

LEARNING AND TEACHING COMMITTEE

13th February 2019
The Boardroom, Langside Campus

LEARNING AND TEACHING COMMITTEE

A meeting of the Learning and Teaching Committee will be held on Wednesday 13th February 2019 at 4.30pm in the Boardroom, Langside Campus.

A G E N D A

19.01	Welcome and Apologies		G McGuinness
19.02	Declarations of Interests		G McGuinness
Minutes of Previous Meeting			
19.03	Minute of the Meeting held on 07 November 2018	P	G McGuinness
19.04	Matters Arising Action Grid	P	G McGuinness
Items for Discussion			
19.05	Student Vice President Report	V	Fiona Robinson
19.06	Schools Activity Update	Pr	Catrina McGregor
19.07	Learner Experience Update and Report	P	D Marshall
19.08	SFC PI Publication Data	P	B Hughes
19.09	Planning Cycle – Portfolio Development 19/20	P	B Hughes
19.10	Regional Outcome Agreement Update	P	B Hughes
19.11	Enhancement Plan Progress Report	P	E Brownlie
19.12	Student Withdrawals 2018/19	P	E Brownlie
Items for Information/Noting			
19.13	Credit 2018/19 Progress update	P	B Hughes
19.14	January Programmes Update	P	E Brownlie
Continual Improvement			
19.15	Equalities Impact Assessment on Decisions Made		G McGuinness
19.16	Review of Papers (including Disclosable Status)		G McGuinness
19.17	Any Other Business		G McGuinness
Date of Next Meeting: 2019 in the Boardroom, Langside Campus			

*Presentation at Meeting

<p>Legend P: Paper V: Verbal</p>
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BOARD MEETING

Date of Meeting	13 February 2019
Paper Title	Student Experience Report: Learning Inclusion
Agenda Item	19.07
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 some of the activity under the wider remit of Student Experience. The overview will provide some of the highlights from activity within the wider student experience.

2 RECOMMENDATIONS

The Learning and Teaching Committee notes the paper.

3 BACKGROUND

3.1 Learning Inclusion

As discussed at the last L&T Committee, Learning Inclusion continues to provide services for learners to support improving retention and attainment. This focuses upon the identification of any additional support need for individuals plus group support sessions.

Learning Inclusion	15/16	16/17	17/18	18/19*
Number of Learners	820	1,010	1,187	1200

*the 18/19 session is an estimate the learners we expect to be registered during the year

The continuing increase in the volume and complexity of the poor mental health of students presents challenges for learning inclusion students and staff.

3.2 Library

The library service operates on each campus and the current focus is upon utilisation of discovery systems available for students and staff. This

development is being delivered in tandem with plans to increase the emphasis upon e-resources within the libraries.

Another significant development project is the planned withdrawal from the CLA licence that is being undertaken. An external consultant has been engaged to support the College in an activity that will provide increased confidence for staff in respect of copyright practice and will provide the College with longer-term savings.

3.3 E-Learning

Current activity within e-learning focuses upon the supporting teaching staff as they utilise different approaches to learning and teaching. This includes content development in conjunction with curricular areas, training sessions in turnitin and clickview and CPD activities within the Innovation Centre.

In addition, we are continuing to work GCEF to investigate a possible bid to transform our learning and teaching, which would involve significant investment in CPD for teaching staff and possible development of new software platforms and packages.

3.4 Student Advice

The staff within the Unit have successfully provided UCAS support and registration for students. This involves individual and group support for our learners. Inductions for our January start provision have been delivered to target retention support we are able to provide.

Development work that has been funded by GCEF continues to take place in respect to Careers Education and Mental Health, while Student Advice are leading on a refresh of the College Corporate Parenting Plan.

3.5 Nursery

The College nurseries are working in partnership with Glasgow City Council to target levels of literacy and numeracy for children within the lowest SIMD 20 areas. The College has secured an initial year of funding for 2 Lead Practitioner posts to work with staff and parents we are investigating the possibility of a second year of funding.

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.

LEARNING AND TEACHING MEETING

Date of Meeting	13 February 2019
Paper Title	SFC PI Publication Data
Agenda Item	19.08
Paper Number	
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 update the committee on the college's 2017-18 PI data in the light of the recent SFC Publication of National PI data.

2. Recommendations

Members are asked to DISCUSS the report.

3. Background

Members have previously received data in respect of Glasgow Clyde's PI data for the 2017/18 academic session. Whilst the movement from 16/17 to 17/18 was positive in 3 out of the 4 high-level categories (FE FT, FE PT, HE FT, HE PT), at the time of the last update the overall National figures were unavailable and therefore there was no way of comparing Glasgow Clyde's improvements with the National trend.

SFC published its annual PI data on 29th January 2019, the link to which can be found here;

<http://www.sfc.ac.uk/publications-statistics/statistical-publications/2019/SFCST022019.aspx>

The attached tables show how a range of Glasgow Clyde PI data compares to the other Glasgow Colleges, or in some cases to the National figures. These can be discussed in further detail at the meeting and the following narrative provides a broad overview of our performance.

Attainment:

Overall our attainment figures show good progress when compared to 16/17, with positive movement in 3 out of the 4 categories. There is also improvement in 3 of the 4 categories at a National level although Clyde's % improvements are higher. However, our part-time attainment levels remain below the National figures and more work is required in this area. One contributing factor in this area is our part-time Highers (and Nat 5) programmes. Steps are already in place to address some of the issues in this area.

Comparison with the other Glasgow colleges also shows positively for us in terms of the trends, although again in a couple of categories we lag behind in our attainment levels.

Withdrawal:

The figures reported by SFC combine the 2 measures of "early withdrawal" (i.e. before the 25% date of the course), and "further withdrawal" (any withdrawal after the 25% date until the end date of the course).

Again, these figures show Glasgow Clyde making good progress, both in relation to the National figures which show a decline when compared to 16/17, and also the other Glasgow colleges who also exhibit declining trends.

As with the attainment data, part-time provision performs relatively poorly when compared to full-time provision.

Gender:

In these tables the provision is not split by full-time / part-time but brings together the data from all courses. The split here is by level of course and gender. (FE Female, FE Male, HE Female, HE Male).

As can be observed from the data, Glasgow Clyde performs better than the National figure in 3 out of the 4 categories, with only FE Males performing at 2.8% below the Scotland figure.

The withdrawal figure in this table is likely to be impacting on the attainment levels with 23.2% of Glasgow Clyde FE Males withdrawing from their courses against a National figure of 19.2%.

Key Groups:

SFC focus on a number of different student groups that they define as "Key Groups" for the purpose of data analysis. From the charts we can identify that in attainment levels (completed successful), Glasgow Clyde performs better than the rest of the sector in 5 of the 8 categories but with further improvements required, especially in relation to care experienced learners where only 48.9% of Glasgow Clyde's learners complete their courses successfully against a National figure of 55%.

Summary:

There is much that can be viewed very positively from this year's PI data publication with many of our figures moving in the right direction and against the declining trends evident in the other Glasgow colleges and Nationally. However, it is clearly accepted within the college that, to be simply performing at the level of the National

average is not the extent of our aspiration and that a continued focus on our results is the key to providing our students with life changing opportunities.

On 1st February 2019, SFC released a number of tools that will allow more detailed analysis of the data. This will be used within schools and Faculties to better inform improved performance.

4. Risk Analysis

There is no specific risk associated with the publication of the performance data, however declining performance could bring the potential of reputational risk.

5. Legal Implications

There are no specific legal implications in this paper.

6. Financial Implications

There are no specific financial implications in this paper.

7. Regional Outcome Agreement Implications

PI data is collected and analysed at a regional level and our performance contributes towards achieving the overall targets as expressed in the Regional Outcome Agreement.

