

# LEARNING AND TEACHING COMMITTEE

15<sup>th</sup> May 2019  
The Boardroom, Langside Campus

## **LEARNING AND TEACHING COMMITTEE**

A meeting of the Learning and Teaching Committee will be held on Wednesday 15<sup>th</sup> May 2019 at 4.30pm in the Boardroom, Langside Campus.

### **A G E N D A**

<b>19.18</b>	Welcome and Apologies		G McGuinness
<b>19.19</b>	Declarations of Interests		G McGuinness
<b>Minutes of Previous Meeting</b>			
<b>19.20</b>	Minute of the Meeting held on 13 February 2019	P	G McGuinness
<b>19.21</b>	Matters Arising Action Grid	P	G McGuinness
<b>Items for Discussion</b>			
<b>19.22</b>	Student President Update	P	K Gasiorowska
<b>19.23</b>	Learner Experience Update	P	D Marshall
<b>19.24</b>	ROA 19/20 Update	P	B Hughes
<b>19.25</b>	Regional Learning & Teaching Committee	V	B Hughes
<b>19.26</b>	Analysis of Learner Withdrawal	P	E Brownlie
<b>19.27</b>	Student Focus Groups Update	P	E Brownlie
<b>19.28</b>	Learning, Teaching and Assessment Strategy Development	P	E Brownlie
<b>Items for Information/Noting</b>			
<b>19.29</b>	Applications 19/20 Programmes	P	E Brownlie
<b>19.30</b>	Credits 18/19 Progress Update	P	B Hughes
<b>19.31</b>	Internal Audit Reports - Student Recruitment and Retention: Student Welfare / Duty of Care	P	B Hughes
<b>19.32</b>	Community Planning / Integrated Grant Fund	P	B Hughes
<b>Continual Improvement</b>			
<b>19.33</b>	Equalities Impact Assessment on Decisions Made		G McGuinness
<b>19.34</b>	Review of Papers (including Disclosable Status)		G McGuinness
<b>19.35</b>	Any Other Business		G McGuinness
<b>Date of Next Meeting: 13 November 2019, at 4.30pm, The Boardroom, Langside Campus</b>			

**NOTES OF THE NINETEENTH MEETING OF THE LEARNING AND TEACHING  
COMMITTEE HELD ON 13 FEBRUARY 2019  
THE BOARDROOM, LANGSIDE CAMPUS**

**PRESENT:**

Jon Vincent	Principal and Board Member
David Newall	Chair, Board of Management
Fiona Godsman	Board Member
Fiona Robinson	Board Member
Stephen Henson	Board Member

**IN ATTENDANCE:**

Brian Hughes	VP, Curriculum and External Relations
Eric Brownlie	AP, Quality and Performance
Catrina McGregor	Senior Lecturer, School Liaison
David Marshall	AP, Student Experience
Glenn Heritage	Clerk to the Board (Minute Taker)

**19.01 WELCOME AND APOLOGIES**

The Chair welcomed everyone to the meeting. There were apologies from Gordon McGuinness and from Karolina Gasiorowska with Fiona Robinson attending in her place. D Newall, Chair of Board of Management was co-opted to the Committee and chaired the meeting.

**19.02 DECLARATIONS OF INTEREST**

No declarations of interest were received.

**19.03 MINUTES OF MEETING HELD ON 7 NOVEMBER 2018**

Under item 18.36 the wording should be revised to 'a limited number of courses of which two form the majority of students at this level'.

In all other respects the minutes were accepted as a true record of the meeting of 7 November 2018.

**19.04 MATTERS ARISING**

The Committee reviewed the actions and noted items completed. These will now be removed. Item 18.10 J Vincent advised the Committee that all new start lecturers now receive training in teaching practice when commencing employment.

**19.05 STUDENT PRESIDENT REPORT**

F Robinson was invited to give a verbal update on the work of the Student Association and views of students.

F Robinson spoke about the work and progress with class representatives which is to be extended to include school pupil class representatives from August, the forthcoming 2019 elections which are to be held earlier and work relating to mental health and awareness.

The Committee agreed that earlier elections would allow a V-President handover in June and the option for the incoming student Vice President to attend the June Board meeting.

The Committee were pleased to hear that GCCSA has been nominated for a SPARCS award for its innovative class representative system. GCCSA is also a contender for NUS award for its ESOL campaign.

Work is also being progressed with EVIP (Enhanced Vocational Inclusion Programme students). The Committee discussed this and the opportunities for senior phase students as well as the challenges posed.

The Committee noted the information provided and F Robinson was thanked for her update.

#### **19.06 SCHOOLS ACTIVITY PRESENTATION**

C McGregor joined the meeting for this item only and gave a presentation on recent schools activities.

The Committee learned that GCC is the largest provider of senior phase certified courses in Glasgow offering a total of 71 courses.

