amended version will be circulated
In all other respects the minutes were accepted as a true record of the meeting of 7 February 2018.

GH

18.19 **MATTERS ARISING**
The Committee reviewed the actions. Action 18.05 Learning & Teaching portfolio can be removed as complete. Action item 18.10 a Committee member asked that this be revised to indicate the limited scope of mandatory training.
An action within the minutes to pick up a discussion on the educational characteristics of GCC will be discussed between the Chair and Principal.
Other items were noted by the Committee.

GH

18.20 **STUDENT PRESIDENT REPORT**

K Gasiorowska was invited to speak to the report issued with the agenda papers. K Gasiorowska gave an informative overview of the ambitions of GCCSA to support improvement in learning and teaching and the thinking which underpinned the two areas discussed with SFC of apprenticeship courses and mental health. She gave examples of the impact of stress and anxiety on students and the actions of the SA to encourage peer support and connections including the mental health support group and the spontaneous dance therapy.

K Gasiorowska informed the Committee that the recent student elections resulted in her re-election as Student President and the election of three new Vice Presidents. She noted that all three are Business and IT students.

J Vincent informed the Committee that he has written to all the successful candidates congratulating them on their success.
K Gasiorowska was thanked for her report.

18.21   **KEY PERFORMANCE INDICATORS**
B Hughes was invited to speak to the report issued with the agenda papers. B Hughes referred to the chart attached to the agenda which gave comparative PI data for Scotland, the region and for Glasgow Clyde College.
B Hughes gave an overview of the main points, indicating where GCC underperformed against comparators in FT and PT FE indicators but outperformed national figures in FT HE, and in 2016/17 also outperformed the region.
B Hughes stated that the focus for the senior team is 'What can we do about it' and discussion has led to planned actions.
A Committee member asked what analysis is made of the reasons for withdrawal from courses and was informed that reasons are recorded as those reported by each student. A brief discussion of KPI tables followed.
A Committee member suggested that some students may withdraw if they find the course selected is not 'right' for them and that offering taster sessions might help their decisions to select appropriate courses. B Hughes added that a series of events are planned for June targeted at students with conditional or unconditional offers to help maintain interest during the period between acceptance and starting at the new term. The College wishes to have an 'open door' approach to potential students.
During discussion, B Hughes explained that a different introduction, possible field days or visits, and changing the way courses are delivered may need some change in

timetables and how we organise but we do need to do things differently if we are to improve our attainment levels..

J Vincent emphasised the need for change, and that only by doing things differently can we improve on KPI's or get close to the 75% target which the Scottish Government seek for FT FE provision. There is a need to actively support students and recognise that recruitment and selection is a two-way process. The need is to reach those students where early intervention can make an impact.

B Hughes demonstrated two Performance analysis tools which the SMT can use to drill down to detail and interrogate the data better, using these to make improvements. The Data Slicer compares all courses and all colleges across Scotland and allows GCC to compare against broadly similar colleges where there may be learning to be gained and shared.

Employer engagement was raised as an incentive for students to understand the benefits of the courses, and J Vincent explained the work being undertaken to engage with commerce and industry and add value to the student experience as well as provide incentives.

A Committee member also gave an example where consistency of teacher brings benefits, and conversely where staff long term sickness impacts adversely. The Committee agreed that consistency should be maintained wherever possible.

J Vincent left the meeting at this point

B Hughes demonstrated the second tool which gives GCC data down to individual detail and can be segmented by a range of characteristics.

B Hughes asked if the Committee wanted future discussion on particular topics, with information from deeper analysis. After discussion it was agreed a focus on identifying trends and highlighting key priorities and interventions would be appropriate for the Committee. Reporting quarterly was agreed. **BH**

The Committee thanked B Hughes for his report

18.22 **QUALITY OF LEARNING AND TEACHING**

E Brownlie was invited to present a verbal report.

E Brownlie gave a shortened presentation and circulated an accompanying paper. Given the Committee was quorate but depleted it was agreed it would be difficult to have a discussion around the challenging questions raised. These merited a full Committee given the importance of the topic.

A Committee member noted the inclusion of staff observation on a peer to peer basis and that this had drawbacks, and alternative methods of shared teaching

practice might be preferable. A short discussion followed on how GCC might move toward shifting the methodology of assessment and achieve greater engagement in professional development across all teaching staff.
The Chair asked for the presentation and paper to be circulated to all members. This topic to be revisited.

EB

Commented [BH1]: GH or EB?

The Committee thanked E Brownlie for his update.

18.23   **PROGRESS ON CREDITS 2017/18**
The Committee noted the paper on progress circulated with the agenda papers.

18.24   **GCC APPLICATIONS 2018/19**
The Committee noted the current status of applications and were informed that latest figures were approaching close to 20,000 applications.
B Hughes asked the Committee to note that this meant some courses which were oversubscribed were closed to new applications.
The Committee had a very brief discussion on Foundation Apprenticeships and the potential impact on uptake of SVQ's at levels 5 and 6.

18.48   **EQUALITIES IMPACT ASSESSMENT ON DECISIONS MADE**
N/A.

18.49   **REVIEW OF PAPERS (INCLUDING DISCLOSABLE STATUS)**
All items were deemed to be disclosable.

18.50   **ANY OTHER BUSINESS**
A Committee member enquired if there was any feedback from the Education Scotland visit and were informed feedback could be likely tomorrow. B Hughes further explained the focus of Education Scotland is around combining scrutiny and challenge to promote learning. Information had been sought relating to wrap around support for learners.
B Hughes asked the Committee to note that new guidance   **BH/EB**
regarding the Evaluative Report and Enhancement Plan had been received. Work will begin on these documents for the AY 2017/18. Updates will be shared with the Committee in due course.

DATE OF NEXT MEETING

The next meeting will take place on 7TH November 2018 in The Boardroom, Langside Campus.

LEARNING AND TEACHING COMMITTEE
HELD ON 07 November 2018
ACTION POINTS

ITEM NUMBER	ACTION	LEAD	COMMENT
18.06	**LEARNING AND TEACHING PORTFOLIO** Progress around consideration of the balance of offers, the credit targets, and client demand	**BH/JV**	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.
18.10	**PROFESSIONAL DEVELOPMENT FOR TEACHING STAFF** Engagement with staff to ensure mandatory training is accessed by staff with support from L&T Committee	**JV/BH**	The GCEF funded programmes continue to be offered and rolled out but this is not yet mandatory. Further work is required on this matter.
18.18	**MINUTES OF THE MEETING OF 7 FEBRUARY 2018** Amendments to terminology in 18.01, 18.12, 18.10 to be made. Under 18.09 Remit – a Committee member raised the monitoring of disciplinary levels to be included in the remit, and that the minutes should reflect this. An amended version will be circulated	**GH**	Completed
18.21	**KEY PERFORMANCE INDICATORS** B Hughes asked if the Committee wanted future discussion on particular topics, with information from deeper analysis. After discussion it was agreed a focus on identifying trends and highlighting key priorities and interventions would be appropriate for the Committee. Reporting quarterly was agreed.	**BH**	

ITEM NUMBER	ACTION	LEAD	COMMENT
18.22	**QUALITY OF LEARNING AND TEACHING** The Chair asked for the presentation and paper to be circulated to all members. This topic to be revisited.	**EB**	
18.50	**ANY OTHER BUSINESS** B Hughes asked the Committee to note that new guidance regarding the Evaluative Report and Enhancement Plan had been received. Work will begin on these documents for the AY 2017/18. Updates will be shared with the Committee in due course	**BH/EB**	On agenda for 7th November, and provided to Board at Development event.

Learning and Teaching Committee

Date of Meeting	07th November 2018
Paper Title	GCCSA Report
Agenda Item	18.32
Paper Number	
Responsible Officer	Karolina Gasiorowska
Status	
Action	

1. Report Purpose

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

2. Recommendations

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

3. Background/Objective/Discussion/Proposal/

4. INTRODUCTION/ ENGAGEMENT GCCSA

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.

By the last year, we started focussed more on Learning and teaching to represent the student and to make sure that they have the best experience within the College. The GCCSA has been fully supported by teaching and academic staff to promote the interests of students and has become an integral part of College life and decision-making. Full access to College Senior Management has supported the development and profile of the GCCSA and the willingness to work in partnership has been hugely beneficial to students. The GCCSA has developed a high

profile within the FE sector by fully engaging with external stakeholders to the College including community groups, local employers and other College Student Associations, but has pursued student representation at a regional and national level through discussions with the Scottish Funding Council, Scottish Government and senior politicians.

5. <u>Student Partnership Agreement</u>

GCCSA have just developed our new partnership agreement with Glasgow Clyde College and this was signed at the Board of Management Development Event.

We have created a partnership agreement with the collage to represent the different skills, knowledge, experiences and capabilities that each party brings to the table. Decisions are taken jointly between each party, creating an effective working relationship between our institution and our students. As a collective representative body, bringing our educational institution up to the highest quality possible.

6. <u>Class Representatives</u>

As previously, highlighted GCCSA have made significant changes this year to the Class Rep process from start to finish in order to improve the quality of feedback we receive back from students around Learning and Teaching and to ensure that we also close the loop by passing this feedback onto the correct areas. GCCSA are committed to ensuring that all students have the opportunity to contribute and co-create their college experience, with learning and teaching being at the very heart of this.

Class Rep Training:

The Class Rep training process was amended for this academic year. We now have two internal qualified SPARQs trainers who are able to facilitate the class rep training sessions. This improvement allows us to contextualise the delivery to Clyde students and the services the College and GCCSA offer.

To date our trainers have delivered **10** sessions cross campus training **187** students over a period of **3** weeks. There are also **3** additional sessions planned cross campus to allow any reps who may have missed this opportunity the first time around. GCCSA will run a batch of training again next calendar year to include any January starts who become Class Reps and want to complete the training. This training only needs to be completed by new Class Reps and it is not compulsory but we feel that it really helps Class Reps within their role and helps us also get to know students and students to get to know GCCSA.

In addition to this GCCSA have arranged specific training sessions for Additional Supported Learning Students and ESOL students, with suitable materials provided in an appropriate environment which best suits the specific group's needs.

We delivered one ASL specific training session at each Campus, all of which were facilitated by SPARQs, with staff who are specifically trained in ASL learner support.

GCCSA staff have themselves trained **36** ESOL students as Class Reps, using materials, which were specifically created to ensure they were able to fully understand the purpose of a Class Rep, eliminating any barriers. GCCSA are committed to ensuring that all ESOL classes are represented and able to communicate effectively with the Association. We are yet to train ESOL students from Cardonald Campus, where the total number trained is expected to increase to over 50 ESOL students.

All of the above mentioned training is accredited by SPARQs we must ask all delegates to complete the SPARQs evaluation form. The feedback from these forms has been collated by GCCSA and has been shared with the board for reference. We are happy with the feedback that has come out of the training and plan to ask SPARQs for the details from last year's forms so that we can make a comparison. We have had positive feedback from the training sessions so far with 95% off attendees rating it as very good or outstanding. Around 95% of students who attended training stated they had a better understand of their role as a class rep on completion.

Class Rep Meetings:

The format of the Class Rep meetings were also changed slightly this year, the reason for this was to make better use of the short time we have with the students and to ensure that we were gathering quality feedback, which could be useful for GCCSA and the College. In order to cause minimal distribution to their own learning, we hold Class Rep meetings over lunchtimes across all the campuses.

The first set of Class Rep meetings for 2018/19 took place during October, at each consecutive campus. We used these meetings as an opportunity to welcome students and provide them with some general information on the Student Association and to introduce our team and then used the majority of the time for an interactive feedback session on their early college impressions. We were very fortunate to have the Principal attend our Cardonald meeting, as well as the Assistant Principal for Student Experience coming along to our Langside meeting. Both attendees were very well received by the Class Reps.

The feedback gathered on the day, relating directly to the Class Reps early college experiences has been collated by GCCSA and shared with the board for reference. This feedback session is the first of a series of engagement opportunities and we are following the sequence of the Learner Journey Review to provide input to future enhancement plans of both GCCSA and the College.

GCCSA also plan to send this information on to relevant departments within the college to and ask for feedback from those departments on it so that we can then feedback to students at the next Class Rep meetings in December. In addition to the interactive session we carried out we also send a form out to students which they can fill out to feedback on anything they want about their course or the college. The template of this form has been shared with the board, however we have not yet collated data collected during October, once we have done this, we will be able to provide a summary of feedback to the Board.

7. **School Pupil Class Reps**:

GCCSA recently met up with Catrina McGregor who is Senior Lecturer School Liaison. We discussed the number of school pupils participating on courses at Glasgow Clyde College, and agreed that we would all like to see those school pupils having a voice within the college. In the form of a Class Rep we discussed the difficulty in them participating in the current class rep process due to the timings that they attend the college. GCCSA have come to an agreement to work with this department to develop a Class Rep process specifically tailored to school students. This process would mean GCCSA providing specific training sessions and meetings for school student class reps only. The School Liaison team as well as GCCSA are very keen for this to go ahead, with proposed training to take place in November. GCCSA is very excited about this new connection and is fully supportive of making this work, as it is important that we interact and hear the voices of all our students on their Learning and Teaching at Glasgow Clyde.

Student Partnership Agreement

The Values of Glasgow Clyde College as highlighted in the college development plan are students first, aspiration, excellence through leadership, innovation, high quality, accountability, integrity and respect. With a mission of seeing potential, finding solutions and achieving more.

The Student Association at Glasgow Clyde College (GCCSA) exists to represent the interests of all students who attend the College, helping to improve student satisfaction, independent of course or campus location. The goal of GCCSA is ultimately to give students a voice within the College and to champion a better experience and environment within which students are learning.

Glasgow Clyde College and GCCSA share the same common goal, improving the overall learning experience to allow students to flourish. Both parties have a commitment towards working continuously to make improvements that benefit the student journey.

To enhance this commitment, the College and the Student Association have agreed to create and sign this Student Partnership Agreement, which has been developed with input from both students and staff. This agreement conveys a pledge to work together in order to provide a high quality student experience for all learners who attend Glasgow Clyde College.

The term partnership in this context refers to a commitment from both parties for joint working between students and staff, and therefore encourages a positive working relationship between Glasgow Clyde College and the Student Association.