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

N/A

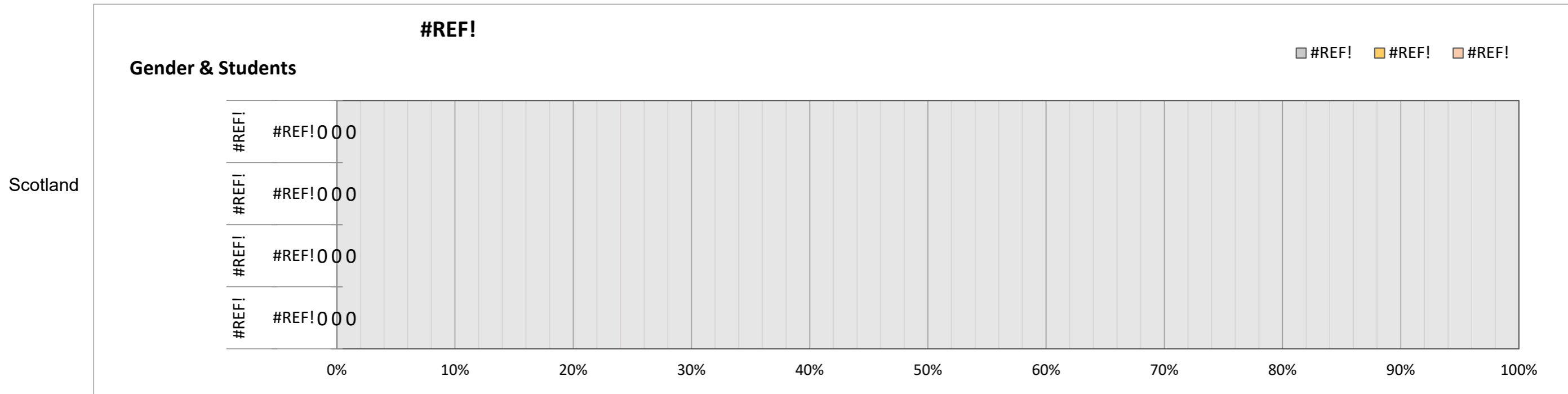
17-18 Performance Indicator Comparison (with trend data for 16-17)

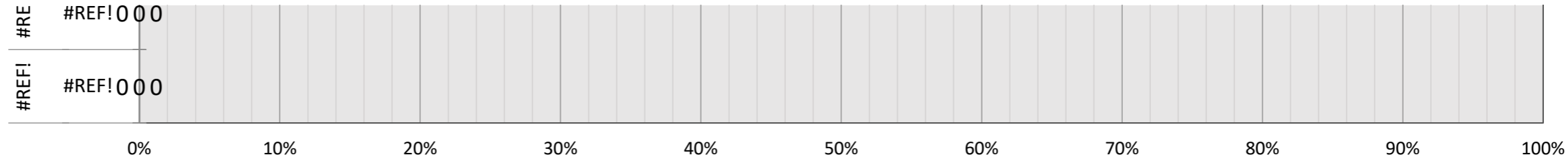
Completed Successful

Year	Glasgow Clyde				Scotland				City of Glasgow				Glasgow Kelvin			
	FE FT	FE PT	HE FT	HE PT	FE FT	FE PT	HE FT	HE PT	FE FT	FE PT	HE FT	HE PT	FE FT	FE PT	HE FT	HE PT
17-18	66.1%	72.3%	74.8%	77.6%	66.1%	78.2%	71.3%	80.4%	67.9%	86.8%	73.9%	82.1%	60.2%	80.6%	67.7%	76.6%
16-17	62.1%	68.8%	73.8%	82.3%	65.3%	77.1%	71.6%	78.6%	69.1%	87.7%	73.8%	82.9%	60.8%	81.1%	70.8%	75.6%
	4.0%	3.5%	1.0%	-4.7%	0.8%	1.1%	-0.3%	1.8%	-1.2%	-0.9%	0.1%	-0.8%	-0.6%	-0.5%	-3.1%	1.0%

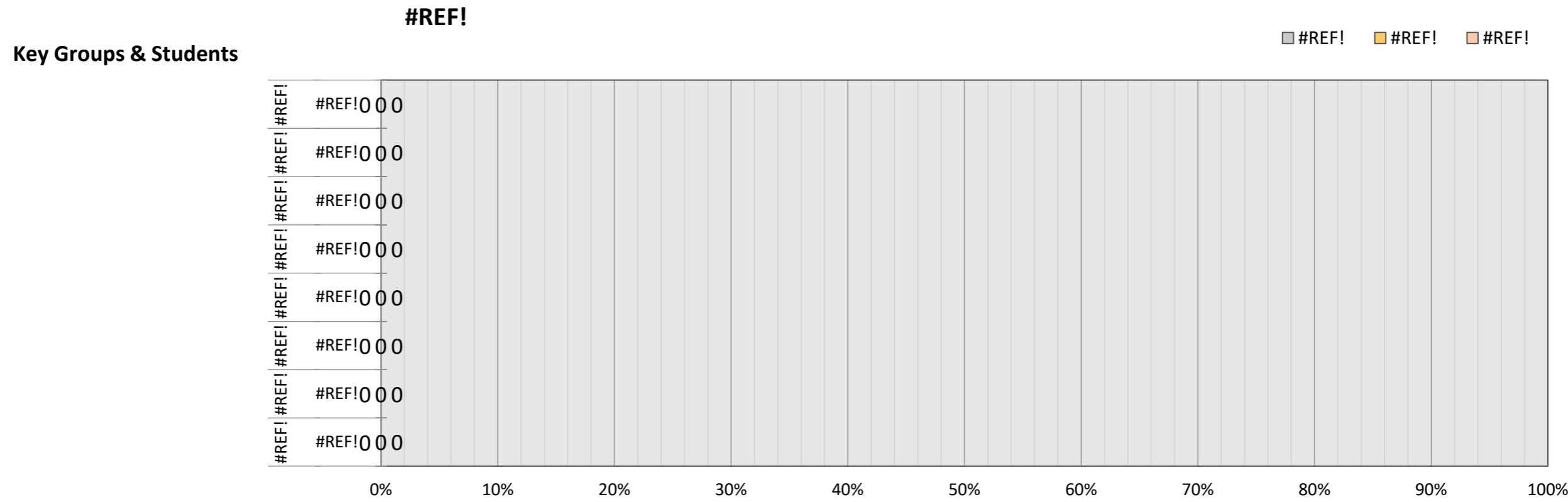
Withdrawal (Early + Further)

Year	Glasgow Clyde				Scotland				City of Glasgow				Glasgow Kelvin			
	FE FT	FE PT	HE FT	HE PT	FE FT	FE PT	HE FT	HE PT	FE FT	FE PT	HE FT	HE PT	FE FT	FE PT	HE FT	HE PT
17-18	25.1%	18.5%	17.3%	11.9%	25.1%	10.2%	18.4%	8.4%	23.7%	8.9%	15.7%	5.3%	31.0%	9.2%	23.1%	14.3%
16-17	27.8%	19.6%	18.9%	10.2%	25.1%	10.0%	17.2%	8.1%	19.2%	6.8%	13.4%	6.8%	29.5%	11.2%	19.9%	8.7%
	-2.7%	-1.1%	-1.6%	1.7%	0.0%	0.2%	1.2%	0.3%	4.5%	2.1%	2.3%	-1.5%	1.5%	-2.0%	3.2%	5.6%