The presentation provoked discussion and covered the gender balance and withdrawal rates. Of particular note and interest was the statistic that only 14% of these pupils progress to further study with GCC. Potential reasons for this were discussed, and the absence of both comparative and tracking data to enable a full analysis.

Following some discussion the Committee noted their interest in the successes and challenges of this programme. It was also noted there is further work required to identify room for growth; one measure would be further liaison with schools who are less highly engaged.

The Committee thanked C McGregor for her presentation

#### **19.07 LEARNER EXPERIENCE UPDATE AND REPORT**

D Marshall was invited to present the report previously circulated.

The report gives an overview of some of the student experience work and its progress.

The Committee were asked to note the increasing complexity of additional support needs and the support given to maximise attainment and retention.

D Marshall clarified that the levels and methods of support offer the same quality and service across all campuses.

In respect of the Library there was discussion about the CLA licence and the value and assurances it offers. The College is now working with a consultant to identify measures required to reduce liabilities and risks and allow withdrawal from the CLA licence.

D Marshall also updated the Committee in terms of the VLE progress and the potential bid to GCEF for a transformative learning and teaching project.

The Committee were also advised of work in progress with student advice services in particular with ESOL students to offer a progression pathway to other courses with GCC. The Committee also noted strong partnership work with Glasgow City council and the funding of 2 Lead Practitioners within the nurseries.

The Committee thanked D Marshall for his report.

#### **19.08 SFC P1 PUBLICATION DATA**

B Hughes was invited to speak to the report issued with the agenda papers.

B Hughes circulated a paper charting the statistics for P1 data 2017-18. The Committee were pleased to note the overall improving figures across categories with exception of HE PT successful completions.

Figures were provided for gender and other equality characteristics as well as care experienced learners as required by SFC. These were discussed by the Committee noting the links to the Enhancement Plan. This College continually aspires to achieve more for its students including, for example, measures to improve courses if they are performing less well by reviewing, analysing and seeking feedback rather than simply removing.

The Committee noted that care experienced young people in particular can be very reluctant to disclose making absolute figures unlikely. There was also discussion around further skills needs for this group in terms of personal finance, housekeeping and social skills and how the College could responsibly incorporate some of this learning by embedding within courses and recognising skills learned during coursework.

The Committee noted progress made and that areas performing less well related to very small numbers of students.

B Hughes was thanked for his report.

#### **19.09 PLANNING CYCLE – PORTFOLIO DEVELOPMENT 19/20**

B Hughes was invited to speak to this report previously circulated.

The report provided an overview and the Committee were asked for their ideas and thoughts around course design and

content. The non-advanced level courses have options and senior management are keen to hear from members' own experience what might be included within programmes to support future skills needs across sectors and industries.

An open discussion followed, with number of thoughts around the 'soft' skills required by employers and reference to the SDS report Skills 4.0 from 2018.

The Committee discussed mechanisms by which these could be built into courses as well as the role of careers advice and guidance in assisting students to reflect on the skills they have acquired.

After a wide ranging discussion Committee members were invited to contact B Hughes with any further suggestions.

**BH/  
Committee  
Members**

The Committee also noted the current portfolio status within the report.

#### **19.10 REGIONAL OUTCOME AGREEMENT UPDATE**

B Hughes was invited to speak to this report previously circulated.

B Hughes introduced the high level narrative explaining that the ROA is an iterative process. The narrative provided sets out current priority areas and the Committee were asked if any gaps could be identified which could then inform the next iteration.

The Committee discussed this and highlighted partnership approaches and working as an area for further inclusion.

The Committee would like to see an emphasis on opportunities for partnership despite the acknowledged challenges.

B Hughes was thanked for his report.

#### **19.11 ENHANCEMENT PLAN PROGRESS REPORT**

E Brownlie was invited to speak to the report previously circulated.

The Enhancement Plan received by the Board last October had been submitted and endorsed by SFC and Education Scotland and it was explained that a lot of work is now currently in progress. This report therefore is an update on the progress of some areas within the Plan.

E Brownlie highlighted the course dashboard, a front end developed to give greater granularity and identification of relevant data. There was discussion around the system and the overview and accountability of progress which it affords allowing questions to be raised much earlier in the tracking process.

The Committee appreciated the advantages and additional detail this provided and noted the progress already made.

E Brownlie also highlighted the peer learning model through which teachers can observe classroom practice with their

peers and the ambition to achieve EIS support for the adopted model.

The Committee noted the report and progress so far made and wished to compliment the work involved to develop the new data system.

**19.12 STUDENT WITHDRAWALS 2018/19**

E Brownlie was invited to speak to the report previously circulated.

The Committee were advised that, although at an early stage in the year, withdrawal rates appear to be improving (reducing) against the previous year.