The annexes to this agreement highlight the opportunities that are available to students to put forward their opinions and feedback and to engage with both the Student Association and the College. The purpose of this agreement is also to highlight joint work that is taking place to improve the student experience. The agreement outlines the main priorities for our partnership document, which will continually be reviewed and developed over time as new priorities or areas of work are identified and agreed by both parties.

The working relationship between staff and students will be based on the values of openness, trust, honesty and strong communication. This partnership agreement will be used to help address our targets and achieve shared goals together.
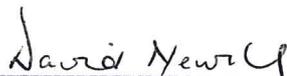
Signed on behalf of Glasgow Clyde College by the Chairman of the board

Date: 10 October 2018

Signed on behalf of Glasgow Clyde College Student Association by the Student President

Date: 10.10.2018

Annex A

The College and the Student Association have a joint commitment when it comes to the student voice and student engagement. This is considered as an ongoing process in the goal of providing students with the best possible experience throughout their time at Glasgow Clyde College.

Highlighted below are the various ways that students can get involved:

Student Officers

GCCSA is run by students, for students. Every spring, a new full-time president and three part-time vice presidents are elected to represent the student body at Glasgow Clyde College. Together we not only seek to ensure that students are represented but also aim to forge strong links with external organisations and partners, to ensure that we can continue to help improve the overall learning experience. It is in the interest of both parties to promote this process to students and support the elected team through their term.

Executive Team

The Executive Team is a group of student volunteers working together with the student officers to represent all students at Glasgow Clyde College. The team will focus on specific areas as well as also supporting each other by providing wider ideas of how GCCSA can help improve the college. This team will work to empower different groups of students, providing opportunities, events, and experiences to the wider student body. They will also work hard to protect the rights of students.

Class Representatives

A Class Representative (class rep) is a student who represents their class, fellow-students and any student here at Glasgow Clyde College. Each class should have two class reps and lecturers should ensure that every class selects their class reps fairly and follows the processes in place to ensure GCCSA are aware of who the class reps are each year. They are the first link between students and staff and are there to ensure that teaching staff and support staff are listening to and engaging with students to improve their overall experience at the College. Class reps should be invited along to course faculty meetings in order to provide feedback on behalf of their whole class. GCCSA will work to ensure that feedback from class rep meetings is passed onto the designated areas and that students are informed of any actions taken.

Clubs and Societies

Every year students will be encouraged to start their own clubs and societies, which GCCSA can help to support. These are student-led and provided by students for other students to attend. GCCSA will work with other staff around the College with the aim to provide the space and resources required for students to be able to take their ideas forward.

IDEAS Group

The IDEAS group meet to discuss and resolve issues related to the nine protected characteristics identified in the Equality Act 2010. This is for students and staff who have either a personal interest in related issues or who are supportive and wish to be involved in solution focused action. GCCSA commit to having representatives attend these meetings and will also actively encourage students to attend these to have their voices heard.

Focus Groups

The college has various groups including but not restricted to, Health and Safety, Fairtrade Steering, Mental Health Forum and Healthy Working Lives. GCCSA will be invited to have representation on all of these groups and will commit to being involved in these. GCCSA will also, where appropriate, actively encourage students to attend or pass on student feedback.

Survey Feedback

The College and GCCSA will aim to provide students with the opportunity to provide feedback. We will promote the annual National Student Survey, conduct event feedback surveys or market research surveys when required, and will evaluate this data to improve on the overall learning experience at Glasgow Clyde College.

Annex B

Highlighted below are the areas, which the College and the Student Association have agreed to jointly work on as part of the wider commitment to improving students overall experience:

Events

The College and GCCSA will support each other by holding student-focused events. This includes things such as the use of space, resources or staff. Both parties will also support each other with the promotion of events. Students will be encouraged to come forward with ideas for their own events and the College and GCCSA will also do their utmost to support any ideas.

Health and Wellbeing

GCCSA and the College have a joint commitment to improving the health and wellbeing of our staff and the student body. Jointly we are taking part in the NUS Healthy Body Healthy Mind award scheme and GCCSA have representation on the staff Healthy Working Lives group. In addition, we have jointly created a student mental health partnership agreement. Together we aim to ensure that we have campaigns and events that help to spread awareness of these areas thus helping to put structures in place to ensure that staff and students can get support.

Communication

GCCSA and the College will work together to improve communications channels and ensure that we can always get important messages out to staff and students.

Link between GCCSA and other departments/faculties

Together we aim to have strong links between all departments and faculties at the College and GCCSA. We wish to have a strong focus on learning and teaching which be achieved via strong relationships and partnership working.

Informal Engagement

GCCSA and the College will aim to engage continuously with students throughout their full learner journey at Glasgow Clyde College. This relates to but is not restricted to taking on feedback, providing opportunities, creating awareness and providing support.

GLASGOW CLYDE
COLLEGE

BOARD MEETING

Date of Meeting	7 November 2018
Paper Title	Student Experience Report: Learning Inclusion
Agenda Item	18.33
Papers	
Responsible Officer	David Marshall, Assistant Principal Student Experience
Status	Disclosable
Action	Noting

1   REPORT PURPOSE

1.1   The purpose of this report is to highlight the activity of an area within the wider remit of Student Experience. The overview will focus upon the contribution of Learning Inclusion to the wider student experience.

2   RECOMMENDATIONS

The Learning and Teaching Committee notes the paper.

3   BACKGROUND

3.1   Learning Inclusion

Over recent years, the provision of extended learning support has changed significantly. Initially, a system of WSUMs claimed for individual students who have medically referenced condition provided the model for funding and delivery. Scottish Government and SFC interventions now see a more holistic Access and Inclusion Strategy, where funding sits at a capped level based upon historical figures. This has resulted in a delivery model which no longer requires medical evidence but rather focuses upon identified need for additional support.

These fundamental changes have taken place against a background of increasing volume of students requiring support and a significant increase in the numbers of students presenting more complex and often challenging conditions and support requirements.

Learning Inclusion	15/16	16/17	17/18	18/19*
Number of Learners	820	1,010	1,187	855

GLASGOW CLYDE
C O L L E G E

*the 18/19 session is students registered before 12th October with Unit forecasts estimating an end figure of over 1200 learners to be registered.

The Access and Inclusion Strategy has directed the College to provide support for students without requiring the learner to provide medical evidence of a need. This has contributed to an increase of over 20% in learners who have registered with our Learning Inclusion services over the past 3 years. Students declaring poor mental health have increased by over 500% over that period and a significant amount of support and staff training has been provided through the Mentally Healthy College project in partnership with SAMH in recognition of this increase.

Student PI data for last session is still being finalised but the previous session's data shows that the number of students with a disability enrolled had risen to over 17% of the student population. Retention and attainment rates for those learners registered within our Learning Inclusion unit were higher than the College averages last session but the changes to service eligibility make year on comparison difficult.

The Access and Inclusion Strategy has directed the College to provide support for students without requiring the learner to provide medical evidence of a need. This has contributed to an increase of over 40% in learners who have registered with our Learning Inclusion services over the past 3 years. Students declaring poor mental health have increased by over 500% over that period and a significant amount of support and staff training has been provided through the Mentally Healthy College project in partnership with SAMH in recognition of this increase.

The ongoing challenge for Learning Inclusion is the sustainability of delivering a service to an ever increasing and more challenging student cohort. There has been significant investment in staffing and appropriate CPD within this area to ensure the support needs of students are met wherever practicable and reasonable. Each Learning Inclusion Units is now staffing by a Co-ordinator, 3 Advisers and administrative support. The delivery is then supported by Classroom Assistants as required for both individual and group support.

The focus for delivery within Learning Inclusion is moving away from an individual focus toward a more inclusive approach where staff work with lecturing staff as well as the individual students. Group-work and the increased use of assistive technology have been complemented by a reduction in the use of in-class support through scribes and readers to improve the educational experience for the learner and ensure that service delivery remains affordable.

GLASGOW CLYDE
C O L L E G E

Staffing Structure

Level 3	Assistant Principal, Student Experience
Level 4	Head of Equality and Inclusion
Level 5	
Level 6	Learning Inclusion Co-ordinators
Level 7	Learning Inclusion Advisers
Level 8	Learning Inclusion Administrators
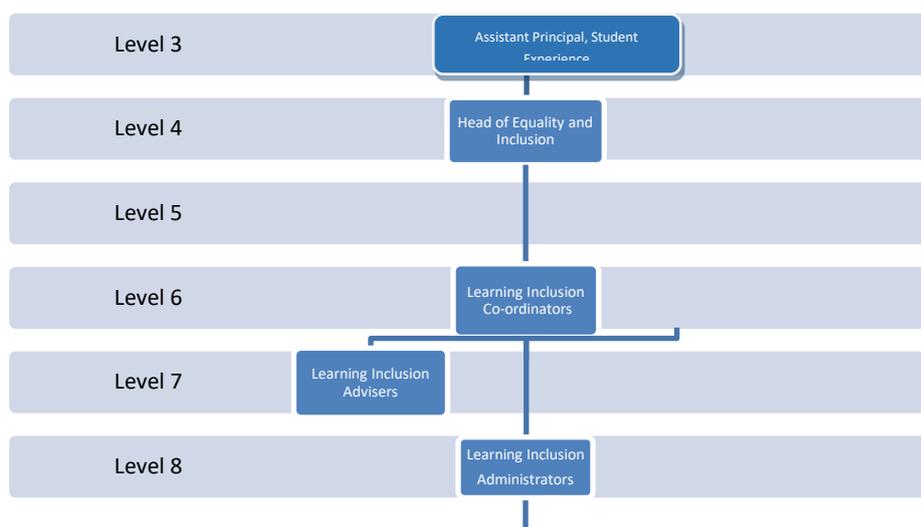
4. RISK ANALYSIS

The risk is that should the College fail to provide appropriate support for students we will not meet our legislative duties and the ability of students to retain their place on the course and successfully attain their qualifications would be adversely affected.

5. LEGAL IMPLICATIONS

Failure to deal with issues correctly may lead to legal actions but individuals or advocacy bodies who feel that reasonable support has not been provided to an individual or group of individuals.

6. FINANCIAL IMPLICATIONS

Failure to support students effectively may impact upon retention and funding.

7. REGIONAL OUTCOME AGREEMENT IMPLICATIONS

The College must deliver support as part of the Regional Access and Inclusion agenda.

8. HAS AN EQUALITY IMPACT ASSESSMENT BEEN CARRIED OUT

The process of Extended Learning Support has been equality impact assessed.

BOARD MEETING

Date of Meeting	7 November 2018
Paper Title	Student Election Update
Agenda Item	18.34
Papers	
Responsible Officer	David Marshall, Assistant Principal Student Experience
Status	Disclosable
Action	Noting

1   **REPORT PURPOSE**

1.1   The purpose of this report is to provide an overview of the election process for GCCSA in April / May 2018.

2   **RECOMMENDATIONS**

The Learning and Teaching Committee notes the paper.

3   **BACKGROUND**

3.1   A democratic election takes place in April / May each session to allow the student population of Glasgow Clyde College to elect sabbatical officers who will act as their representatives. GCCSA currently present a full-time post as President and 3 part-time posts as Vice Presidents to fulfil the sabbatical roles.

The election process is overseen by NUS who provide a representative to act as Returning Officer. It is the responsibility of the Returning Officer to ensure that a fair, inclusive and democratic election is discharged. The Development Officer and Administrator of GCCSA organise and administer the election process. In addition, the Development Officer acts as Deputy Returning Officer.

The Returning Officer's from NUS confirmed that a fair, inclusive democratic election was run. The process was described as being run professionally and effectively. The turnout was disappointing and had reduced by over 20% from the previous session. This may be partly attributable to the absence of a contested election for President where only 1 candidate stood. There were however 8 candidates who registered for Vice President posts though only 7 actually presented for election.

3.2   **Recommendations**

Increasing the voter turnout will be the main priority for elections that will identify sabbatical officers for session 2019/20. In discussions with the NUS, a number of options for improvement are being considered by the GCCSA team.

1. GCCSA *shoul*d consider looking at the when they hold their election in order to increase turnout and engagement in the future. There is the possibility of joining the Big Student Elections, a region-wide election programme;
2. GCCSA should work with the college to review the online voting pages on the Intranet, students noted that the voting page was difficult to locate;
3. GCCSA should review their communications plan for elections, ensuring the best use of the website and all student email functions.

4.   RISK ANALYSIS

The risk is that should the election process not be discharged in a democratic and effective manner, the student association will be unable to secure the sabbatical representation required to promote meaningful student representation.

5.   LEGAL IMPLICATIONS

Failure to discharge an effective, democratic election may result in difficulties in satisfying the requirement of the Post 16 Education (Scotland) Act 2013 or a failure to meet the requirements of the 1994 Education Act.

6.   FINANCIAL IMPLICATIONS

n/a

7.   REGIONAL OUTCOME AGREEMENT IMPLICATIONS

The Student Association must work with regional student association partners to ensure student representation for the Glasgow Regional Board.

8.   HAS AN EQUALITY IMPACT ASSESSMENT BEEN CARRIED OUT

The election process has been equality impact assessed.

GLASGOW CLYDE COLLEGE

LEARNING AND TEACHING MEETING

Date of Meeting	7 November 2018
Paper Title	
Agenda Item	Early Impressions Student Survey
Paper Number	18.35
Responsible Officer	Eric Brownlie, Assistant Principal Quality and Performance
Status	Disclosable
Action	For Discussion

1. Report Purpose

The purpose of this report is to inform the committee of the results of the Early Impressions student survey carried out in October 2018:

2. Recommendations

The Learning and Teaching committee are asked to discuss the report.

3. Background

The Early Impressions survey for 2018-19 is an internal college process carried out in October. We had almost 4000 responses (highest ever), including qualitative feedback, and the questions focus on the significant pre-entry and early services experienced by learners. Results can be broken down by different groups (samples attached) and, overall, are positive with follow up on specific issues identified with functional areas to help enhance services.

All Faculties and support services were directed to prioritise and strengthen the induction experience for learners. This included; specific emphasis on developing a 'sense of belonging' in learners; ensuring ice breakers and team building activities were delivered across all classes; use of project and group based learning tasks in block 1 and; engagement by student advice and guidance services across all programmes.

4. Risk Analysis

Inability to act effectively on learner feedback will impact on the learning and teaching experience, and ultimately retention and attainment.

5. Legal Implications

There are no specific legal implications.

6. Financial Implications

Improving the student experience, particularly pre-entry and early on-course impressions, may help to reduce early withdrawal numbers – with the outcome of increased funding and positive performance results.