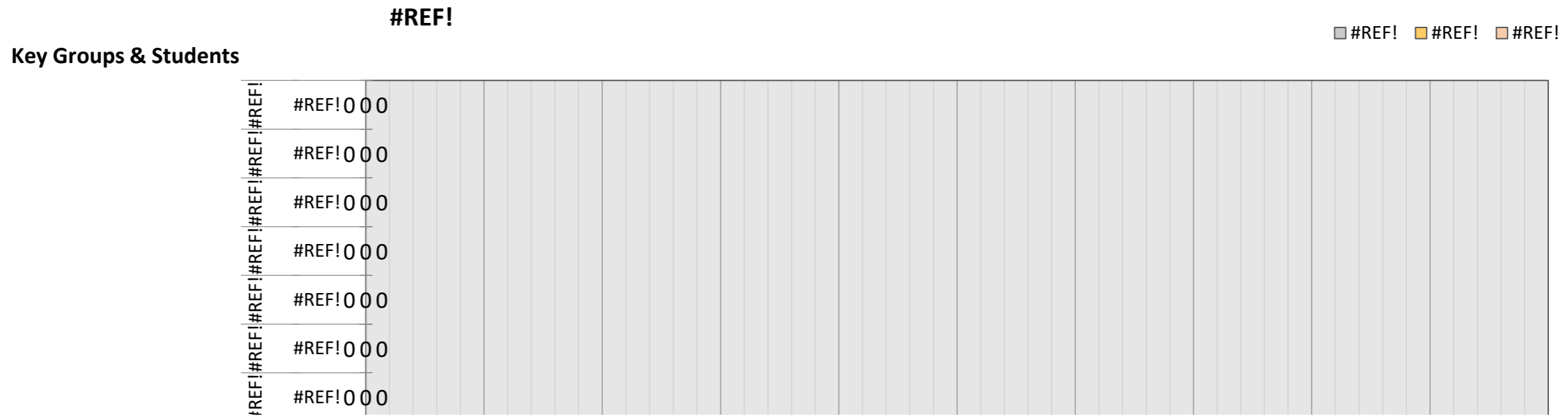


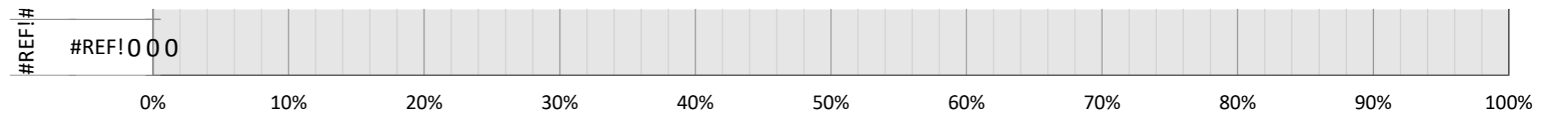


Scotland



Glasgow
Clyde





LEARNING AND TEACHING MEETING

Date of Meeting	13 February 2019
Paper Title	Planning Cycle – Portfolio Development 19/20
Agenda Item	19.09
Paper Number	
Responsible Officer	Brian Hughes, Vice Principal Curriculum and External Relations
Status	Disclosable
Action	For Discussion

1. Report Purpose

The purpose of this report is twofold. Firstly, to bring to the committee the current status of the college’s curriculum portfolio for session 2019/20 and predicted credits and, secondly, to discuss how course content may be modified by incorporating relevant additional skills.

2. Recommendations

Members are asked to DISCUSS this paper and offer some insight as to how the committee might contribute to the development of curriculum design principles, especially for courses at SCQF levels 4, 5 and 6.

3. Background

Applications for full time courses for August 2019 opened on 16 January 2019. The courses that are advertised on the college’s website are taken from the course portfolio that each Faculty / School develops in advance of the website applications opening.

Annually, there’s a review of the portfolio offering and adjustments are made to the courses to be offered for the next academic year. This builds into our complete college portfolio which also serves to provide an estimate of the credits that would be produced if all courses enrolled as predicted. Annex 1 show a high-level breakdown of the current version of the portfolio in relation to credits.

It is worth noting that, at the time of writing, we are unaware of exactly what our credit target will be for 19/20.

Courses are added or removed on the basis of a number of criteria including; previous performance / demand (student and industry) / previous enrolments etc.

For those courses at HNC/HND level and above (SCQF level 7 +), the course frameworks are, to some extent, relatively fixed, and whilst we can opt to offer specific optional units, the core units are mandatory.

At non-advanced level however we have much more scope about exactly what a course can look like – especially if the course is not an SQA Group Award; such as a National Certificate. Whilst individuals are currently applying for courses with broad overarching titles, the exact content of each course still requires to be finalised.

Recently, some work has been done on looking at how our non-advanced courses are constructed, especially in the light of thinking around Industry 4.0 and what this will mean for skills moving forward. We need to incorporate some of the wider, generic (sometimes described as Meta skills) activities into our programmes in order to ensure that learners are best placed to take advantage of the new employment opportunities that emerge. These specific skills would sit alongside the more vocational elements of each programme to ensure a more rounded course offer.

The committee are asked to discuss the contribution that members are able to make to our ongoing work in this area by bringing their experiences from their own professional lives outside of the committee and the changes in skills that their industries require.

4. Risk Analysis

There is no specific risk associated with this paper.

5. Legal Implications

There are no specific legal implications in this paper.

6. Financial Implications

There are no specific financial implications in this paper.

7. Regional Outcome Agreement Implications

Courses that the college offers are in response to many of the analyses carried out in the development of the ROA.

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

N/A.

Course portfolio Summary at 03/02/19

Row Labels	Sum of EST_CREDITS	Sum of Total Teaching Hours
120 Business, Creative & Digital Industries	28385	54122
111 Business & Finance	9052	17421
123 Media & Performing Arts	8773	16220
125 Fashion, Textiles & Design	10560	20481
130 Engineering, Computing & the Built Environment	32249	86937
113 Computing	8979	18954
131 Energy & Building Services	7258	20263
133 Engineering	8975	29790
135 Construction & Land Based Industries	7038	17930
140 Health & Wellbeing	39699	71245
115 Sport, Tourism & Hospitality	10691	22039
141 Early Years & Social Care	12449	19365
145 Health & Life Sciences	10352	17705
149 Hair, Beauty & Complementary Therapies	6206	12137
160 Access & Continuing Learning	29392	63142
161 ESOL	10574	20143
165 Additional Support for Learning	4737	15262
167 Employability Skills	5872	15433
169 General Education	8209	12304
Grand Total	129725	275446

LEARNING AND TEACHING MEETING

Date of Meeting	13 February 2019
Paper Title	Regional Outcome Agreement Update
Agenda Item	19.10
Paper Number	
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 update the committee on the development of the Regional Outcome Agreement [ROA] for session 2019/20 and beyond.

2. Recommendations

Members are asked to DISCUSS the report and raise any matters that they would like to be considered in next phase of the development of the ROA.

3. Background

The development of the Regional Outcome Agreement is an iterative process that looks at the component parts of the ROA, comprising both a narrative section and a significant section that sets out numerical targets. These numerical targets across the three years of the ROA are in line with the Scottish Government's National Measures.

In line with the Board's expectations that Glasgow Clyde College would not reduce / re-base some of its targets as proposed in my Paper 18.98 at the December 2018 meeting of the Board, I updated Glasgow Clyde's targets accordingly and the targets outlined in the attached document reflect that update. They are however combined with the targets of the other two Glasgow colleges to produce a regional target.

The attached document is the most recent high-level narrative of the ROA that was considered by the GCRB at its meeting of 28 January. As yet I have not received feedback from that meeting but the ROA will be considered again by the GCG Learning and Teaching group at its next meeting. It would be valuable therefore to have the views of Glasgow Clyde Learning and Teaching committee members in relation to the attached paper to inform the next stage of discussion.

4. Risk Analysis

There are no specific risks associated with this paper.

5. Legal Implications

There are no specific legal implications associated with this paper.

6. Financial Implications

The ROA is the document that sets out what the regions will deliver for a specified amount of funding. At this stage in the development of the ROA there are no financial implications.

7. Regional Outcome Agreement Implications

This paper relates directly to the development of the ROA 2019/20 to 2022/23.