7. Regional Outcome Agreement Implications

Early student satisfaction data is not a specific regional target but may become an important indicator of student experience as data is promoted and shared.

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

Yes – some ASL and ESOL learners struggle with completing the online survey – and we accept facilitated hard copy returns for different groups where required.

2018 Early Impressions Survey Apprentice Results

Applying for your course e.g. website and online application

	ALL	Apprentice
Excellent	44.0%	37.7%
Good	45.5%	42.6%
OK	9.6%	19.7%
Below Average	0.5%	0.0%
Poor	0.4%	0.0%

Your interview and how we communicated with you about it

	ALL	Apprentice
Excellent	56.0%	41.1%
Good	33.6%	35.7%
OK	8.8%	21.4%
Below Average	1.1%	1.8%
Poor	0.5%	0.0%

Information you got about starting your course

	ALL	Apprentice
Excellent	47.5%	35.6%
Good	34.1%	33.7%
OK	14.0%	24.4%
Below Average	2.7%	4.4%
Poor	1.7%	1.9%

Information you got about funding e.g. Bursary, EMA, SAAS, Self-Funding etc.

	ALL	Apprentice
Excellent	33.4%	28.4%
Good	26.6%	32.4%
OK	30.0%	29.7%
Below Average	5.9%	2.7%
Poor	4.1%	6.8%

Information or support you got from Student Advice Centre staff

	ALL	Apprentice
Excellent	34.1%	25.2%
Good	35.0%	32.2%
OK	24.5%	33.9%
Below Average	3.5%	5.2%
Poor	2.9%	3.5%

2018 Early Impressions Survey Apprentice Results

The enrolment process and getting started on your course

	ALL	Apprentice
Excellent	46.7%	36.3%
Good	40.2%	42.7%
OK	11.5%	16.5%
Below Average	1.2%	3.2%
Poor	0.4%	1.3%

Your induction

	ALL	Apprentice
Excellent	48.0%	42.2%
Good	37.7%	38.5%
OK	12.0%	17.5%
Below Average	1.4%	0.6%
Poor	0.9%	1.2%

Your overall experience of starting College

	ALL	Apprentice
Excellent	43.6%	32.2%
Good	43.0%	47.4%
OK	12.0%	18.7%
Below Average	1.1%	1.7%
Poor	0.3%	0.0%

2018 Early Impressions Survey Apprentice Results

Students confirmed which activities / topics were covered during their induction as follows:

	ALL	Apprentice
Getting to know classmates e.g. Ice breakers, team building, etc.	71.3%	82.4%
Tour of the campus	57.5%	71.9%
Information about the Mobile App	36.1%	36.8%
Information about your course e.g. units and group award	73.6%	71.3%
Information about VLE	73.1%	69.0%
Information about progression routes or careers	56.9%	57.3%
Information about assessment and malpractice	59.6%	57.9%
How to make an academic appeal	29.2%	33.3%
How to make a complaint	43.3%	53.8%
Information about Extended Learning Support (Learning Inclusion)	51.6%	46.2%
How to report an absence	64.4%	65.5%
Student Code of Conduct	75.2%	77.8%
Information about Equality and Respect	67.6%	67.8%
Information about supporting mental health issues	52.4%	60.2%
Introduction to the Student Association (GCCSA)	51.9%	47.9%
Talk from Student Advice staff	50.3%	43.8%

Students indicated whether or not they feel a sense of belonging in their class as follows:

	ALL	Apprentice
Yes	95.4%	97.1%
No	4.6%	2.9%

2018 Early Impressions Survey Mode of Attendance Results

Applying for your course e.g. website and online application

	ALL	Full Time FE	Part Time FE	Full Time HE	Part Time HE	Other HE
Excellent	44.0%	41.7%	38.6%	49.2%	36.2%	0.0%
Good	45.5%	47.9%	43.6%	42.6%	48.0%	0.0%
OK	9.6%	9.7%	16.3%	7.2%	13.6%	0.0%
Below Average	0.5%	0.3%	0.9%	0.7%	1.1%	0.0%
Poor	0.4%	0.4%	0.6%	0.3%	1.1%	0.0%

Your interview and how we communicated with you about it

	ALL	Full Time FE	Part Time FE	Full Time HE	Part Time HE	Other HE
Excellent	56.0%	57.1%	49.5%	57.6%	44.7%	100.0%
Good	33.6%	33.9%	36.0%	32.2%	37.3%	0.0%
OK	8.8%	8.0%	12.5%	8.5%	12.7%	0.0%
Below Average	1.1%	0.7%	1.7%	1.1%	4.0%	0.0%
Poor	0.5%	0.3%	0.3%	0.6%	1.3%	0.0%

Information you got about starting your course

	ALL	Full Time FE	Part Time FE	Full Time HE	Part Time HE	Other HE
Excellent	47.5%	50.4%	41.5%	48.3%	33.6%	0.0%
Good	34.1%	34.0%	34.5%	33.8%	36.2%	33.3%
OK	14.0%	12.3%	19.6%	13.4%	18.5%	33.3%
Below Average	2.7%	2.2%	2.0%	2.7%	7.2%	33.3%
Poor	1.7%	1.1%	2.4%	1.8%	4.5%	0.0%

Information you got about funding e.g. Bursary, EMA, SAAS, Self-Funding etc.

	ALL	Full Time FE	Part Time FE	Full Time HE	Part Time HE	Other HE
Excellent	33.4%	32.3%	31.7%	35.7%	28.7%	0.0%
Good	26.6%	25.5%	21.7%	28.5%	30.5%	0.0%
OK	30.0%	31.2%	32.0%	28.5%	27.0%	0.0%
Below Average	5.9%	6.5%	8.1%	4.6%	6.9%	0.0%
Poor	4.1%	4.5%	6.5%	2.7%	6.9%	0.0%

2018 Early Impressions Survey Mode of Attendance Results

Information or support you got from Student Advice Centre staff

	ALL	Full Time FE	Part Time FE	Full Time HE	Part Time HE	Other HE
Excellent	34.1%	35.7%	31.5%	33.9%	27.1%	0.0%
Good	35.0%	35.8%	32.8%	34.2%	38.1%	0.0%
OK	24.5%	22.9%	24.8%	25.6%	29.3%	100.0%
Below Average	3.5%	3.7%	4.2%	3.3%	2.2%	0.0%
Poor	2.9%	1.9%	6.7%	3.0%	3.3%	0.0%

The enrolment process and getting started on your course

	ALL	Full Time FE	Part Time FE	Full Time HE	Part Time HE	Other HE
Excellent	46.7%	49.2%	43.3%	47.7%	31.2%	0.0%
Good	40.2%	39.4%	42.4%	39.0%	48.5%	0.0%
OK	11.5%	10.2%	12.8%	11.7%	16.5%	66.7%
Below Average	1.2%	0.9%	0.9%	1.2%	2.7%	33.3%
Poor	0.4%	0.3%	0.6%	0.4%	1.1%	0.0%

Your induction

	ALL	Full Time FE	Part Time FE	Full Time HE	Part Time HE	Other HE
Excellent	48.0%	52.5%	44.2%	46.9%	32.1%	0.0%
Good	37.7%	36.0%	38.7%	37.5%	49.2%	0.0%
OK	12.0%	9.4%	14.2%	13.2%	17.5%	100.0%
Below Average	1.4%	1.6%	1.3%	1.2%	0.4%	0.0%
Poor	0.9%	0.5%	1.6%	1.2%	0.8%	0.0%

Your overall experience of starting College

	ALL	Full Time FE	Part Time FE	Full Time HE	Part Time HE	Other HE
Excellent	43.6%	47.9%	40.0%	43.0%	26.7%	0.0%
Good	43.0%	41.0%	40.7%	45.3%	48.4%	33.3%
OK	12.0%	10.2%	17.3%	10.3%	21.6%	33.3%
Below Average	1.1%	0.7%	1.2%	1.1%	2.9%	33.3%
Poor	0.3%	0.2%	0.8%	0.3%	0.4%	0.0%

2018 Early Impressions Survey Mode of Attendance Results

Students confirmed which activities / topics were covered during their induction as follows:

	ALL	Full Time FE	Part Time FE	Full Time HE	Part Time HE	Other HE
Getting to know your classmates e.g. Ice breakers, etc.	71.3%	76.7%	70.1%	66.3%	64.8%	66.7%
Tour of the campus	57.5%	66.7%	60.1%	45.8%	54.9%	33.3%
Information about the Mobile App	36.1%	39.2%	34.4%	34.5%	27.8%	33.3%
Information about your course e.g. units and group award	73.6%	76.1%	68.6%	73.3%	67.4%	66.7%
Information about VLE	73.1%	71.6%	57.0%	81.0%	69.2%	100.0%
Information about progression routes or careers	56.9%	63.4%	49.9%	54.1%	43.2%	100.0%
Information about assessment and malpractice	59.6%	62.3%	49.5%	60.5%	55.7%	33.3%
How to make an academic appeal	29.2%	31.6%	23.8%	28.7%	26.4%	100.0%
How to make a complaint	43.3%	48.4%	38.7%	39.0%	40.7%	33.3%
Information about Extended Learning Support (Learning Inclusion)	51.6%	56.7%	36.7%	52.0%	41.8%	33.3%
How to report an absence	64.4%	71.2%	54.0%	61.4%	54.9%	33.3%
Student Code of Conduct	75.2%	79.9%	60.2%	75.8%	70.0%	33.3%
Information about Equality and Respect	67.6%	73.4%	54.6%	66.1%	61.9%	33.3%
Information about supporting mental health issues	52.4%	57.6%	39.1%	33.1%	43.6%	33.3%
Introduction to the Student Association (GCCSA)	51.9%	58.5%	38.9%	51.7%	34.4%	33.3%
Talk from Student Advice staff	50.3%	57.1%	38.9%	49.7%	30.0%	100.0%

Students indicated whether or not they feel a sense of belonging in their class as follows:

	ALL	Full Time FE	Part Time FE	Full Time HE	Part Time HE	Other HE
Yes	95.4%	96.1%	94.8%	95.0%	93.7%	100.0%
No	4.6%	3.9%	5.2%	5.0%	6.3%	0.0%

2018 Early Impressions Survey Overall Results

Students rated the following:	Excellent	Good	OK	Below Average	Poor
Applying for your course e.g. website and online application	44.0%	45.5%	9.6%	0.5%	0.4%
Your interview and how we communicated with you about it	56.0%	33.6%	8.8%	1.1%	0.5%
Information you got about starting your course	47.5%	34.1%	14.0%	2.7%	1.7%
Information you got about funding e.g. Bursary, EMA, SAAS, Self-Funding, etc.	33.4%	26.6%	30.0%	5.9%	4.1%
Information or support you got from Student Advice Centre staff	34.1%	35.0%	24.5%	3.5%	2.9%
The enrolment process and getting started on your course	46.7%	40.2%	11.5%	1.2%	0.4%
Your induction	48.0%	37.7%	12.0%	1.4%	0.9%
Your overall experience of starting College	43.6%	43.0%	12.0%	1.1%	0.3%

Students confirmed which activities / topics were covered during their induction as follows: NB 3958 electronic responses

Getting to know your classmates e.g. Ice breakers, team building, etc.	71.3%
Tour of the campus	57.5%
Information about the Mobile App	36.1%
Information about your course e.g. units and group award	73.6%
Information about VLE	73.1%
Information about progression routes or careers	56.9%
Information about assessment and malpractice	59.6%
How to make an academic appeal	29.2%
How to make a complaint	43.3%
Information about Extended Learning Support (Learning Inclusion)	51.6%
How to report an absence	64.4%
Student Code of Conduct	75.2%
Information about Equality and Respect	67.6%
Information about supporting mental health issues	52.4%
Introduction to the Student Association (GCCSA)	51.9%
Talk from Student Advice staff	50.3%

Students indicated whether or not they feel a sense of belonging in their class as follows:

Yes	95.4%
No	4.6%

GLASGOW CLYDE COLLEGE

LEARNING AND TEACHING MEETING

Date of Meeting	7 November 2018
Paper Title	18.36
Agenda Item	Performance Indicators 2017-18
Paper Number	
Responsible Officer	Eric Brownlie, Assistant Principal Quality and Performance
Status	
Action	For Discussion

1. Report Purpose

The purpose of this report is to inform the committee of the college's 2017-18 PI data.

2. Recommendations

The Learning and Teaching committee are asked to discuss the report.

3. Background

In 2017-18, the college has achieved significant success in raising attainment, against previous year's targets, across almost all categories of students, with overall attainment up to 71% from 69% in the previous year. In both FE Full time and Part time, and also in HE Full time programmes, attainment has risen.

The college has met or exceeded almost all ROA targets for 2017-18, including successfully delivering its grant funded activity (exceeding the credit target by 1.0%) and achieving economic group objectives.

4. Risk Analysis

Improving and maintaining strong retention and attainment levels are an important indicator for attracting potential learners, appealing to external stakeholders and the college's reputation. High priority continues to focus on improving FE and HE attainment levels.

5. Legal Implications

There are no specific legal implications.

6. Financial Implications

Reducing Early Withdrawal (EW) beyond 1st November is critical for overall credit funding and this is a high priority for the college. In 2017-18 EW for FE full time programmes was reduced by 1% to 10%.

7. Regional Outcome Agreement Implications

The college has an increasing number of regional and national targets that we will be measured against. This includes performance for different and protected groups of learners – eg SIMD10, 16-19 year olds, senior phase school pupils and care experienced learners.

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

No

Performance Indicators 2017-18

Introduction

In the last year, the college has achieved significant success in raising attainment, against previous year's targets, across almost all categories of students with <u>overall attainment</u> in 2017-18 up to 71% from 69% in the previous year. A range of improvement strategies have been put in place, with particular focus on FE programmes. This has included strengthening the induction process, more comprehensive student support arrangements and early interventions for learners at risk of withdrawing.

Strengths

Withdrawal

- Early Withdrawal and Further Withdrawal rates have reduced across both Full time and Part time FE programmes. Withdrawal rates have also reduced in Full time HE programmes.

Early Withdrawal	2017-18	2016-17	2015-16
FE Full time	10%	11%	9%
FE Part time	7%	8%	12%
HE Full time	5%	6%	5%
HE Part time	5%	3%	3%

Overall Withdrawal	2017-18	2016-17	2015-16
FE Full time	25%	28%	26%
FE Part time	19%	20%	18%
HE Full time	18%	19%	18%
HE Part time	12%	10%	11%

Attainment

- FE Full time attainment has shown significant improvement over the past year and has risen to 66% in 2017-18 from 62% the previous year.
- FE Part time attainment has shown good improvement over the past year and has risen to 72% from 68%.

Attainment	2017-18	2016-17	2015-16
FE Full time	66%	62%	64%
FE Part time	72%	68%	68%
HE Full time	75%	74%	72%
HE Part time	78%	82%	78%

- In the majority of FE Full-time programmes learners make good progress from prior levels of achievement and attain their qualification. Attainment is high in Special Programmes (89%), Performing Arts (85%), Languages and ESOL (74%), Hairdressing, Beauty and Complimentary Therapies (73%), Engineering (71%) and Art and Design (71%).

- HE Full time attainment is high and has shown further improvement rising to 75% in 2017-18 from 74% in the previous year. Attainment is particularly strong in Performing Arts (91%), Business, Management and Administration (80%), Media (82%), Art and Design (81%), Care (78%) and Hairdressing, Beauty and Complementary Therapies (78%).

Modern Apprenticeships

- Attainment for Modern Apprenticeships (MAs) that are managed directly by the college shows that 87% of leavers achieved their qualification in 2017-18. To date for the 2018-19 session, 32 leavers have achieved their MA's resulting in an 84% attainment rate.

Modern Apprentices	In Training	Leavers	Achievers	% Achieved
2017-18	287	123	107	87%
2016-17	260	94	54	57%
2015-16	284	154	124	81%

Different Groups of Learners

- In terms of gender, attainment in FE Full time programmes for females is 69% which is up from 63% on the previous year's figure. Attainment on HE Full time programmes for females is 78% and is also up 1% on the previous year.
- Learners from SIMD 10 postcodes account for 30% of total enrolments. In FE Full time programmes attainment for this group is 64% - which is up from 58% on the previous year. In FE Part time programmes attainment for SIMD 10 learners is up to 72% from 66% (where this group make up 36% of total enrolments).
- A total of 314 learners were identified as Care Experienced in 2017-18 and overall attainment for this group is 70% (against a college total of 71%). In FE Full time, attainment is 67% (against overall success in this category of 66%) whilst in FE Part time attainment sits at 73% (against 72% overall for this category).
- In terms of learners with a disability, attainment in FE programmes is up to 69% from 66% in the previous year (from 1876 enrolments from those who disclosed).
- Glasgow has a far greater ethnic mix than the rest of the country with over 22% of its population from outwith traditional groupings. The college delivers proportionately more education to local BME/Other White community – a total of 27%. Attainment for these learners is increasing and, for both FE Full time and FE Part time, sits 3% above the college average.

Delivery Levels	UK White	BME/Other White	
Scotland	96%	4%	
Glasgow	78%	22%	
Glasgow Clyde College	73%	27%	
Attainment BME/Other White Learners	**2017-18 BME/Other White**	**2017-18 Attainment college wide**	**2016-17 BME/Other White**
FE Full Time (1055 enrols)	69%	66%	63%
FE Part Time (2415 enrols)	75%	72%	70%
HE Full Time (598 enrols)	73%	75%	68%

- For learners from ethnic minority and non-white groups, FE Full-time attainment has risen to 69% from 63% (overall 66%) and FE Part-time attainment has risen to 75% from 70% (overall 72%). Attainment for HE Full time learners in this group has risen to 73% from 68%. The number of HE Full time learners is much smaller but has dropped.
- For young learners in the 16 - 19 year old age group, attainment is up over all categories to 70% from 66% in the previous year. FE Full time attainment in 2017-18 is up to 64% from 58% in the previous year whilst FE Part time attainment is up to 71% from 66%. Attainment for HE full time learners in this group is also up to 74% from 72% (which is close to the overall figure of 75% in this category).

Destinations
- There are high levels of progression into positive destinations, including further learning or employment outcomes for learners – College Leaver Destination data shows that 97% of full-time college qualifiers are in work, training and/or further study 3-6 months after qualifying. The breakdown indicates that those entering further study is up to 83% and those entering work remains at 15%.

Core Skills
- Attainment levels across the four Core Skills units is high – FE Full time attainment in Communication, Numeracy, IT, Problem Solving and Working with Others for 1844 enrolled learners was 80%.
- Attainment for FE learners undertaking Personal and Social Development units was 78%, which resulted in 4,156 learners successfully achieving this component.

School Learners
- We engage with three local authorities to provide a wide range of vocational pathways for school pupils. In 2017-18, we had 860 school enrolments in FE Part time programmes with attainment levels of 67% - which is up from 62% on the previous year. Some of these groups are challenging and staff are often working with learners who are not achieving high levels of success in school. Our Enhanced Vocational Inclusion Programme (EVIP) works with some of the most disengaged S4 pupils in Glasgow – however attainment on these programmes is 72% and the EVIP partnership has also been shortlisted for the SQA Star Awards and Glasgow's Inspiring City awards this year.
- The college offers an extensive schools programme for learners with Additional Supported Learning needs – and attainment in these programmes was 82% in 2017-18.

Areas for development
Learner success over time
- Further work is required in more effective target setting, accountability, monitoring and improving retention and attainment for FE and HE programmes where performance is low.
- FE Full-time withdrawal rates are too high and insufficient numbers of learners complete some programmes (Early Withdrawal 10%; Further Withdrawal 15% in 2017-18).
- Attainment rates in FE Full time programmes are low in Science (52%), Computing and ICT (53%), Land-Based Industries (57%), Sport and Leisure (58%) and Social Subjects (58%).

- Attainment rates in HE Full time programmes are low in Science (53%), Engineering (58%) and Computing and ICT (63%).
- Whilst HE Part time is the smallest learner cohort, attainment rates have dropped (from 82% to 78%). Early analysis indicates that this is partly due to the performance by learners on qualifications offered in addition to their HN programmes to provide enhanced employability skills (e.g. journalism and IT vendor qualifications). Attainment on some HE Part time evening classes is also low.
- FE Full time and Part time attainment rates in some programmes are not yet consistent with or matching other higher performing FE areas (overall FE Full-time attainment is 66% and FE Part-time attainment is 72%).

Equity for learners
- Further work is required in more effective target setting, monitoring and improving retention and attainment for different groups experiencing barriers to learning.
- Outcomes for some groups of learners require improvement. Overall attainment rates for 16-19 year olds, whilst rising, are 70% against an overall rate of 71%. FE Full time attainment for this group is 64% (against an overall figure of 66%). The 16-19 year old age group accounts for 40% of overall enrolments.
- Attainment for learners in HE Full time programmes from SIMD 10 areas is 70% in 2017-18, which is below the overall attainment for this group and below the previous year.

LEARNING AND TEACHING MEETING

Date of Meeting	7 November 2018
Paper Title	
Agenda Item	Enhancement Plan priorities 2018-19
Paper Number	18.37
Responsible Officer	Eric Brownlie, Assistant Principal Quality and Performance
Status	
Action	For Discussion

1. Report Purpose

The purpose of this report is to inform the committee of the college's 2018-19 Enhancement plan priorities that are identified and informed by the college's Evaluative report 2017-18.

2. Recommendations

The Learning and Teaching committee are asked to discuss the report.

3. Background

The college is required to submit its Evaluative Report (2017-18) and Enhancement Plan (2018-19) to SFC by the end of October. This is shaped by a wide range of internal and external evidence against 7 quality indicators and also requires the college to grade itself against three high level principles (Outcomes and Impact; Delivery of learning and services to support learning; Leadership and quality culture).

The attached report summarises the key evidence themes and identifies the emerging priorities for improving the quality of learning and teaching in 2018-19.

4. Risk Analysis

Improving the quality of learning and teaching is a critical factor in enhancing the learning experience and, ultimately, increasing retention and attainment levels across all programmes. A high quality learning experience is linked to the reputation of the college and how attractive we are to potential learners and external influencers and stakeholders.

5. Legal Implications

There are no specific legal implications.

6. Financial Implications

The importance of providing a positive and high quality learning experience, especially in the first critical weeks, will impact on our ability to retain learners and increase funding linked to withdrawal numbers.

7. Regional Outcome Agreement Implications

Providing a positive and high quality learning experience will support the college in meeting the increasing number of regional and national targets. Highly skilled and digitally competent staff will be better prepared to engage with vulnerable and 'at risk' learners and also ensure all learners are fully prepared for employment or further study.

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

No

Evaluative Report and Enhancement Plan (EREP)

October 2018

Priorities for improving the quality of learning and teaching

One of the college's key Development Plan goals is to 'deliver exceptional learning opportunities' with the aim of continuing to improve attainment and achievement for all learners. The high level priorities are highlighted below with the relevant enhancement themes linked to our Evaluative Report and Enhancement Plan (EREP).

	Priorities	**Enhancement Themes**
1	**Improve retention and attainment across FE and HE programmes where performance is low**	• Systematic target setting, clearer accountability and regular performance monitoring to inform interventions and actions for improvement in low performing programmes • Target setting and clear strategies for improvement of specific groups of learners (SIMD10, 16-19, care experienced) across specific programmes
2	**Introduce a new Learning, Teaching and Assessment strategy that is fully integrated with our digital learning transformation plans**	• focus on improving the culture of ownership and improvement of learning and teaching by all staff • focus on assessment practice and learner feedback mechanisms • integrated with our digital learning plans to ensure staff and learners are digitally competent and confident to make best use of the technologies • prioritising 'Career Ready' skills and development of a more employer/learner led portfolio
3	**Strengthen our Career Long Professional Development pathway (CLPD) and implement a Peer Learning model**	• reinforced Progression (probationary) review models • ensure all unqualified staff undertake relevant L&T programmes and invest in more staff completing TQFE and equivalent qualifications • implement the Research and Development programme to build L&T capacity, share practice and provide opportunities for staff to learn from colleagues using *evidence based* practice
4	**Introduce a revised model of student support and guidance to support 'at risk' learners**	• focus on earlier interventions and better use of data • stronger link between curriculum and support teams • improved induction process and fostering a sense of belonging
5	**Provide and use performance data more effectively to understand and improve the learning and teaching experience**	• provide targeted support for '*at risk*' learners • set stretching improvement and attainment targets based on live data for all groups of learners • develop an improved Admissions and Recruitment and Progression process
6	**Review and refresh our FE design principles and portfolio offering**	• provide more coherent pathways and progression routes that meet the demand for skills • prioritise the delivery of essential skills across all programmes • evidence of employer engagement and industry led portfolio

2.0 Evaluative Report 2017-18 and Enhancement Plan 2018-19

The college requires to submit its report by the end of October against the seven quality indicators highlighted below. Grades for each of the three high level principles will be published for the first time and a visit to measure progress against the enhancement plan will be carried out by Education Scotland and SFC. In formulating our report we must also take account of Regional Outcome Agreement priorities and progress against targets.

Quality Indicators	Internal Grades 2016-17
3 Outcomes and Impact How good are we at ensuring the best outcomes for all our learners? *3.1 - Wellbeing, equality and inclusion* *3.2 - Equity, attainment and achievement for all learners*	**Good**
2 Delivery of learning and services to support learning How good is the quality of the provision and services we deliver? *2.2 - Curriculum* *2.3 - Learning, teaching and assessment* *2.4 - Services to support learning*	**Good**
1 Leadership and quality culture How good is our leadership and approach to improvement? *1.1 - Governance and leadership of change* *1.4 - Leadership of evaluation leading to improvement*	**Good**
Capacity for Improvement?	
Grades – direct link between Outputs (3) and Inputs (2 and 1)	

2.0 Grading
Six point scale; Excellent – Very Good – Good – Satisfactory – Weak - Unsatisfactory

Excellent	This aspect of the college's work is outstanding with excellent practice worthy of dissemination. The experiences and achievements of **all** learners are of a very high quality.
Very Good	There are major strengths in this aspect of the college's work. There are *very few areas for improvement* and any that do exist do not significantly diminish learners' experiences. An evaluation of very good represents a high standard of provision for **all** learners and is a standard that should be achievable by all.
Good	There are important strengths within the college's work, yet there remains *some* aspects which require improvement. The strengths have a significantly positive impact on almost all learners.

3.0 Evidence

College and ROA performance data will help shape the response to principle 3 (Outcomes and Impact). Interim high level PI data indicates positive trends in three of the four categories for 2017-18 results.

The table below summarises some of the high level themes emerging from the various evidence sources. The appendices capture some of the high level PI data.

Strengths	Areas for Development
Improving high level PI trends for Full Time FE (62 to **66%**) Improving Part Time FE results (68% to **72%**) Strong Full Time HE results (74% to **75%**) Breadth and depth of Portfolio Regional and national contribution across a range of areas (DYW, Foundation Apprenticeships, Quality, Curriculum) Responsiveness to delivering national strategies (eg childcare expansion, STEM, school-college) Staff vocational skills and commitment to supporting learners Equality and inclusion Partnership working and links with industry Work related learning opportunities Learner satisfaction and feedback levels Learner engagement Feedback from stakeholders Resources and services to support learning and commitment to assist learners Staff training and development opportunities Awards and the celebration of success	Need to set improvement targets across FE/HE programmes where performance is low (PT HE results 82% to **78%**) Performance trends on specific programmes Analysis and improvement of performance for different protected groups of learners Systematic target setting and analysis of performance data to inform improvement (Curriculum & Support) Insufficient focus on performance and data monitoring leading to improvement Culture, scale and engagement in career Long Professional Learning (CLPL) activities Lack of evidence and opportunity to fully evaluate and improve L&T approaches in the classroom Digitally competent and confident staff Review and refresh the Student support and Guidance model to ensure better early interventions for 'at risk' learners Link between Support and Curriculum teams to support the learner experience Learner and Stakeholder influence in shaping curriculum

4.0 Summary

The number of learners withdrawing or still not completing their courses successfully (3 - Outcomes and Impact) indicates that this area would be graded Good. Other internal and external evidence sources (2 and 1 - Inputs), including the opportunity to comprehensively evaluate learning and teaching, the inconsistency of the guidance model, the lack of CLPL amongst staff and the variations in systematic approaches and leadership to quality improvement, would indicate that these two areas would also be judged as Good.

Resulting in the three college grades for 2017-18 being judged as **GOOD** for each high level principle.