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

N/A

Draft 2019-20 Glasgow Regional Outcome Agreement

- 1.1 The SFC guidance for the development of College Outcome Agreements: 2019-20 to 2021-22 was reviewed by the GCRB Board at its meeting on October 29, 2018.
- 1.2 It was agreed by the Board that for 2019-20, the Glasgow ROA would be formed of three components:
 - a high level ROA document setting out regional commitments and planned outcomes;
 - targets for the years 2019-20 to 2021-22 for national performance measures for the region and the Glasgow colleges; and
 - annexes providing supporting narrative, mainly descriptive in nature, responding to the requirements of the SFC ROA guidance.
- 1.3 The Performance and Resources Committee reviewed draft targets and annexes providing supporting narrative at its meeting of December 19, 2018.
- 1.4 The GCRB Board meeting of Monday 28 January is due to consider the high level ROA document setting out regional commitments and planned outcomes for 2019-20.
- 1.5 The GCRB Board has agreed that the ROA for 2019-20 gives particular focus to progressing the following six areas:
 - Skills alignment and Employer Engagement: improving the alignment of skills training to employment needs, with priority given to Childcare, Digital Skills and STEM.
 - Access and Learning: widening access to the full regional curriculum and improving retention and attainment.
 - Developing the Young Workforce: delivering on national DYW commitments and tackle gender imbalances at subject level.
 - Learner Journey: creating seamless inter-college progression and increasing successful progression to work or further study.
 - Mental Health and Wellbeing: providing access to high quality and consistent support for good mental health and well-being.
 - Professional Learning and Development: nurturing a regional learning community through participation in collaborative CPD opportunities.
- 1.6 The attached paper sets out draft content for 2019-20 ROA commitments in relation to these priorities and based on existing commitments made within the current ROA, alongside ongoing regional work and discussions.
- 1.7 **Members are asked to consider the attached draft ROA commitments and provide feedback.**

Annex A: Draft ROA 2019-20 Commitments

Our overarching ambition is to collectively build Scotland's most inclusive, most responsive, and most effective regional college system.

We want more Glasgow region residents to successfully achieve qualifications and improve their life chances, so that fewer residents risk being unemployed and without the skills or qualifications required to get a job, and support more people to progress their career through college training and avoid in-work poverty.

We will achieve this by creating a college region in which:

- our institutions are high performing, financially sustainable and work collaboratively to deliver an enhanced impact;
- our approaches to curriculum delivery widen access and encourage participation from under-represented groups and those who can benefit most from college learning;
- there are high levels of qualification attainment and learner satisfaction, with learners successfully progressing into employment or further study;
- our colleges provide access to the full regional curriculum for all of Glasgow's learners, with seamless pathways between the colleges, and from school and onto university or employment;
- we have strong evidence that the regional curriculum meets current and future skills needs and is effectively supporting inclusive economic growth;
- our combined regional curriculum is efficiently coordinated without any unnecessary duplication or gaps in provision; and
- innovation is encouraged in all areas of our service delivery and we contribute to improved workplace productivity and regional and national prosperity.

This commitments below set out how in 2019-20 GCRB and the three Glasgow colleges will work together to achieve these aims.

Inclusive Enabling Actions

- Supported by college Access and Inclusion Strategies, we will increase the volume of Credits delivered to learners from deprived postcodes, widening access for all of Glasgow's learners to participate in inclusive economic growth. We will also increase participation from under-represented groups, including care leavers, disabled learners and those from black and minority ethnic backgrounds.
- Our college Gender Action Plans will reduce gender disparities for learners within particular subject areas.
- We will deliver seamless pathways across the Glasgow region curriculum through the establishment of guaranteed articulation agreements which allow students on specific programmes at one college to progress directly to programmes at the next level at another college.
- The colleges will collaborate on aligning aspects of application processes, delivering a more consistent experience for applicants and providing better reporting on demand for places.
- We will develop digital curriculum maps, providing students and stakeholders a high-level overview of vocational progression pathways and study options across the three colleges. These will be developed into an online format which links to the colleges' live curriculum offerings, giving the student a view of where a course offering sits within the regional curriculum and the progression pathways available.
- We will strengthen our partnerships with universities across Glasgow, developing more articulation routes which provide progression to university with advanced standing for more of Glasgow's college learners. This will include funding an additional 40 places on our new articulation programme with Glasgow University.
- We will continue to fund our ESOL Partnership initiative, delivering a fully joined-up and supportive offer to ESOL learners across the city, with college, local authority and third sector partners, working collectively to respond coherently and efficiently to regional needs.
- Working with the Action for Children charity, we will establish a new proactive support service for care experienced young people in addition to traditional student support services. This will provide support beyond the college walls for learners most at risk of not completing their studies and failing to meet their full potential.
- We will develop college and regional strategies supporting good mental health and well-being, ensuring we deliver a joined-up and high quality service to students and staff.
- We will support the coherent development of improved mental health and wellbeing support services across the region through the establishment of professionally qualified Mental Health Services leadership capacity for Glasgow's colleges. This will align to, and support, the implementation of the Scottish Government commitment to fund additional counsellors in Scotland's colleges.
- Our regional Equalities and Access and Inclusion groups will promote the sharing of practice regarding the colleges' Access and Inclusion Strategies, in mainstreaming equality across college functions, and in conducting equality impact assessments.
- Our regional Student Experience Lead will lead collective action to improve the coherence and consistency of students' experience through the development of shared approaches to inclusive student services.
- College Gender Action Plans will identify and tackle gender imbalances, increasing the minority gender share in each of the 10 largest and most imbalanced subject areas.

Responsive Enabling Actions

- We will continue to lead our pilot work with SDS/SFC to implement the 5-step skills planning model, supporting the delivery of the Enterprise and Skills Board Strategic Plan. Supported by work of regional Learning and Teaching Group and Curriculum Hubs, this will deliver a combined curriculum plan for the Glasgow College Region.
- Our Flexible Workforce Development fund will support employers to fill skills gaps and develop new expertise that helps them to strengthen, grow and contribute more to our regional economy.
- We will develop innovative approaches to increasing participation in lifelong learning by adult returners, and particularly, employed residents with low or no qualification levels.
- We will expand work-based learning opportunities and significantly increase the volume of courses with substantial work placement experience.
- We will implement our refreshed regional STEM strategy, ensuring the regional curriculum offer is responsive to the needs of the STEM economy, increasing the proportion of learners undertaking STEM-related learning. Working closely with local and regional partners, through the Scottish Government's STEM Hubs, to ensure regional investment in STEM activity is coordinated and collaborative. In addition, our approach to capital allocation will, where allowed, prioritise regional STEM related resources and infrastructure.
- Our Regional Childcare Expansion Strategy will increase the volume and range of childcare training opportunities, supporting the Scottish Government Commitment to double the entitlement to free childcare. We will also develop new online learning resources for HNC childcare course delivery, supporting more flexible and blended delivery modes, improving access for adults seeking a career change.
- Our Regional Developing the Young Workforce Plan will increase the range and volume of high quality senior phase vocational pathways to employment. Our Developing the Young Workforce Lead will promote joint school/college activity to improve the monitoring of pupil performance and learner outcomes, and which provides opportunities for school and college staff to share practice.
- Working jointly with Skills Development Scotland, we will expand Foundation Apprenticeship delivery to Senior Phase pupils studying full-time at college, increasing the scale of work-based learning within our course offer and supporting improved attainment and successful progression to employment.
- We will continue to develop and enhance our delivery of high quality Modern Apprenticeships, alongside promoting opportunities for the development of partnerships with universities for the delivery of Graduate Level Apprenticeships.
- Through the Community Planning Partnerships, we will ensure that college employability activities are directly aligned with the Strategic Skills Pipeline and that they respond to the needs of local employability partners.