Appendix 1: Attainment

Attainment	2017-18	2016-17	2015-16
FE Full time	66%	62%	64%
FE Part time	72%	68%	68%
HE Full time	75%	74%	72%
HE Part time	78%	82%	78%

Appendix 2: Withdrawal

Early Withdrawal	2017-18	2016-17	2015-16
FE Full time	10%	11%	9%
FE Part time	7%	8%	12%
HE Full time	5%	6%	5%
HE Part time	5%	3%	3%

Overall Withdrawal	2017-18	2016-17	2015-16
FE Full time	25%	28%	26%
FE Part time	19%	20%	18%
HE Full time	18%	19%	18%
HE Part time	12%	10%	11%

Appendix 3: Regional Outcome Agreement Monitoring 2017-18

	Target		Projected	Variance
Total credits	128,683		130,030	1.0%
ESF credits	7,319		7,333	0.2%
Total childcare credits (1)	2,221		2,202	-0.9%
One plus credits (2)			2,490	
Percentage of one plus credits			1.9%	
Number of senior phase age pupils studying vocational qualifications at SCQF 5 and above	285		334	49
Volume of credits at SCQF levels 1 to 6	86,770		84,257	-2,513
Percentage of credits at SCQF levels 1 to 6	67%		65%	-3%
Volume of credits at SCQF levels 7 and above	41,913		45,775	3,862
Percentage of credits at SCQF levels 7 and above	33%		35%	3%
Volume of credits delivered to learners in the lowest 10% SIMD 2016	37,388		38,784	1,396

Percentage of credits delivered to learners in the lowest 10% SIMD 2016	29%		30%	1%
Economic Groups - Credits	**Target (%)**	**Target (Credits)**	**Projected (Credits)**	**Projected (%)**
Administration, Financial and Business Services	15%	18,720	17,454	13%
Creative and Cultural Industries	15%	19,523	19,135	15%
Energy, Engineering, Construction and Manufacturing	15%	19,441	18,374	14%
Food, Drink, Tourism, Hospitality and Leisure	13%	17,136	16,945	13%
Health, Care and Education	15%	19,406	19,829	15%
Land-Based Industries	2%	2,830	2,558	2%
Life and Chemical Sciences	6%	7,267	7,951	6%
Transition and Supported Learning	19%	24,361	27,785	21%
Total	100%	128,684	130,030	100%
Proportion of enrolled students successfully achieving a recognised qualification (FT & PT)	**Target (%)**	**Total Enrols**	**Total Successful**	**% Successful**
FT FE	66.5%	3,909	2,582	66.1%
PT FE	71.0%	5,754	4,159	72.3%
FT HE	75.1%	2,871	2,147	74.8%
PT HE	82.5%	1,162	901	77.5%
Proportion of enrolled SIMD10% students successfully achieving a recognised qualification (FT & PT)	**Target (%)**	**Total Enrols**	**Total Successful**	**% Successful**
FT FE	65.7%	1,300	834	64.2%
PT FE	69.3%	2,070	1,482	71.6%
FT HE	69.3%	592	417	70.4%
PT HE	78.9%	190	136	71.6%
Proportion of senior phase age pupils successfully completing a vocational qualification delivered by colleges	**Target (%)**	**Total Enrols**	**Total Successful**	**% Successful**
PT FE	77.0%	334	244	73.1%

LEARNING AND TEACHING MEETING

Date of Meeting	7 November 2018
Paper Title	
Agenda Item	Education Scotland 2018-19
Paper Number	18.38
Responsible Officer	Eric Brownlie, Assistant Principal Quality and Performance
Status	
Action	For Discussion

1. Report Purpose

The purpose of this report is to inform the committee of the likely engagement process with Education Scotland during 2018-19.

2. Recommendations

The Learning and Teaching committee are asked to discuss the report.

3. Background

We are in the second year of new college quality arrangements. Revised guidelines indicate that the following process will be implemented in 2018-19:

(a) Integrating quality arrangements with the college Outcome Agreement regime, and ensuring that improvement and assurance activities recognise the circumstances in each college's own regional context.

(b) Submission of the college's Evaluative Report and Enhancement Plan (EREP) by end of October 2018.

(c) A short life working group (SLWG) has been established to develop arrangements further and findings will be shared with the Principals' Group and the Quality Arrangements Steering Group in November for sign off.

(d) Pre-endorsement visits will be arranged with each college to provide feedback prior to submission of the EREP. However, rather than scheduling a formal endorsement meeting, SFC and Education Scotland will relay the outcome of endorsement in writing.

(e) Proposal to adjust the reporting cycle. Colleges will continue to report on Outcome Agreement priorities and learner progress and outcomes annually, **but after 2018 colleges will be required to submit a full Evaluation Report, a refreshed Enhancement Plan and gradings every second year**; this will then be endorsed and published. Over time, the proposal is to extend this timescale to three years to provide better alignment with the timing of Outcome Agreement

cycles. There will be a requirement to provide an annual update to SFC on performance against ROA targets and measures in the intervening years (i.e. where no EREP is required)

(f) The SLWG has proposed that the detail and format of annual reporting on ROA measures and targets should be aligned with Quality Indicators 3.1 and 3.2 and that an appropriate template be created for this purpose.

(g) Proposal to undertake a new programme of visits, with a particular focus on exploring a college's progress on achieving actions for improvement identified within the Enhancement Plan (EP). Scheduling of these visits will be agreed jointly between Education Scotland and SFC, take account of the scale and context of each college, and result in a report by Education Scotland.

(h) Education Scotland have agreed to provide greater detail and develop a clear timeline for development and implementation of all elements of the proposed adjustments.

4. Risk Analysis
The publication of college reports and grades will reflect strongly on the quality of learning and teaching and the reputation of the college to potential learners and external stakeholders and influencers.

5. Legal Implications
There are no specific legal implications.

6. Financial Implications
N/A

7. Regional Outcome Agreement Implications
Our ability to continue to meet ROA and national measures and targets will be an important evidence base for evaluative reporting and grading.

8. Has an Equality Impact Assessment been carried out (Y/N/NA)
No

GLASGOW CLYDE COLLEGE

LEARNING AND TEACHING COMMITTEE MEETING

Date of Meeting	7 November 2018
Paper Title	SFC College Leaver Destinations 2016/17
Agenda Item	
Paper Number	18.39
Responsible Officer	Brian Hughes, Vice Principal Curriculum and External Relations
Status	Disclosable
Action	For Discussion

1. Report Purpose

The purpose of this report is to share with the committee the recent SFC publication relating to college leaver destinations.

2. Recommendations

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

3. Background

SFC publish an annual report that provides information on the destinations of successful full-time college leavers in Scotland. This is the fourth publication of such data and covers the academic session 2016/17. The publication reports on the destinations of leavers 3 to 6 months after qualifying, hence the report always "lags" one year behind the academic year that has just finished. The survey is undertaken by SFC using leaver data that is contained within the FES file for each college.

The full report and supplementary papers can be found at the following link:
http://www.sfc.ac.uk/publications-statistics/statistical-publications/statistical-publications-2018/SFCST072018.aspx

A comparison of the destinations of leavers from Glasgow Clyde, and the college sector as a whole, is shown in the table below;

			Percentage of *Confirmed* destinations in….		
Total Qualifiers	Confirmed Destinations	% in POSITIVE destination from total	Positive Destination	Employment	Further Study
3,943	3,338	82.8%	97.8%	15.2%	82.6%
National			95%	20%	75%

The tables attached as an appendix shows a more detailed breakdown of the figures for each college in Scotland. From these tables it shows that;

- The overall number of qualifiers from Glasgow Clyde dropped slightly when compared to the previous session (4,002 to 3,943) but remains fairly high overall in the sector;
- The number of qualifiers for whom a destination was confirmed, at 84.7%, is lower than the National figure of 88.9%;
- The number of qualifiers in a positive destination, as a percentage of all qualifiers had risen from the previous session;
- Qualifiers in a positive destination, from those whose destination was confirmed is among the highest in the sector at 97.8% and highest in the sector when the small colleges are removed;
- A significantly higher percentage of qualifiers from Glasgow Clyde remain in study rather than work when compared to the sector average (82.6% compared to 75%). However this may be a consequence of the curriculum split with 65% of our activity at non-advanced level;
- Those confirmed qualifiers in a negative destination is amongst the lowest in the sector.

4. Risk Analysis

There are no specific risks associated with this paper.

5. Legal Implications

There are no legal implications raised by this paper.

6. Financial Implications

There are no financial implications associated with this paper. .

7. Regional Outcome Agreement Implications

There are specific measures relating to college leaver destinations that are reported through the ROA process.

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

N/A

Table S3.4: College Qualifier Destination Confirmation Rate

COLLEGE		Qualifiers	Destination Confirmed	Unconfirmed	Confirmed Destination Rate (%)	
ARGYLL COLLEGE (UHI)	▽	141	132	9	93.6%	▲
AYRSHIRE COLLEGE	▲	4,663	4,065	598	87.2%	▽
BORDERS COLLEGE	▽	680	631	49	92.8%	▽
CITY OF GLASGOW COLLEGE	▲	5,172	4,847	325	93.7%	▲
DUMFRIES AND GALLOWAY COLLEGE	▽	969	927	42	95.7%	▲
DUNDEE AND ANGUS COLLEGE	▲	3,637	3,145	492	86.5%	▲
EDINBURGH COLLEGE	▲	5,303	4,733	570	89.3%	▲
FIFE COLLEGE	▽	3,251	2,409	842	74.1%	▽
FORTH VALLEY COLLEGE	▽	1,678	1,372	306	81.8%	▽
GLASGOW CLYDE COLLEGE	▽	3,943	3,338	605	84.7%	▲
GLASGOW KELVIN COLLEGE	▽	1,653	1,419	234	85.8%	▲
INVERNESS COLLEGE (UHI)	▽	757	692	65	91.4%	▽
LEWS CASTLE COLLEGE (UHI)	▲	93	88	5	94.6%	▽
MORAY COLLEGE (UHI)	▽	499	452	47	90.6%	▲
NEW COLLEGE LANARKSHIRE	▲	4,512	4,369	143	96.8%	▲
NEWBATTLE ABBEY COLLEGE	▲	64	53	11	82.8%	▽
NORTH EAST SCOTLAND COLLEGE	▲	3,816	3,736	80	97.9%	▲
NORTH HIGHLAND COLLEGE (UHI)	▲	250	239	11	95.6%	▽
ORKNEY COLLEGE (UHI)	▲	70	64	6	91.4%	▽
PERTH COLLEGE (UHI)	▽	741	655	86	88.4%	▽
SCOTTISH RURAL COLLEGE (SRUC)	▲	557	508	49	91.2%	▽
SHETLAND COLLEGE (UHI)	▲	72	70	2	97.2%	▲
SOUTH LANARKSHIRE COLLEGE	▲	1,348	1,265	83	93.8%	▽
WEST COLLEGE SCOTLAND	▲	4,912	4,113	799	83.7%	▽
WEST HIGHLAND COLLEGE (UHI)	▲	167	149	18	89.2%	▽
WEST LOTHIAN COLLEGE	▽	1,350	1,245	105	92.2%	▲
NATIONAL	▽	50,298	44,716	5,582	88.9%	▲

Table S3.5: College positive/other/negative/unconfirmed (all)

COLLEGE		Positive		Other		Negative		Unconfirmed	
ARGYLL COLLEGE (UHI)	▽	114	80.9%	6	4.3%	12	8.5%	9	6.4%
AYRSHIRE COLLEGE	▽	3,851	82.6%	65	1.4%	149	3.2%	598	12.8%
BORDERS COLLEGE	▽	591	86.9%	10	1.5%	30	4.4%	49	7.2%
CITY OF GLASGOW COLLEGE	▲	4,718	91.2%	39	0.8%	90	1.7%	325	6.3%
DUMFRIES AND GALLOWAY COLLEGE	▲	856	88.3%	26	2.7%	45	4.6%	42	4.3%
DUNDEE AND ANGUS COLLEGE	▲	2,973	81.7%	58	1.6%	114	3.1%	492	13.5%
EDINBURGH COLLEGE	▲	4,555	85.9%	72	1.4%	106	2.0%	570	10.7%
FIFE COLLEGE	▲	2,330	71.7%	5	0.2%	74	2.3%	842	25.9%
FORTH VALLEY COLLEGE	▽	1,269	75.6%	22	1.3%	81	4.8%	306	18.2%
GLASGOW CLYDE COLLEGE	▲	3,264	82.8%	17	0.4%	57	1.4%	605	15.3%
GLASGOW KELVIN COLLEGE	▲	1,371	82.9%	15	0.9%	33	2.0%	234	14.2%
INVERNESS COLLEGE (UHI)	▽	661	87.3%	15	2.0%	16	2.1%	65	8.6%
LEWS CASTLE COLLEGE (UHI)	▲	84	90.3%	1	1.1%	3	3.2%	5	5.4%
MORAY COLLEGE (UHI)	▲	420	84.2%	7	1.4%	25	5.0%	47	9.4%
NEW COLLEGE LANARKSHIRE	▲	4,058	89.9%	93	2.1%	218	4.8%	143	3.2%
NEWBATTLE ABBEY COLLEGE	▲	52	81.3%	0	0.0%	1	1.6%	11	17.2%
NORTH EAST SCOTLAND COLLEGE	▽	3,329	87.2%	50	1.3%	357	9.4%	80	2.1%
NORTH HIGHLAND COLLEGE (UHI)	▲	225	90.0%	3	1.2%	11	4.4%	11	4.4%
ORKNEY COLLEGE (UHI)	▽	59	84.3%	0	0.0%	5	7.1%	6	8.6%
PERTH COLLEGE (UHI)	▲	631	85.2%	8	1.1%	16	2.2%	86	11.6%
SCOTTISH RURAL COLLEGE (SRUC)	▽	489	87.8%	2	0.4%	17	3.1%	49	8.8%
SHETLAND COLLEGE (UHI)	▲	70	97.2%	0	0.0%	0	0.0%	2	2.8%
SOUTH LANARKSHIRE COLLEGE	▽	1,201	89.1%	11	0.8%	53	3.9%	83	6.2%
WEST COLLEGE SCOTLAND	▽	3,961	80.6%	31	0.6%	121	2.5%	799	16.3%
WEST HIGHLAND COLLEGE (UHI)	▲	146	87.4%	1	0.6%	2	1.2%	18	10.8%
WEST LOTHIAN COLLEGE	▲	1,211	89.7%	12	0.9%	22	1.6%	105	7.8%
NATIONAL	▲	**42,489**	**84.5%**	**569**	**1.1%**	**1,658**	**3.3%**	**5,582**	**11.1%**

Table S3.6: College positive/other/negative (confirmed)

COLLEGE	Positive			Other		Negative	
ARGYLL COLLEGE (UHI)	▽	114	86.4%	6	4.5%	12	9.1%
AYRSHIRE COLLEGE	▲	3,851	94.7%	65	1.6%	149	3.7%
BORDERS COLLEGE	▽	591	93.7%	10	1.6%	30	4.8%
CITY OF GLASGOW COLLEGE	▲	4,718	97.3%	39	0.8%	90	1.9%
DUMFRIES AND GALLOWAY COLLEGE	▽	856	92.3%	26	2.8%	45	4.9%
DUNDEE AND ANGUS COLLEGE	▽	2,973	94.5%	58	1.8%	114	3.6%
EDINBURGH COLLEGE	▽	4,555	96.2%	72	1.5%	106	2.2%
FIFE COLLEGE	▲	2,330	96.7%	5	0.2%	74	3.1%
FORTH VALLEY COLLEGE	▽	1,269	92.5%	22	1.6%	81	5.9%
GLASGOW CLYDE COLLEGE	▲	3,264	97.8%	17	0.5%	57	1.7%
GLASGOW KELVIN COLLEGE	▲	1,371	96.6%	15	1.1%	33	2.3%
INVERNESS COLLEGE (UHI)	▽	661	95.5%	15	2.2%	16	2.3%
LEWS CASTLE COLLEGE (UHI)	▲	84	95.5%	1	1.1%	3	3.4%
MORAY COLLEGE (UHI)	▲	420	92.9%	7	1.5%	25	5.5%
NEW COLLEGE LANARKSHIRE	▽	4,058	92.9%	93	2.1%	218	5.0%
NEWBATTLE ABBEY COLLEGE	▲	52	98.1%	0	0.0%	1	1.9%
NORTH EAST SCOTLAND COLLEGE	▽	3,329	89.1%	50	1.3%	357	9.6%
NORTH HIGHLAND COLLEGE (UHI)	▲	225	94.1%	3	1.3%	11	4.6%
ORKNEY COLLEGE (UHI)	▽	59	92.2%	0	0.0%	5	7.8%
PERTH COLLEGE (UHI)	▲	631	96.3%	8	1.2%	16	2.4%
SCOTTISH RURAL COLLEGE (SRUC)	▲	489	96.3%	2	0.4%	17	3.3%
SHETLAND COLLEGE (UHI)	▲	70	100.0%	0	0.0%	0	0.0%
SOUTH LANARKSHIRE COLLEGE	▽	1,201	94.9%	11	0.9%	53	4.2%
WEST COLLEGE SCOTLAND	▲	3,961	96.3%	31	0.8%	121	2.9%
WEST HIGHLAND COLLEGE (UHI)	▲	146	98.0%	1	0.7%	2	1.3%
WEST LOTHIAN COLLEGE	▲	1,211	97.3%	12	1.0%	22	1.8%
NATIONAL	▲	**42,489**	**95.0%**	**569**	**1.3%**	**1,658**	**3.7%**

Table S3.7: College work/study/ other/negative (confirmed)

COLLEGE	Work			Study			Other		Negative	
ARGYLL COLLEGE (UHI)	▽	42	31.8%	▽	72	54.5%	6	4.5%	12	9.1%
AYRSHIRE COLLEGE	▽	634	15.6%	▲	3,217	79.1%	65	1.6%	149	3.7%
BORDERS COLLEGE	▽	203	32.2%	▲	388	61.5%	10	1.6%	30	4.8%
CITY OF GLASGOW COLLEGE	▲	1,210	25.0%	▽	3,508	72.4%	39	0.8%	90	1.9%
DUMFRIES AND GALLOWAY COLLEGE	▽	264	28.5%	▲	592	63.9%	26	2.8%	45	4.9%
DUNDEE AND ANGUS COLLEGE	▲	572	18.2%	▽	2,401	76.3%	58	1.8%	114	3.6%
EDINBURGH COLLEGE	▲	1,004	21.2%	▽	3,551	75.0%	72	1.5%	106	2.2%
FIFE COLLEGE	▽	317	13.2%	▲	2,013	83.6%	5	0.2%	74	3.1%
FORTH VALLEY COLLEGE	▽	205	14.9%	▲	1,064	77.6%	22	1.6%	81	5.9%
GLASGOW CLYDE COLLEGE	▽	508	15.2%	▲	2,756	82.6%	17	0.5%	57	1.7%
GLASGOW KELVIN COLLEGE	▲	205	14.4%	▽	1,166	82.2%	15	1.1%	33	2.3%
INVERNESS COLLEGE (UHI)	▽	175	25.3%	▲	486	70.2%	15	2.2%	16	2.3%
LEWS CASTLE COLLEGE (UHI)	▲	17	19.3%	▲	67	76.1%	1	1.1%	3	3.4%
MORAY COLLEGE (UHI)	▲	94	20.8%	▽	326	72.1%	7	1.5%	25	5.5%
NEW COLLEGE LANARKSHIRE	▲	913	20.9%	▽	3,145	72.0%	93	2.1%	218	5.0%
NEWBATTLE ABBEY COLLEGE	▽	5	9.4%	▲	47	88.7%	0	0.0%	1	1.9%
NORTH EAST SCOTLAND COLLEGE	▽	857	22.9%	▽	2,472	66.2%	50	1.3%	357	9.6%
NORTH HIGHLAND COLLEGE (UHI)	▲	96	40.2%	▽	129	54.0%	3	1.3%	11	4.6%
ORKNEY COLLEGE (UHI)	▽	19	29.7%	▽	40	62.5%	0	0.0%	5	7.8%
PERTH COLLEGE (UHI)	▽	128	19.5%	▲	503	76.8%	8	1.2%	16	2.4%
SCOTTISH RURAL COLLEGE (SRUC)	▲	179	35.2%	▽	310	61.0%	2	0.4%	17	3.3%
SHETLAND COLLEGE (UHI)	▲	26	37.1%	▽	44	62.9%	0	0.0%	0	0.0%
SOUTH LANARKSHIRE COLLEGE	▽	297	23.5%	▲	904	71.5%	11	0.9%	53	4.2%
WEST COLLEGE SCOTLAND	▲	608	14.8%	▲	3,353	81.5%	31	0.8%	121	2.9%
WEST HIGHLAND COLLEGE (UHI)	▲	60	40.3%	▲	86	57.7%	1	0.7%	2	1.3%
WEST LOTHIAN COLLEGE	▲	303	24.3%	▽	908	72.9%	12	1.0%	22	1.8%
NATIONAL	▲	**8,941**	**20.0%**	▽	**33,548**	**75.0%**	**569**	**1.3%**	**1,658**	**3.7%**

LEARNING AND TEACHING COMMITTEE MEETING

Date of Meeting	7 November 2018
Paper Title	FES Audit Final Credits 2017/18
Agenda Item	
Paper Number	18.40
Responsible Officer	Brian Hughes, Vice Principal Curriculum and External Relations
Status	Disclosable
Action	For Noting

1. **Report Purpose**

   The purpose of this report is update the committee on the final audited credits for session 2017/18.

2. **Recommendations**

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

3. **Background**

   Auditors Henderson Loggie carried out an audit of the college's Student Activity Data and produced a final report that was issued on 12 October 2018. The report is attached for information.

   The final outturn for session 2017/18 is reported as 130,030 credits against a target of 128,683; this represents an achievement above target of 1.04%.

   There is one recommendation in the report (Priority 3 – lowest level) due to a specific course in which the credits attached to the course were overstated by 88 credits. This represents an excellent audit outcome and praise must be attributed to Brian Gallagher, Head of MIS, and his team for the way in which they manage the student records.

4. **Risk Analysis**

   Systematic monitoring of the college's position against its credit target throughout the year, together with a number of enhanced reports which flag up potential issues with the student data, ensures that the risks associated with meeting the credit target are minimised.

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

Achievement of our credit target for 2017/18 has made a positive contribution to the Regional Outcome Agreement.

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

N/A

HENDERSON LOGGIE
Chartered Accountants
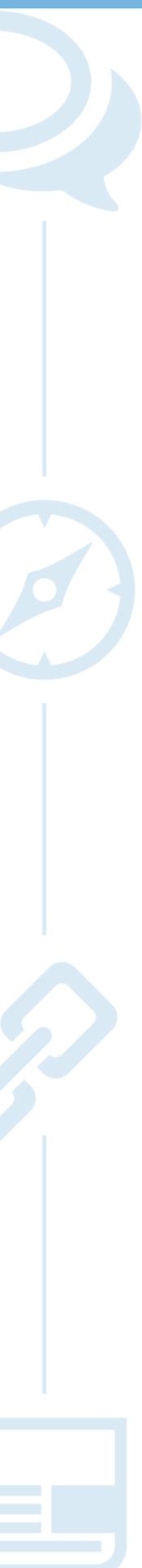
Glasgow Clyde College

2017/18 Student Activity Data

Internal Audit Report No: 2018/12

Draft Issued: 10 October 2018

Final Issued: 12 October 2018

Contents

1. Management Summary

Introduction

The Guidance Notes issued by the Scottish Funding Council (SFC) on 2 August 2018, '*2017-18 data return for funding purposes (FES return) and audit guidance for colleges',* requested submission by Glasgow Clyde College ('the College') of the FES return for session 2017/18, which includes the Credits data relating to College activity for the academic year 2017/18.

Guidance on completion of the 2017/18 return was issued by the SFC on 10 May 2017.

The Credits Audit Guidance requests that colleges obtain from their auditors their independent opinion on the accuracy of the FES return.

Scope of Audit

In accordance with the Credits Audit Guidance we reviewed and recorded the systems and procedures used by the College in compiling the returns and assessed and tested their adequacy. We carried out further detailed testing, as necessary, to enable us to conclude that the systems and procedures were working satisfactorily as described to us.

Detailed analytical review was carried out, including a comparison with last year's data, obtaining explanations for significant variations by Dominant Programme Group (DPG) and dominant Price Group.

Our testing was designed to cover the major requirements for recording and reporting fundable activity identified at Annex C to Credits Audit Guidance and the key areas of risk identified in Annex D.

Audit Staffing

An Audit Director with 25 years' experience in the further and higher education sectors had overall responsibility for the planning, control and conduct of the audit and supervised and reviewed work performed by an Assistant Manager and Trainee Auditor with 13 and one years' experience in the sector respectively.

The quality of audit work undertaken by the firm is enhanced through continuous review of procedures and the implementation of individual training programmes designed to address the needs of each team member.

The total number of audit days was 7, split ½ day for the Audit Director, four days for the Assistant Manager and 2½ days for the Audit Trainee.

Audit Findings

The points that we would like to bring to your attention have been grouped together under the following headings to aid your consideration of them:

- Introduction

- Systems and Procedures for Compilation of Returns

- Analytical Review

The action that we consider necessary on each issue is highlighted in the text for clarity and an action plan for implementation of these recommendations can be found in section 2.

To aid the use of the action plan, our recommendations have been graded to denote the level of importance that should be given to each one. These gradings are as follows:

Priority 1	Issue subjecting the College to material risk and which requires to be brought to the attention of management and the Audit Committee.
Priority 2	Issue subjecting the College to significant risk and which should be addressed by management.
Priority 3	Matters subjecting the College to minor risk or which, if addressed, will enhance efficiency and effectiveness.

Conclusion

Our report to SFC was submitted on 10 October 2018 following receipt of the College certificate signed by the Principal. We reported that, in our opinion:

- the student data returns have been compiled in accordance with all relevant guidance;

- adequate procedures are in place to ensure the accurate collection and recording of the data; and

- on the basis of our testing we can provide reasonable assurance that the FES return contains no material mis-statement.

A copy of our Audit Certificate is included at Appendix I to this report.

Acknowledgements

We would like to take this opportunity to thank the staff at Glasgow Clyde College who helped us during the course of our audit.

2. Action Plan

Para Ref.	Recommendation	Grade	Comments	Agreed Y/N	Responsible Officer For Action	Agreed Completion Date
2.2.1	*Systems and Procedures for Compilation of Returns* **Allocation of Credits to Courses** **R1** The College should ensure that any changes to course content subsequent to the planning stage are reflected in the Credits claimed.	3	We will introduce an additional check on subject credits vs portfolio teaching hours to attempt to ensure there are no discrepancies in future.	Y	Head of MIS, B Gallagher	December 2018

3. Main Report

1. Introduction

1.1 SFC Guidance

1.1.1 The Credits Audit Guidance issued by the Scottish Funding Council (SFC) on 2 August 2018 sets out, at Annex D, the key areas of risk in relation to the preparation of the FES return. These are:

- identification of non-fundable activity, both courses and students;

- classification as higher education or further education;

- classification as full-time or other than full-time;

- identification and counting of infill students;

- allocation of Credit values for students on ECDL courses;

- allocation of dominant Price Group code;

- capturing of enrolments and identification and recording of student attendance and withdrawals;

- allocation of Credit values;

- claims for related study;

- recording of fee waivers;

- recording of progress for students on open / distance learning programmes; and

- claims for collaborative provision.

1.1.2 For academic year 2017/18 we established that there had been no significant changes to the systems and procedures used in the compilation of the returns. We then carried out detailed testing, as necessary, to enable us to conclude that the systems and procedures were working satisfactorily. Detailed analytical review was carried out, including a comparison with last year's data, obtaining explanations for significant variations by Dominant Programme Group (DPG) and dominant Price Group.

1.1.3 As requested by the Credits Audit Guidance this report indicates: the scope of the audit; the approach taken; the extent of checking undertaken; details of any additional testing carried out as a result of errors found in initial sampling; the external data examined; an indication of analytical review work performed; and the main findings from our audit work. As requested by the guidance, the report includes a summary of adjusted and unadjusted errors found during the course of the audit.