Effective Enabling Actions

- Our college's Evaluative Reviews and Enhancement Plans, developed jointly with Education Scotland, will drive improvements in retention and attainment rates, including those for protected characteristic groups and learners from the 10% most deprived postcode areas.
- Supported by our Regional Memorandum of Understanding, GCRB and the Glasgow colleges will continue to develop closer and more effective regional relationships; strengthening regional governance structures and deepening collaboration.
- We will extend our Scottish living wage commitments across all our institutions to include external contractors for significant services such as catering and cleaning.
- Our regional governance structures will monitor and ensure implementation of our Annual Programme of Action goals and ensure effective use of public funds.
- Our regional funding arrangements will align expenditure to areas of greatest regional need and support regional efficiencies, including a regional approach to procurement.
- Our regional engagement structures will strengthen regional relationships by offering 'one door' access for our partners.
- We will continue to encourage distributed leadership through the further development of our regional collaborative management structure; ensuring that college staff have a greater say in the organisation of college services across the Glasgow region.
- Our Regional CPD Lead will promote activity to expand our regional CPD offer, pooling college contributions and integrating additional CPD opportunities delivered by national bodies including the Colleges Development Network.
- We will continue to promote gender equality and work to achieve a 50:50 gender balance on the regional and college boards.
- Our colleges will demonstrate their commitment to embedding environmental and social sustainability ambitions through their sustainability strategies and corporate strategic plans.
- We will contribute proactively to educational and economic policy development at local, regional and national levels.
- We will make increased use of data analytics to inform and improve our collective service delivery by developing a shared, regional reporting service which 'pulls' an agreed set of data from existing college systems into a central repository, and which supports the development of common data standards, in line with the implementation of the Scottish Government's Learner Journey Review..
- We will report on our institutional performance regularly to national and regional stakeholders, including the Scottish Government, Scottish Funding Council and Community Planning Partners.

Key National Performance Measures

	Performance Measure	Baseline	2019-20	2020-21	2021-22
Inclusive	SIMD10 postcode areas	29.4%	30.6%	30.8%	30.9%
	BME learners	14.9%	15.0%	15.2%	15.3%
	with a known disability	14.8%	14.7%	14.8%	15.1%
	with Care Experience	2.6%	3.1%	3.2%	3.4%
	SIMD10 postcode areas	29.4%	30.6%	30.8%	30.9%
Responsive	Volume of Childcare training Credits				
	Volume of STEM related training Credits	101,160	104,045	107,114	110,400
	Volume of Credits delivered to senior phase age pupils	2,672	3,270	3,445	3,605
	Proportion of full-time learners with substantial 'work placement experience' in programme of study	19.5%	25.5%	29.0%	30.8%
Effective	Proportion of full-time Further Education level students achieving a qualification	65.5%	69.7%	71.3%	72.6%
	Proportion of full-time Higher Education level students achieving a qualification	73.4%	76.2%	76.6%	77.0%
	The proportion of students articulating to degree level courses with advanced standing	45.6%	55.6%	56.7%	57.5%
	The percentage of students overall, satisfied with their college experience	88.6%	89.8%	90.4%	91.2%
	The proportion of full-time students progressing to work, training and/or further study	96.9%	97.5%	97.7%	97.7%

LEARNING AND TEACHING MEETING

Date of Meeting	13th February 2019
Paper Title	19.11
Agenda Item	Enhancement Plan Progress
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 update the committee on progress against the college's Enhancement Plan 2018-19 which was endorsed by SFC and Education Scotland in December 2018.

2. Recommendations

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

3. Background

The college's Evaluative Report 2017-18 and Enhancement Plan 2018-19 were endorsed by SFC and Education Scotland in December 2018. Guidance has indicated that Enhancement Plan actions should be considered over a 2/3 year period and the college has a total of 23 high level actions covering the 3 key principles:

- Outcomes and Impact
- Delivery of learning and services to support learning
- Leadership and quality culture

Much of the work is at an early stage and I've selected certain actions to indicate the strategies being implemented and progress being made.

4. Risk Analysis

Education Scotland will monitor progress against Enhancement Plan actions.

5. Legal Implications

There are no specific legal implications.

6. Financial Implications

Improving retention and attainment will significantly contribute to improving the level of core and ESF funding targets.

7. Regional Outcome Agreement Implications

The college has an increasing number of regional and national targets outcome targets that we will be measured against. Delivering on the Enhancement Plan will help to ensure we contribute strongly to regional targets.

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

No

Planned Action	Progress
<p>3 Outcomes and Impact</p> <p>3.1 (a) To set clear improvement targets and implement more targeted strategies that focus on improving retention and attainment for specific groups of learners (to include: 16-19 year olds; care experienced; ethnic groups; and those from SIMD10 areas)</p> <p>3.1 (b) To implement a comprehensive professional development and communications programme to ensure better understanding and impact of equalities approaches and responsibilities for staff.</p> <p>3.1 (c) To carry out appropriate Equality Impact Assessments against relevant college procedures.</p>	<p>3.1 (a) Specific work is taking place with SLs to more effectively provide PI data, set realistic targets for improvement and monitor live data. This will place particular focus on different groups of learners. This includes the introduction of an SL Course Dashboard – with live data across a range of functions including admissions; credits; performance; attendance; and unit results.</p> <p>3.1 (b) All Faculty teams have a programme of events and workshops on Wed afternoons. This is focusing on performance improvement, monitoring and sharing good practice. Organisational Development are preparing a systematic CPD programme for staff at all levels.</p> <p>3.2 (c) The new Equalities committee is leading on this – and an EIA has been carried out against the Malpractice and Maladministration procedure – with further to follow.</p>
<p>3.2 (a) To set clear and realistic targets for improving retention and attainment in low performing programmes (targets will be specific to curriculum areas and will take account of local and national benchmarks).</p> <p>3.2 (c) Implement a Research and Development programme to build staff capacity in understanding and implementing strategies to improve retention and attainment. A team of Development Advisors will be appointed to mentor staff and share good practice.</p> <p>3.2 (d) To implement a systematic programme of professional development workshops to ensure curriculum teams better understand approaches and responsibilities to the monitoring and improvement of learner outcomes.</p>	<p>3.2 (a) PI dashboards have been created for all SLs, traffic light monitoring implemented and realistic target setting for improvement introduced. This was initiated by the introduction of Evaluation validation meetings in October where all HOCs were required to report on PI performance and highlight actions for improvement. This model will be implemented at SL level.</p> <p>3.2 (c) A team has been recruited and have been active during block 2. The initiative is designed to build capacity amongst staff, use coaching and mentoring approaches to share practice and strategies to improve retention and attainment. They have already engaged with over 30 SLs with some common themes emerging.</p> <p>3.2 (d) Organisational Development have prepared a comprehensive programme that will include a focus on improving learner outcomes. This includes a strengthened induction and interview process, a ‘Classroom Essentials’ programme for unqualified staff and regular workshops for SLs/HOCs.</p>