2. Systems and Procedures for Compilation of Returns

2.1 Introduction

2.1.1 Detailed testing at the year-end Credits audit included two main tests on courses and individual students.

2.1.2 The following tests were carried out for a sample of 15 courses selected from the UNIT-e system:

a) Ensured that the course met the criteria for fundable activity set out in the Credits guidance;
b) Where applicable, ensured that the course met the definition of further or higher education set out in the Credits guidance;
c) Ensured that courses recorded as full-time met the definition of full-time set out in the Credits guidance;
d) Checked the student total for a programme against course / class lists or course / class register. Checked calculation of the required date and ensured that students who had withdrawn prior to this date had been excluded from the Credits count; and
e) Checked allocation of Credits to courses is in accordance with the Credits guidance.

2.1.3 For a total of 81 students selected from the above courses the following tests were carried out, where applicable:

a) Ensured that the student met the criteria for fundable activity set out in the Credits guidance;
b) Checked back to signed enrolment forms, or electronic equivalent, for the 2017/18 academic year;
c) For infill courses, ensured that Credits were allocated according to the modules attended by individual students rather than by the default value for the courses being infilled; and
d) Checked to student attendance records and, for withdrawals (including a further sample of 15 full-time students who withdrew within two weeks after the Credits qualifying date), checked that the withdrawal date noted on the system was the last date of physical attendance.

2.1.4 The following tests were carried out by reviewing records for all College courses:

a) Confirmed that there were no claims for more than one full-time enrolment per student for 2017/18 and ensured that Credits had not been claimed in respect of courses that were related in respect of subject area, unless progression could be clearly established;
b) Confirmed that there were no claims for overseas students and students enrolled on full cost recovery commercial courses; and
c) Confirmed that Credits had not been claimed for distance learning student's resident out-with Scotland.

2. Systems and Procedures for Compilation of Returns (Continued)

2.1   Introduction (Continued)

2.1.5   In relation to European Social Funds (ESF), for a sample of 10 students selected from the College's ESF funded programmes testing was carried out on the College's systems for administering the additional funding, in line with conditions of grant. This included:

a)   reviewing the eligibility of students flagged for ESF Credits;
b)   ensuring that supporting documentation was held for ESF students, including: a completed participant form; proof of nationality; and proof of permanent residence; and
c)   ensuring that Credits are only claimed for completed modules.

2.1.6   We reviewed the systems for recording fee waiver entitlement and carried out an analytical review to ensure the accuracy of the fee waiver element of the FES return. For a random sample of seven part-time students we confirmed that College staff had verified the entitlement to benefit.

2.1.7   It was confirmed by the Head of MIS that the College is not involved in any collaborative provision and no such courses were identified during our audit testing. Additionally, we did not identify any Open / Distance learning and ECDL courses in the Credits claim as the College offered these as commercial courses only. No further work was therefore required in these areas.

2.1.8   Before signing our audit certificate, we reviewed the final FES online report and the explanations for remaining errors.

2.1.9   From our review and testing of the systems and procedures used in the compilation of the returns, we concluded that overall, they were adequate to minimise risk in the areas identified in Annex D of the Credits Audit Guidance and were working satisfactorily as described to us.

2.1.10   The remainder of this report discusses issues identified during our review of the 2017/18 student activity data.

2.1   Maximum Credits Claim per Student

2.1.1   Since 2016/17 a new process has been in place for agreeing the number of Credits claimed for programmes above 18 Credits for further education programmes or 15 Credits for higher education programmes, known as 'one plus' activity. The guidance states that if the total one plus activity is over 2.5% of the total volume of Credits allocated to the college (or the region for multi-college regions) by the SFC then an application must be made to the SFC to approve delivery of these courses at the higher credit value. Courses where industry requires a higher level of engagement are excluded from this calculation.

2.1.2   The final FES summary report highlights 68 instances where student Credits were above 15 for a full-time higher education course and 163 instances where student Credits were above 18 for a full-time further education course. The College's total one plus activity was calculated by the College as 1.7% of the target delivery, which is below the threshold. The final regional position had still to be confirmed at the date of this report.

2. Systems and Procedures for Compilation of Returns (Continued)

2.2   Allocation of Credits to Courses

2.2.1   Whilst reviewing one ESOL Price Group 5 course we noted that whilst the planned learning hours per student recorded within UNIT-e agreed to the information that was recorded on the supporting curriculum planning documents, this was not reflected in the actual timetabled activity. Planned hours per UNIT-e were shown as 800, equivalent to 20 Credits, however timetabled activity showed that 640 hours, equivalent to 16 Credits, were associated with the delivery of the course. This gave rise to an over-claim of four Credits per student, 88 Credits in total for the course, which has been adjusted.

Recommendation
R1   The College should ensure that any changes to course content subsequent the planning stage are reflected in the Credits claimed.

2.2.2   A review of other ESOL Price Group 5 programmes was performed and no further issues were identified. Our audit sample of courses included one other Price Group 5 course and no similar issues were noted. From this other work and discussion with management we are satisfied that this was a one-off error.

3.   Analytical Review

3.1   The analytical review by DPG for the current year, included at Appendix III of this report, showed significant variances in DPG 4, 5, 8, 10, 13, 14 and 16. Analytical review by dominant Price Group at Appendix II also showed significant variances in Price Group 2. These were discussed with College management. The explanations we received provided us with additional assurance that the Credits claim does not contain material errors:

- DPG 4 Computers, software & information – there was a reduction due to one group, BA Graphics, moving to DPG 11 (Printing) due to change in mix of options units. There was also a reduction in computing delivery, particularly in networking and in schools' delivery due to a lower number of applications;

- DPG 5 Construction – there was an increase linked to the recovery in the construction industry leading to more demand and better recruitment, particularly in Advanced Painting and Decorating and Carpentry and Joinery programmes;

- DPG 8 Health & related studies – there was an increase due to additional recruitment in 2017/18 to meet the national target for Childcare provision. This is reflected in the increase in Price Group 2 Credits;

- DPG 10 Personal development & self-help – there was an increase in ESOL transitions provision in 2017/18, which is reflected in the increase in Price Group 2 Credits;

3.   Analytical Review (Continued)

- DPG 13 Office & Secretarial – there was a decrease due to contraction of Administration and Medical Administration programmes at Anniesland campus;

- DPG 14 Social studies & languages – there was an increase due to expansion in ESOL provision up to SCQF level 5. This is reflected in the increase in Price Group 2 Credits; and

- DPG 16 Sport & leisure – there was reduced demand for Hospitality programmes which allowed for additional capacity in Travel and Tourism which recruited strongly. A Football Coaching NQ programme was also added in 2017/18. Both are reflected in the increase in Price Group 2 Credits.

Appendix I – Copy of Audit Certificate

si/G366

Scottish Funding Council
Apex 2
97 Haymarket Terrace
Edinburgh
EH12 5HD

10 October 2018

Dear Sirs

Auditor's Report to the Members of the Board of Management of Glasgow Clyde College

We have audited the FES return which has been prepared by Glasgow Clyde College under the 'Credits' Guidance issued 10 May 2017 and which has been confirmed as being free from material mis-statement by the College's Principal in his Certificate dated 8 October 2018. We conducted our audit in accordance with guidance contained in the 2017-18 audit guidance for colleges. The audit included an examination of the procedures and controls relevant to the collection and recording of student data. We evaluated the adequacy of these controls in ensuring the accuracy of the data. It also included examination, on a test basis, of evidence relevant to the figures recorded in the student data returns. We obtained sufficient evidence to give us reasonable assurance that the returns are free from material mis-statement.

In our opinion:

- the student data returns have been compiled in accordance with all relevant guidance;

- adequate procedures are in place to ensure the accurate collection and recording of the data; and

- on the basis of our testing we can provide reasonable assurance that the FES return contains no material mis-statement.

Yours faithfully

Henderson Loggie

Date: 10 October 2018

Appendix II – Summary of Adjusted and Unadjusted Errors

Report Para	Error identified	Adjusted/unadjusted	Approx. Value
2.2.1	Incorrect planned learning hours used for a Price Group 5 course.	Adjusted	-88 Credits

College Funded Target 2017/18   128,683 Credits

The above target figure includes 121,364 core Credits and 7,319 ESF.

Final claimed 2017/18   130,030 Credits

## Appendix III – Price Group Analytical Review 2016/17 and 2017/18

Price Group	2016/2017 Credits	2017/2018 Credits	Credits Variance	% Variance
1	17,606	17,495	(111)	(0.63)
2	68,955	70,800	1,845	2.68
3	22,751	22,881	130	0.57
4	1,880	1,752	(128)	(6.81)
5	17,504	17,102	(402)	(2.30)
	128,696	130,030	1,334	1.04

Appendix IV – DPG Analytical Review 2016/17 and 2017/18 - Figures

Dom Gp		2016/2017 Credits	2017/2018 Credits	Credits Variance	% Variance
1	Agriculture, horticulture and animal care	2,058	2,108	50	2.43
2	Business & management	7,555	7,310	(245)	(3.24)
3	Catering & food	1,027	924	(103)	(10.03)
4	Computers, software & information	8,840	8,197	(643)	(7.27)
5	Construction	6,245	6,918	673	10.78
6	Creative arts & design	10,912	11,408	496	4.55
7	Engineering	9,812	9,444	(368)	(3.75)
8	Health & related studies	9,661	10,344	683	7.07
9	Minerals, materials & fabrics	4,572	4,318	(254)	(5.56)
10	Personal development & self help	940	1,547	607	64.57
11	Printing	0	270	270	-
12	Science & maths	8,841	8,966	125	1.41
13	Secretarial / office & sales work	3,753	3,111	(642)	(17.11)
14	Social studies & languages	17,900	18,782	882	4.93
15	Social work	10,812	10,516	(296)	(2.74)
16	Sport & leisure	7,042	7,784	742	10.54
17	Transport, services & vehicle engineering	1,222	981	(241)	(19.72)
18	Special educational needs	17,504	17,102	(402)	(2.30)
	Totals (excluding ELS)	128,696	130,030	1,334	1.04
	Total Target Activity		128,683		
	- including ESF Target Activity of:		7,319		
	ESF Actual Activity		7,333		

Appendix V – DPG Analytical Review 2015/16 to 2017/18 - Graph
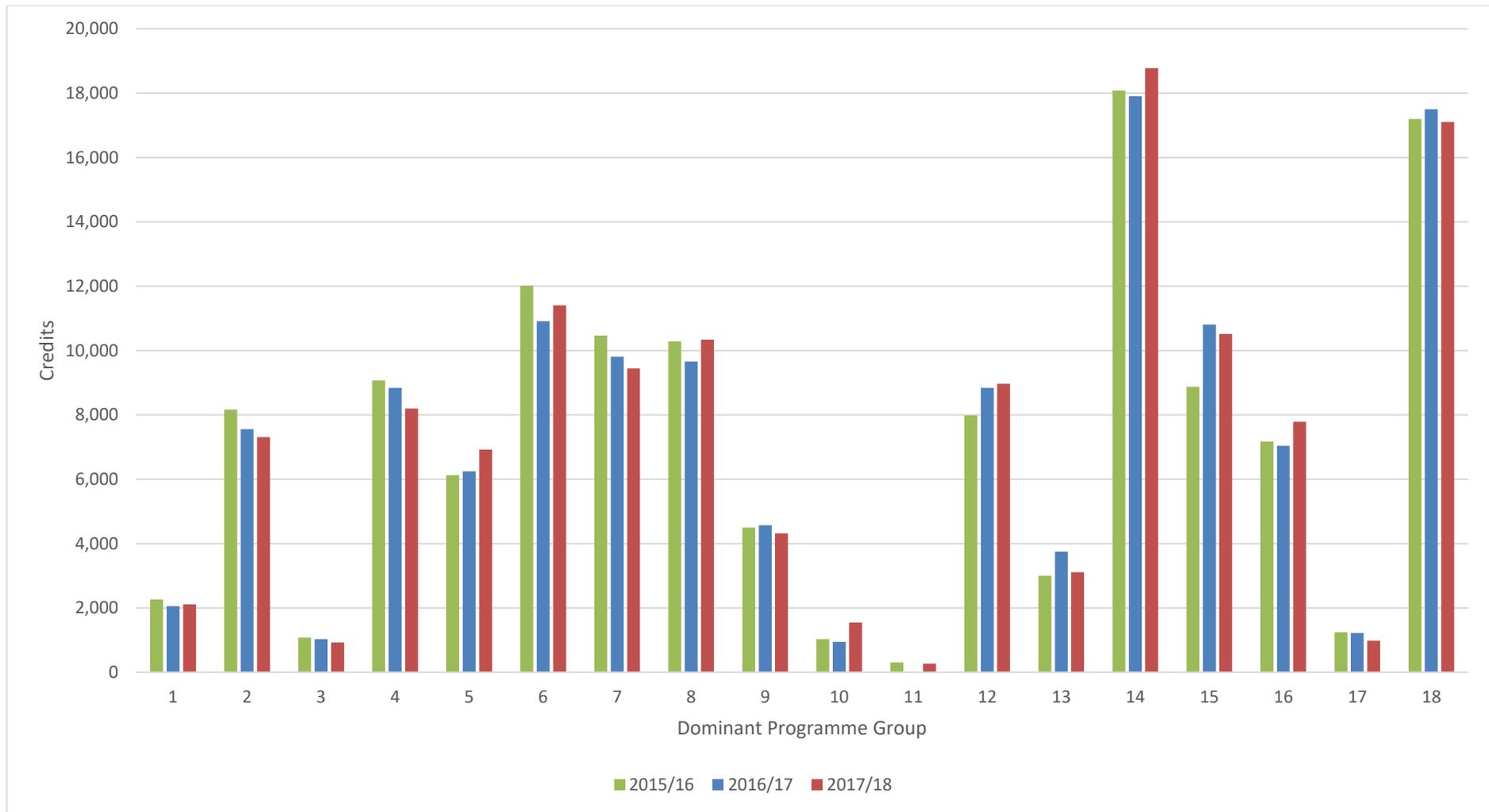
LEARNING AND TEACHING COMMITTEE MEETING

Date of Meeting	7 November 2018
Paper Title	Student Funding
Agenda Item Paper Number	18.42
Responsible Officer	Brian Hughes, Vice Principal Curriculum and External Relations
Status	Disclosable
Action	For Noting

1. **Report Purpose**

   The purpose of this report is update the committee on the current position in respect of student funding for the session 2018/19.

2. **Recommendations**

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

3. **Background**

   Tracy Elliott, Assistant Principal, Finance and Infrastructure presented the attached report to the Senior Leadership Team [SLT] on 11 October.

   The first tab in the sheet shows the number of awards made to date and a comparison with last year at the same time. Overall, it shows that;

   - The number of bursary awards being made continues to rise on a weekly basis; however, around 200 less awards have been made compared to the same point last year. There are fewer class groups at non-advanced level this year so that may account for a proportion of that drop;
   - The number of forms awaiting processing by the college continues to fall and the average turnaround time for processing is 5 working days;
   - Slightly more childcare awards have been made to date compared with the same time last year and processing of forms is quicker than last year;

   The second tab in the sheet shows the available student funds across a range of categories and shows;

   - A total quantum of £9.7million for bursaries, childcare and discretionary funds available from SFC;
   - An additional sum of £286K from SAAS for HE Discretionary funds;
   - Therefore circa £10million of students funds processed by the college;

- The current sum committed to students is £8.7million but money is also made available for January start courses which would bring the level of commitment to £10.5million – committing more money than is technically available allows us to maximise the number of students receiving awards but there is always a reduction in this level of commitment through the year as students drop out of courses;
- Some virement of funds across categories is allowable but this has not been applied as yet;
- A request for additional funding will be made to SFC/GCRB through the "in-year redistribution" mechanism which will be used to address any shortfall in funds;
- New processes are in place this year to ensure that students are not unduly punished by reducing their funding through a lack of attendance but a more holistic approach is taken to their personal circumstances.

4. Risk Analysis

The process of committing more funding than is available from SFC/GCRB is a well-established model. This ensures that we can support the greatest number of students on the basis that experience shows that some students will drop out through the academic year and lose funds as they do so. Combined with the request for additional funds through the in-year redistribution, the risk to college funds is minimised. This is monitored closely throughout the session.

5. Legal Implications

There are no legal implications raised by this paper

6. Financial Implications

As outlined in the Risk Analysis commentary above, a financial risk to college funds would result from the level of commitment not being addressed by drop-out or additional funding.

7. Regional Outcome Agreement Implications

Student support is vital to the college in order that the activity associated with these students contributes towards the college achieving its credit target. .

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

N/A

SUMMARY OF FE & HE STUDENT SUPPORT FUNDS POSITION AS AT 09/10/2018

	SFC STUDENT SUPPORT				SAAS STUDENT SUPPORT
	FE Bursary	FE & HE Childcare	FE Discretionary	TOTAL SFC FUNDS	HE Discretionary NOTE 3
INCOME					
2018/19 Core Allocation (Confirmed)	£ 7,106,064	£ 1,618,655	£ 600,000	£ 9,324,719	£ 286,174
2018/19 In-Year Redistribution (TBC)	£ -	£ -	£ -	£ -	£ -
2018/19 SFC Care Experience Matched Funding	£ 388,102	£ -	£ -	£ 388,102	£ -
Total Income	**£ 7,494,166**	**£ 1,618,655**	**£ 600,000**	**£ 9,712,821**	**£ 286,174**
Transfer Between Funds	£ -				
TOTAL FUNDS AVAILABLE IN YEAR	**£ 7,494,166**	**£ 1,618,655**	**£ 600,000**	**£ 9,712,821**	**£ 286,174**
FORECAST COMMITMENT					
Awards Issued To Date	£ 7,239,492	£ 1,239,014	£ 243,652	£ 8,722,158	£ 21,557
Estimate for Awards not yet issued	£ 250,000	£ 450,000	£ 356,348	£ 1,056,348	£ 264,617
Estimated ELS Transfer (NOTE 1)	£ 180,000	£ -	£ -	£ 180,000	£ -
Estimated Spend - Jan18 Starts	£ 500,000	£ 75,000	£ -	£ 575,000	£ -
Forecast Commitment	**£ 8,169,492**	**£ 1,764,014**	**£ 600,000**	**£ 10,533,506**	**£ 286,174**
Forecast Reduction (NOTE 2)	£ (542,961)	£ (30,000)	£ -	£ (572,961)	£ -
AY18/19 FORECAST SPEND FOR AY18/19	**£ 7,626,531**	**£ 1,734,014**	**£ 600,000**	**£ 9,960,545**	**£ 286,174**
AY18/19 FORECAST SURPLUS/(DEFICIT) EXCLUDING IN YR REQUEST	**£ (132,365)**	**£ (115,359)**	**£ -**	**£ (247,724)**	**£ -**
AY18/19 IN YEAR REQUEST FOR SFC FUNDING (NOTE 4)	£ 132,365	£ 115,359	£ -	£ 247,724	£ -
AY18/19 FORECAST SURPLUS/(DEFICIT) INCLUDING IN YR REQUEST	**£ -**	**£ -**	**£ -**	**£ -**	**£ -**

NOTE 1: ELS Transfer is Indicative Only at this stage. Student Funding will liaise with Equality Inclusion to clarify forecast costs for AY18/19

NOTE 2: AY18/19 Forecast Reduction. In previous years a 10% reduction in the Bursary Awards was predicted, however, with the change to attendance criteria this has been reassessed to 7.5% and will be monitored on a regular basis

NOTE 3: HE Discretionary Funds cannot be used to supplement SFC Support Funds. The College will aim to fully utilise this funding, however this is contingent on the value and volume of awards to qualifying students.

NOTE 4: The College will submit an In Year Request to SFC through GCRB for additional funding to support 2018/19 forecast overspend. SFC will match additional funding for Care Experienced students currently at £388,102

ADDITIONAL INFORMATION

Due to the March and July financial year ends the Student Support Budget must be split between Aug17-Mar18 (8 months) and Apr18-Jul18 (4 months) and the spend managed accordingly

AY 2017/18 COMPARISON

INCOME	FE Bursary	FE & HE Childcare	FE Discretionary	TOTAL SFC FUNDS	HE Discretionary
2017/18 Core Allocation	£ 5,878,537	£ 1,309,706	£ 870,505	£ 8,058,748	£ 298,324
2017/18 In-Year Redistribution	£ 272,490	£ 40,862	£ -	£ 313,352	£ 19,000
2017/18 Regional redistribution	£ 140,000	£ -	£ -	£ 140,000	£
2017/18 ESF Allocation	£ 876,778	£ 154,726	£ -	£ 1,031,504	£ -
Total Income	£ **7,167,805**	£ **1,505,294**	£ **870,505**	£ **9,543,604**	£ **317,324**
TOTAL FUNDS AVAILABLE IN YEAR	£ **7,167,805**	£ **1,505,294**	£ **870,505**	£ **9,543,604**	£ **317,324**
TOTAL AWARDS	£ **7,180,850**	£ **1,647,694**	£ **607,378**	£ **9,435,922**	£ **307,983**
SURPLUS/(DEFICIT)	£ **(13,045)**	£ **(142,400)**	£ **263,127**	£ **107,682**	£ **9,341**

1%

STUDENT FUNDING AWARDS: UPDATE 09/10/2018

Bursary Awards

	24/09/2018	2017 Comparison	01/10/2018	2017 Comparison	08/10/2018	2017 Comparison
Awarded	2466	2687	2603	2786	2779	2977
Awaiting Processing By College	147	195	54	202	14	101
Cancelled by Student	81	151	84	157	91	166
Processed & Returned for Additional Information	370	487	378	442	341	424
Student Completing Application	692	746	690	716	602	673
	3756	4266	3809	4303	3827	4341

Childcare Awards

	24/09/2018	2017 Comparison	01/10/2018	2017 Comparison	08/10/2018	2017 Comparison
Awarded	352	352	389	370	430	422
Awaiting Processing By College	32	71	16	75	10	40
Cancelled by Student	77	80	79	84	79	89
Processed & Returned for Additional Information	121	59	114	57	102	63
Student Completing Application	223	211	226	209	203	201
	805	773	824	795	824	815

Current average turnaround time for processing is 5 working days.

If any faculties have students in urgent need please contact Student Funding Unit direct.

LEARNING AND TEACHING MEETING

Date of Meeting	7 November 2018
Paper Title	
Agenda Item	External Awarding Body Annual Summary 2017-18
Paper Number	18.44
Responsible Officer	Eric Brownlie, Assistant Principal Quality and Performance
Status	
Action	For Noting

1. Report Purpose

The purpose of this report is to inform the committee of the college's external verification activity in 2017-18.

2. Recommendations

The Learning and Teaching committee are asked to note the report.

3. Background

Overall, there were 99 verification reports received during academic year 2017-18. This compares with 86 reports received in 2016-17, demonstrating a 15% increase in activity which can be attributed to a rise in SQA activity and CMI courses being introduced in 2017-18.

The number of reports resulting in action plans / holds / not accepted decisions was five – similar to 2016-17. The areas were:

SQA - Biology Nat 5;

NQ Events

NQ Art and Design

City and Guilds - Skills for Working in the Construction Industry and Extended Certificate in Construction Skills (SCQF Level 4)

4. Risk Analysis

A 'hold' or 'not accepted' decision could result in learners not being certificated for their qualification. Acting on recommendations will also lead to more effective practice and less likelihood of future concerns in specific curriculum areas.

5. Legal Implications

There are no specific legal implications.

6. Financial Implications
   N/A

7. Regional Outcome Agreement Implications
   N/A

8. Has an Equality Impact Assessment been carried out (Y/N/NA)
   No

External Verification Annual Summary Academic Year 2017-18

Published: 2018

This is the 2017-18 Annual Summary of External Verification activity for Glasgow Clyde College. The summary is based on activity undertaken by awarding bodies for which Glasgow Clyde College delivers qualifications.

Scope and Results

Awarding Body	No. of Reports		No. of Action Plans / Holds / Not accepted decisions	
	2016-17	2017-18	2016-17	2017-18
SQA (Scottish Qualifications Authority)	69	81	4	3
City and Guilds	8	9	1	2
VTCT (Vocational Training Charitable Trust)	2	2	0	0
EAL	1	1	0	0
SJIB (Scottish Joint Industry Board – Electrical)*	2	0	0	0
ECITB	2	0	0	0
BPEC	1	1	0	0
AAT	1	1	0	0
CMI	0	4	0	0
TOTAL	**86**	**99**	**5**	**5**

* SJIB activity is no longer combined with SQA Electrical SVQ reports. There is now one SJIB visit (which does not result in a report being issued) and one SQA SVQ visit each year.

For 2017-18 SQA changed their outcome ratings for NQ, HN, SVQ and Graded Units as follows:

Outcome Rating 2015 – 17	Outcome Rating 2017 onwards
Significant Strengths	High Confidence
Strengths outweigh weaknesses	Broad Confidence
Some strengths and some weaknesses	Reasonable Confidence
Weaknesses outweigh strengths	Minimal Confidence
Significant Weaknesses	No Confidence

Findings

Overall there were 99 verification reports received during academic year 2017-18. This compares with 86 reports received in 2016-17, demonstrating a 15% increase in activity which can be attributed to a rise in SQA activity and CMI courses being introduced in 2017-18.

The number of reports resulting in **action plans / holds / not accepted** decisions was **five** – the same as 2016-17. (*SQA* - Biology Nat 5; Events NQ; Art and Design NQ, *City and Guilds* ;Skills for Working in the Construction Industry; Extended Certificate in Construction Skills at SCQF Level 4)

Issues

SQA

Two reports from SQA relating to NQ units received the outcome rating of 'Reasonable Confidence due to issues identified by External Verifiers within the criteria of Internal Assessment / Internal Verification. Action plans were imposed by SQA with one of the reports having the sanction of suspended certification of the qualification enforced whilst the other receiving suspended certification of the qualification by verification group imposed. Evidence to meet the requirements of both action plans was submitted to SQA in advance of the agreed action dates and both reports were quickly revised to 'High Confidence' for Internal Assessment / Internal Verification.

One report from SQA for a National 5 unit was 'Not Accepted' for both approach to assessment or assessment judgement. Subject specialist support was provided by SQA, evidence was submitted to SQA in advance of the required date and the report was revised to 'Accepted' for both the approach to assessment and assessment judgement.

City and Guilds

One report from City & Guilds covering two programmes received the outcome of 'Medium / High' due to issues identified by the External Quality Assurer (EQA) relating to Resources, Assessment / Quality Assurance and Records. This resulted in the facility to directly claim certification being withheld for one programme and the facility to register / directly claim certification being withheld for the other programme. These sanctions apply to future programmes with certification proceeding for 2017-18 students. Another EQA visit within the same school was carried out for a different programme and the EQA again imposed an outcome of 'Medium' with issues relating to Assessment / Quality Assurance resulting in the facility to directly claim certification being withheld.

The issues being experienced with this particular EQA have been raised with City & Guilds particularly as we have successfully undergone EQA visits within other schools this year. In the meantime the Head of Curriculum has taken the decision to replace City & Guilds programmes with SQA units for next session.

Other Awarding Bodies

Visits / remote activity carried out by other awarding bodies including VTCT, EAL, BPEC, AAT and CMI were successful with no sanctions being applied.

Quality improvement

Quality Co-ordinators continue to review all External Verification reports and prepare analysis forms **highlighting actions points / development points / recommendations and good practice**. Documents are forwarded to Faculty staff for review, and action where required. Action plans are regularly monitored by quality staff to ensure that all actions are closed out.

A document entitled 'Recommendations and Good Practice identified by External Verifiers' continues to be updated and published on the Staff Intranet. This enables information from visits to be widely disseminated and particularly assists the sharing of good practice. A named faculty contact is also identified within the document in order that staff know who to contact to find out more detail about specific visits or practice.

During 2017-18, there were 114 recommendations / development points and 212 examples of good practice made by External Verifiers / External Quality Assurers.

Recommendations were mainly in relation internal assessment / verification and included:

- increase level of collaboration amongst assessors / IVs to aid standardisation across all delivering campuses; consider using e-portfolios to support digital evidence gathering, signpost graded unit grades earlier in delivery and ensure Student disclaimer is used to certify that work is their own

It should be noted that many of the recommendations related to specific unit requirements rather than particular themes.

Good practice highlighted included:

- excellent internal verification systems, robust and routinely applied; excellent rapport / working relationships between staff and students; staff maintain excellent links to local industry and this helped to ensure that all course materials were up to date and relevant; candidates are given excellent developmental feedback and a clear recovery plan which was initiated is an excellent example of quality and curriculum working together to resolve issues as they arise

<u>Development visits</u>

As with 2016-17 only one SQA development visit took place. The number of prior verification requests submitted to SQA increased to 36 compared to 31 in 2016-17. It is considered good practice to utilise the prior verification service to ensure that assessments devised by the college are fit for purpose.