<p>Delivery of learning and services to support learning</p> <p>2.2 (a) To carry out a review of FE provision and design principles to ensure all relevant programmes incorporate the appropriate balance of vocational, essential and career management skills.</p> <p>2.2 (c) To work more closely with current and new industry partners to formalise partnerships and develop greater employer engagement in curriculum led developments and new programme design.</p>	<p>2.2 (a) A full audit of all full time FE provision has taken place to identify current programme content. This has already led to improved programme balance and rationalising but will help to inform a full review of provision.</p> <p>2.2 (c) All SLs are being directed to more formally engage and gather feedback with external partners whilst a single database of external stakeholders is being developed to support college wide communication with partners from all sectors (eg employers, politicians, placement providers, schools, third sector and community). At SLT level a programme of Open Innovation encourages senior staff to engage with a wide range of industry partners.</p>
<p>2.3 (a) To develop and implement a refreshed Learning, Teaching and Assessment strategy that is fully integrated with our digital learning plans.</p> <p>2.3 (b) To deliver comprehensive and targeted professional development to support staff to implement a wider range of teaching and assessment approaches and increase the number of staff using the VLE.</p> <p>2.3 (c) To implement a Peer Learning model to ensure more staff effectively share good practice and reflect on improvement strategies. This will include peer support for new staff and mentoring opportunities for experienced staff.</p> <p>2.3 (d) To carry out an audit of assessment practice and approaches to feedback and establish clear guidelines and standards for good practice in assessment.</p>	<p>2.3 (a) This work is underway and will link with the digital transformation plans.</p> <p>2.3 (b) A digital transformation strategy is being developed and will complement plans being drawn up by Organisational Development to widen digital approaches. The new Professional Standards for Lecturers also presents a good opportunity to embed digital skills further.</p> <p>2.3 (c) A Peer Learning model has been approved by SLT and passed to EIS reps for feedback and support. To date, no feedback has been received and they have indicated that they will ask for advice from central office. The model is a developmental one and not linked to performance and if support is not forthcoming we will move ahead with implementation.</p> <p>2.3 (d) This work is being led by the Performance and Standards committee. Early stages but an initial audit of assessment marking approaches is planned.</p>
<p>2.4 (a) Introduce a revised model of student support and guidance that strengthens interventions at all stages of the learner journey.</p> <p>2.4 (c) To communicate and implement a revised model of career management and education services for staff and learners.</p>	<p>2.4 (a) This review is underway and being led by the AP Student Experience.</p> <p>2.4 (c) This project is well underway with a number of recommendations expected. One pilot programme being implemented is the direct support of 70 advanced ESOL learners approaching the end of their course – leading to a guaranteed interview on a mainstream vocational programme following individualised guidance and without the need to complete an online application.</p>

1 Leadership and Quality Culture

1.1(a) Develop a clear process for curriculum and support teams to engage and report on target setting and performance monitoring that leads to clear actions for improvement.

1.1 (c) Carry out a comprehensive review to develop a shared vision for the culture of learning, teaching and quality improvement across the college.

1.1 (a) The evaluation process is evolving to ensure that greater engagement and collaboration takes place between curriculum and support teams. Examples include: the admissions team taking greater responsibility and advising curriculum colleagues on application process and interview models; Following feedback the marketing team have now allocated each Faculty with a marketing business contact to strengthen communication and better understand the stories/events taking place across the college.

1.1 (c) Following positive sessions with The Pacific Institute around a new shared vision and culture further workshops have taken place to develop proposals and actions moving forward. Over 40 managers have been involved.

LEARNING AND TEACHING MEETING

Date of Meeting	13th February 2019
Paper Title	19.12
Agenda Item	Student Withdrawals
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 2018-19 early withdrawal data and compare with the previous year.

2. Recommendations

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

3. Background

At the time of reporting, Early Withdrawal (EW) rates in 2018-19 look to have improved across three of the four high level categories and remain similar in one (subject to further EW). This amounts to 283 less students leaving before 1st November (funding date). This includes a 2% improvement for FE FT and 3% improvement for FE PT.

4. Risk Analysis

Reducing Early Withdrawal levels are important for obtaining our core credit funding, and are also a significant factor in improving attainment, attracting potential learners, appealing to external stakeholders and the college's reputation. High priority continues to focus on improving FE and HE retention and 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 addition, it also helps in ensuring more learners complete programmes that may be funded based on the number of credits completed - like ESF.

7. Regional Outcome Agreement Implications

The college has an increasing number of regional and national targets that we will be measured against. This includes retention and 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

Withdrawal Data

In-Year Retention for Session 2018-19 (to 29/01/2019)

Campus	Total Enrols	Total Early WD	Excluded Enrols	Enrols for PIs	Early WD for PIs	Early WD for PIs %	Further WD for PIs	Further WD for PIs %
⊕ FE_FT	3459	367	99	3360	269	8%	180	5%
⊕ FE_PT	7031	437	452	5660	229	4%	261	5%
⊕ HE_FT	3094	202	59	3035	143	5%	131	4%
⊕ HE_PT	1211	50	9	1202	41	3%	7	1%
Total	14795	1056	619	13257	682	5%	579	4%

In-Year Retention for Session 2017-18

Campus	Total Enrols	Total Early WD	Excluded Enrols	Enrols for PIs	Early WD for PIs	Early WD for PIs %	Further WD for PIs	Further WD for PIs %
⊕ FE_FT	3984	450	71	3913	381	10%	595	15%
⊕ FE_PT	9298	624	3124	5772	397	7%	663	11%
⊕ HE_FT	2950	210	79	2871	131	5%	364	13%
⊕ HE_PT	1211	61	41	1170	59	5%	81	7%
Total	17443	1345	3315	13726	968	7%	1703	12%

LEARNING AND TEACHING MEETING

Date of Meeting	13 February 2019
Paper Title	Credit 2018/19 Progress Update
Agenda Item	19.13
Paper Number	
Responsible Officer	Brian Hughes, Vice Principal Curriculum and External Relations
Status	Disclosable
Action	For Noting

1. Report Purpose

The purpose of this report is to update the committee on the progress being made towards achieving the credit target for session 2018/19.

2. Recommendations

Members are asked to NOTE the report.

3. Background

At the last full meeting of the Board of Management I indicated that, whilst confident that the college would meet its credit target for the 2018/19 academic year, the predicted credit levels were very close to the agreed target and that measures would be put in place to increase the “buffer” to a higher level.

A number of different proposals have been considered in the intervening period and these are currently in the course of being implemented. The timing of the January start programme means that not all of the increases in activity are necessarily coming through at the time of this report.

The attached sheet shows the position at 1st February 2019 and indicates that the level of activity above the required target is some 0.2%. This figure will continue to rise as more adjustments and enrolments take place.

Further updates will continue to be provided to committee and Board as appropriate.

4. Risk Analysis

As always when reporting our credit activity there is a risk that students whom we think are still attending and therefore contributing credits have in fact ceased to attend and we are overcounting the credits attaching to them. As outlined previously, there are a number of reports which mitigate this risk by providing curriculum areas with a range of data in respect of their students.

5. Legal Implications

There are no specific legal implications in respect of this report.

6. Financial Implications

Failure to achieve the required level of activity agreed with GCRB as part of the Regional Outcome Agreement [ROA] may result in a future financial clawback of funds.

7. Regional Outcome Agreement Implications

Our credit target as agreed as part of the ROA is crucial to the region's overall level of credit activity. Failure to achieve our target may negatively impact on the region's ability to reach its required level.

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

N/A

Credits Monitoring Report AY2018-2019 - College Summary

Snapshot at 01 Feb 2019

Faculty	School	Frozen Credit Target	Total Enrols	Non-Funded Enrols	Not Meeting 25% Date	Current Funded Enrols	Current Credits Estimate	Variance on Target	Credits To Start	Variance on Started Target	Credits Not Enrolled
120 Business, Creative & Digital Industries	111 Business & Finance	9233	873	97	84	695	9044	-2%	0	-2%	0
	123 Media & Performing Arts	8070	775	29	37	709	8529	6%	0	6%	0
	125 Fashion, Textiles & Design	10375	835	63	55	718	9955	-4%	0	-4%	0
		27678	2483	189	176	2122	27528	-1%	0	-1%	0
130 Engineering, Computing & the Built Environment	113 Computing	9164	1119	117	75	932	8912	-3%	0	-3%	0
	131 Energy & Building Services	6859	725	51	26	649	6721	-2%	40	-1%	0
	133 Engineering	8889	1072	0	48	1024	8733	-2%	0	-2%	0
	135 Construction & Land Based Industries	6615	659	7	52	600	7097	7%	92	9%	0
	31527	3575	175	201	3205	31463	0%	132	0%	0	
140 Health & Wellbeing	115 Sport, Tourism & Hospitality	10775	966	31	75	860	10675	-1%	0	-1%	0
	141 Early Years & Social Care	12378	1195	177	90	934	11818	-5%	0	-5%	0
	145 Health & Life Sciences	10352	932	115	63	758	10201	-1%	0	-1%	0
	149 Hair, Beauty & Complementary Therapies	6184	517	0	38	479	5609	-9%	0	-9%	0
		39689	3610	323	266	3031	38303	-3%	0	-3%	0
160 Access & Continuing Learning	161 ESOL	10612	2146	7	239	1900	10711	1%	1030	12%	80
	165 Additional Support for Learning	4681	593	19	29	545	4468	-5%	0	-5%	0
	167 Employability Skills	5711	2060	1	116	1943	5261	-8%	487	1%	392
	169 General Education	8209	620	2	63	556	7267	-11%	0	-11%	0
	29213	5419	29	447	4944	27707	-5%	1517	0%	472	
Total		128107	15087	716	1090	13302	125001	-2.4%	1649	-1%	472
	SFC Target Credits	126859 (Core 120556 + ESF 6303)						-1.5%			
	Current Credit Estimate + Credits to Start						126650	-0.2%			
	Current Credits Estimate + Credits to Start + Credits Not Enrolled						127122	0.2%			

Price Group	Credits Estimate	Credits To Start	Credits Not Enrolled
1	15462	28	60
2	69499	570	232
3	24172	132	0
4	2000	0	0
5	13867	919	179
Total	125001	1649	472

Economic Sector	Credits Estimate	Credits To Start	Credits Not Enrolled
Administration, Financial and Business Services	18348	0	0
Creative and Cultural Industries	18877	44	0
Energy, Engineering, Construction and Manufacturing	19373	88	0
Food, Drink, Tourism, Hospitality and Leisure	16172	0	0
Health, Care and Education	19735	0	0
Land-Based Industries	2786	0	0
Life and Chemical Sciences	6504	0	0
Transition and Supported Learning	23207	1517	472
Total	125001	1649	472

LEARNING AND TEACHING MEETING

Date of Meeting	13th February 2019
Paper Title	19.14
Agenda Item	January Start Portfolio
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 update the committee on the recruitment and enrolment of the January Start portfolio.

2. Recommendations

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

3. Background

The college has always provided an extensive January start portfolio to meet the needs of a wide range of learner groups and provide coherent pathways from and to relevant gateway and vocational programmes. This ranges from community and ESOL provision to SCQF level 4, 5 and 6 provision across a diverse range of curriculum areas. The scale of the delivery is informed by recruitment and retention on August start programmes and the January provision contributes significantly to our credit funding target. A number of programmes did not recruit to target and were withdrawn and replaced by alternative provision.

4. Risk Analysis

Recruitment, retention and attainment are key indicators for attracting potential learners, appealing to external stakeholders and contributing to the college's reputation. January programmes also directly support the ability to meet our credit targets.

5. Legal Implications

There are no specific legal implications.

6. Financial Implications

Strong recruitment and improving retention on January programmes will significantly contribute to delivering our core funding targets.

7. Regional Outcome Agreement Implications

The college has an increasing number of regional and national outcome targets that we are measured against. Recruitment and success on these programmes will help to deliver on these targets.

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

No

School	Course Title	Target Enrols	Actual Enrols
111 Business & Finance	NQ Business, IT and Finance - Level 5 (January Start)	22	21
111 Business & Finance	NQ INTRODUCTION TO BUSINESS ADMINISTRATION (LEVEL 4) JANUARY	22	22
111 Business & Finance	NQ MEDICAL ADMINISTRATION (LEVEL 6) JAN START	22	21
111 Business & Finance	NQ MEDICAL ADMINISTRATION (LEVEL 5) JAN START	22	23
113 Computing	An Introduction to the World of Computing (January Start)	22	19
115 Sport, Tourism & Hospitality	NPA INTRODUCTION TO BAKERY (LEVEL 4) JAN START	12	11
115 Sport, Tourism & Hospitality	NPA INTRODUCTION TO CATERING (LEVEL 4) JAN START	12	9
115 Sport, Tourism & Hospitality	INTRODUCTION TO SPORT (LEVEL 4) JAN START	24	19
115 Sport, Tourism & Hospitality	INTRODUCTION TO SPORT AND FITNESS (LEVEL 4) JAN START	24	24
115 Sport, Tourism & Hospitality	NPA Professional Cookery Level 4 Jan start	10	10
115 Sport, Tourism & Hospitality	NQ Cabin Crew - A Flying Start (January)	20	15
115 Sport, Tourism & Hospitality	NQ INTRODUCTION TO TRAVEL AND TOURISM (LEVEL 4) JAN START	22	21
115 Sport, Tourism & Hospitality	NQ Professional Cookery Skills (Level 5) JANUARY	12	12
115 Sport, Tourism & Hospitality	NQ SPORT AND FITNESS ACTIVITIES (LEVEL 5) JANUARY	20	24
115 Sport, Tourism & Hospitality	NQ TAKE OFF TRAVEL AND TOURISM (LEVEL 5) JAN START	22	17
123 Media & Performing Arts	INTRODUCTION TO TV AND PHOTOGRAPHY JANUARY	20	10
123 Media & Performing Arts	INTRODUCTION TO MEDIA (JAN)	20	14
125 Fashion, Textiles & Design	Introduction to Fashion and Textiles JANUARY	18	20
125 Fashion, Textiles & Design	INTRODUCTION TO CONTEMPORARY ART (JAN START)	20	15
125 Fashion, Textiles & Design	INTRO TO GRAPHIC DESIGN AND ILLUSTRATION (JAN)	20	16
131 Energy & Building Services	NC ELECTRICAL PRACTICE (JAN START)	16	11
131 Energy & Building Services	NC ENGINEERING PRACTICE (JAN START)	16	9
131 Energy & Building Services	PRE-APPRENTICESHIP ELECTRICAL INSTALLATION (JANUARY)	16	16
131 Energy & Building Services	PRE-APPRENTICESHIP ELECTRICAL INSTALLATION (JANUARY)	16	16
135 Construction & Land Based Industr	NQ PRE-APPRENTICESHIP CONSTRUCTION (LEVEL 4) JANUARY	16	16
135 Construction & Land Based Industr	NQ PRE-APPRENTICESHIP CONSTRUCTION (LEVEL 4) JANUARY	16	17
135 Construction & Land Based Industr	NQ PRE-APPRENTICESHIP CONSTRUCTION (LEVEL 4) JANUARY	16	14
135 Construction & Land Based Industr	NQ PRE-APPRENTICESHIP CONSTRUCTION (LEVEL 4) JANUARY	16	11
135 Construction & Land Based Industr	NQ PRE-APPRENTICESHIP CONSTRUCTION (LEVEL 4) JANUARY	16	13
141 Early Years & Social Care	NQ Health and Social Care (Level 4) Jan Start	18	17
145 Health & Life Sciences	Introduction to Science (Level 4) Jan Start	24	22
149 Hair, Beauty & Complementary Ther	INTRODUCTION TO BEAUTY SKILLS WITH MASSAGE (JAN START)	20	15
149 Hair, Beauty & Complementary Ther	NQ BEAUTY CARE AND MAKE-UP (LEVEL 5) JAN START	20	9
149 Hair, Beauty & Complementary Ther	NQ Hairdressing (Level 5) Fast Track	18	19
161 ESOL	ESOL ELEMENTARY	20	24
161 ESOL	ESOL INTERMEDIATE	24	27
161 ESOL	ESOL INTERMEDIATE	24	28
161 ESOL	ESOL INTERMEDIATE	24	23
161 ESOL	ESOL INTERMEDIATE	24	23
161 ESOL	ESOL INTERMEDIATE	24	25
161 ESOL	ESOL INTERMEDIATE	24	23
161 ESOL	ESOL PRE-INTERMEDIATE	24	26
161 ESOL	ESOL PRE-INTERMEDIATE	24	28
161 ESOL	ESOL PRE-INTERMEDIATE	24	26
161 ESOL	ESOL PRE-INTERMEDIATE	24	25
161 ESOL	ESOL PRE-INTERMEDIATE	24	22

161 ESOL	ESOL PRE-INTERMEDIATE	24	23
161 ESOL	ESOL PRE-INTERMEDIATE	24	28
161 ESOL	ESOL PRE-INTERMEDIATE	24	25
161 ESOL	ESOL RED CROSS BEGINNERS	24	14
167 Employability Skills	LITERACIES	10	8
167 Employability Skills	FAMILY ESOL	10	7
167 Employability Skills	ESOL	10	6
167 Employability Skills	CRAFT AND SEWING	10	5
167 Employability Skills	ESOL FOR WOMEN	10	6
167 Employability Skills	BRIDGE TO FURTHER EDUCATION	16	16
167 Employability Skills	ESOL IN THE COMMUNITY - LINCOLN AVENUE	14	5
167 Employability Skills	ESOL IN THE COMMUNITY - GOVAN HUB	14	10
167 Employability Skills	ESOL IN THE COMMUNITY - Larkfield	14	11
167 Employability Skills	ESOL IN THE COMMUNITY - Women's Library	14	12
167 Employability Skills	ESOL IN THE COMMUNITY - Larkfield	14	8
167 Employability Skills	ESOL IN THE COMMUNITY - Elderpark	14	7
167 Employability Skills	ESOL IN THE COMMUNITY -Pollokshields	14	7
167 Employability Skills	ESOL TRANSITIONS Automotive - JANUARY	16	10
167 Employability Skills	ESOL TRANSITIONS Business, IT and Administration - January	18	14
167 Employability Skills	ESOL TRANSITIONS Healthcare PART TIME JAN	10	12
167 Employability Skills	ESOL TRANSITIONS Early Education and Childcare PART TIME JAN	10	3
167 Employability Skills	ESOL TRANSITIONS Hospitality PART TIME JAN	16	7
167 Employability Skills	ESOL TRANSITIONS Early Education and Childcare SHORT FULL TIME JAN	10	8
167 Employability Skills	ESOL TRANSITIONS Healthcare SHORT FULL TIME JAN	10	6
167 Employability Skills	ESOL TRANSITIONS - Social Care	18	13
167 Employability Skills	ESOL ELEMENTARY	10	3
167 Employability Skills	CLICK 2 CONNECT SCQF LEVEL 3	8	6
167 Employability Skills	COOKING ON A BUDGET	10	7
167 Employability Skills	ESOL	10	17
167 Employability Skills	ESOL BEGINNERS	10	15
167 Employability Skills	HOLISTIC THERAPIES	10	5
167 Employability Skills	LITERACY	10	12
167 Employability Skills	DIGITAL LITERACIES	10	10
167 Employability Skills	ESOL	10	7
167 Employability Skills	ESOL	10	2
167 Employability Skills	BASIC SEWING SKILLS SCQF LEVEL 3	10	6
167 Employability Skills	BASIC SEWING SKILLS SCQF LEVEL 3	10	14
167 Employability Skills	BEAUTY	10	5
167 Employability Skills	ESOL	10	9
167 Employability Skills	ESOL BEGINNERS	10	10
167 Employability Skills	CLYDE KITCHEN PLUS	15	11
167 Employability Skills	NQ ADULT RETURNER (JAN START)	18	11
167 Employability Skills	NQ ADULT RETURNER (JAN START)	18	17
167 Employability Skills	NQ ADULT RETURNER (JAN START)	18	11
167 Employability Skills	NQ INTRODUCTION TO FE (LEVEL 4) - January	18	17
167 Employability Skills	NQ INTRODUCTION TO FE (LEVEL 4) - January	18	11
167 Employability Skills	NQ INTRODUCTION TO FE (LEVEL 4) - January	18	17
167 Employability Skills	NQ INTRODUCTION TO FE (LEVEL 4)	18	15
167 Employability Skills	PRINCES TRUST DEVELOPMENT PROGRAMME	15	14

167 Employability Skills	PRINCES TRUST DEVELOPMENT PROGRAMME	15	15
167 Employability Skills	INTRO TO HEALTH AND RELAXATION SCQF LEVEL 4	10	7
167 Employability Skills	ESOL	10	5
167 Employability Skills	EMPLOYABILITY LITERACIES	10	9
TOTAL		1631	1407

	JAN START COURSES CANCELLED	Target Enrols
111 Business & Finance	NQ ADMINISTRATION (LEVEL 5)	22
111 Business & Finance	NQ ADMINISTRATION (LEVEL 5)	22
123 Media & Performing Arts	NQ MUSICAL INSTRUMENT MAKING JANUARY	18
113 Computing	An Introduction to the World of Computing (January Start)	22
113 Computing	INTRODUCTION TO COMPUTING (JANUARY)	20
113 Computing	An Introduction to the World of Computing (January Start)	22
113 Computing	INTRODUCTION TO COMPUTING (JANUARY)	20
133 Engineering	INTRODUCTION TO ENGINEERING JAN	16
115 Sport, Tourism & Hospitality	INTRODUCTION TO SPORT AND FITNESS (LEVEL 4) JAN START	24
141 Early Years & Social Care	INTRODUCTION TO EARLY EDUCATION AND CHILD CARE (LEVEL 4) JAN	24
141 Early Years & Social Care	INTRODUCTION TO EARLY EDUCATION AND CHILD CARE (LEVEL 6) JAN	24
145 Health & Life Sciences	INTRODUCTION TO HEALTH CARE (JAN START) (LEVEL 4)	20
145 Health & Life Sciences	INTRODUCTION TO HEALTH CARE (JAN START) (LEVEL 4) INFILL	0
149 Hair, Beauty & Complementary	INTRO TO BEAUTY CARE AND MAKE UP (LEVEL 5) JAN START	18
149 Hair, Beauty & Complementary	VTCT (LEVEL 2) DIPLOMA IN COMPLEMENTARY THERAPIES (JAN)	18
149 Hair, Beauty & Complementary	NPA Hair and Beauty skills	20
161 ESOL	ESOL INTERMEDIATE	24
161 ESOL	ESOL BEGINNERS	18
161 ESOL	ESOL ELEMENTARY	20
161 ESOL	ESOL INTERMEDIATE	24
161 ESOL	ESOL PRE-INTERMEDIATE	24
161 ESOL	ESOL Employability	16
161 ESOL	ESOL STRATEGY RED CROSS	16
161 ESOL	ESOL STRATEGY Gurdwara	12
161 ESOL	ESOL STRATEGY Pollokshields	12
167 Employability Skills	ESOL TRANSITIONS Healthcare - JANUARY	18
167 Employability Skills	ESOL TRANSITIONS Early Education and Childcare - JANUARY	18
167 Employability Skills	ESOL TRANSITIONS Hospitality - JANUARY	16
167 Employability Skills	TOMORROWS PEOPLE	12
167 Employability Skills	NQ INTRODUCTION TO FE (LEVEL 4)	18
167 Employability Skills	NQ INTRODUCTION TO FE (LEVEL 4)	18
167 Employability Skills	NQ INTRODUCTION TO FE (LEVEL 4) - January	18
167 Employability Skills	NQ ADULT RETURNER (JAN START)	18
167 Employability Skills	ESOL BEGINNERS	10
167 Employability Skills	ESOL BEGINNERS	10
167 Employability Skills	BASIC SEWING SKILLS SCQF LEVEL 3	10
TOTAL		642