E Brownlie explained that, whilst the figures presented referred to the current status, early withdrawals often gave the most accurate figures and it was expected that improvement would continue.

The Committee noted the contents of the report and the current improvement.

**Items for Noting**

**19.13 CREDIT PROGRESS TO DATE 2018/19**

B Hughes introduced this report for noting by the Committee. The Committee were advised that the figures presented were as at 1<sup>st</sup> February and the level above target has since increased further to approximately 0.4%. This will continue to change.

The Committee noted the contents of the report.

**19.14 JANUARY PROGRAMMES UPDATE**

E Brownlie introduced the report previously circulated.

The Committee noted that the College had a very positive level of January enrolments.

In response to a question the Committee were assured that if a course was cancelled any students who had registered would be offered another similar course with all suitable alternatives being explored.

The Committee noted the report.

**19.15 EQUALITIES IMPACT ASSESSMENT ON DECISIONS MADE**

There have been no decisions and therefore no equality issues. Consideration of equalities was given within items 19.06 and 19.08.

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

All items were deemed to be disclosable.

**19.17 ANY OTHER BUSINESS**

There was no other business.

**DATE OF NEXT MEETING**

The next meeting will take place on 15<sup>th</sup> May 2019 in The Boardroom, Langside Campus.

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**LEARNING AND TEACHING COMMITTEE**  
**MEETING HELD ON 13 February 2019**  
**ACTION GRID**

ITEM	ACTION	LEAD	COMMENT
<b>19.09</b>	<b>PLANNING CYCLE – PORTFOLIO DEVELOPMENT 19/20</b>		
	Committee members were invited to contact B Hughes with any further suggestions [around course design and content].	BH/Comm.	

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## **LEARNING AND TEACHING COMMITTEE**

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Date of Meeting	15 May 2019
Paper Title	Student President Update
Agenda Item	19.22
Paper Number	N/A
Responsible Officer	Karolina Gasiorowska, Student President, GCCSA
Status	Disclosable
Action	For Noting

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### **1. Report Purpose**

The purpose of this report is to inform the Learning and Teaching Committee about the goals achieved by GCCSA through teamwork and collaboration during the academic year 2017/18 and what these successes mean to the College.

### **2. Recommendations**

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

### **3. Introduction: GCCSA Engagement**

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 by truly representing students through effective consultation.

GCCSA has continued to increase engagement with the student population of Glasgow Clyde College to ensure it meets the needs of its members.

#### **3.1 Introduction to the New team 2019/2020**

In March 2019, the GCCSA Election for student sabbatical officers took place. We are delighted to report that we had an increase the number of students who voted with 876 votes being cast. This is the highest turnout for GCCSA since the merger for us and a 120% increase on votes cast last year. We believe this success is a result of high levels of engagement by the team throughout the year, better promotion of the election through face-to-face engagement and improvement of our digital communication. We would like to thank ICT department who supported GCCSA in improving the voting system to make it more accessible to students and the Marketing Department for their input to publicising the election.

The new team will start in August 2019 but we have planned a handover and transition programme from the current to the new team to ensure we are able to continue to promote current themes and initiatives and maintain the momentum and energy we have built up. This period will also allow us to establish which sabbatical officer will become the second student member of the Board of Management. The new team will however attend the NUS Conference, which takes place in July before taking up their post, so they may engage with fellow sabbaticals and officers across the FE and University sector.

The new team for the 2019/2020 session will be:

Student President:

**Aranka Szilassy** (current GCCSA vice president)

Vice Presidents:

**Sulaiman Ghafour** (re-elected)

**Sissa Rasmussen** (new to GCCSA team, current class rep)

**Rachel McGaw** (new to GCCSA team, current class rep)

### **3.2 Class Rep Meetings:**

GCCSA have just had our last Class rep meeting for this academic year. We have followed the pattern of the Learner Journey and provided increased opportunities for interaction so we can gain feedback from students about their overall College experience at different points through the year. We asked all students at the meetings to complete the Student Satisfaction Survey to support the College Quality team who administer the SFC structured survey. Our team engaged with students on a one-to-one and group basis as well as senior lecturers and lecturers to make sure we targeted majority of all students and encouraged them to complete the survey. We also asked students to go back and inform their class about this and encourage others to complete the survey as well.

The meeting was also focused upon collecting some general feedback regarding how students felt in preparation for their exams/assessments and graded units. In addition, we asked the student how GCCSA could support them during the exam/assessment periods better so that we can consider their ideas for future development work we are carrying out. This planning will be shared with the Board of Management during the next academic session.

### **3.3 SPARQS Annual review meeting**

GCCSA had an annual review meeting with SPARQS on the 23<sup>rd</sup> April. During the meeting, we provided an update about our new class rep system, as we were shortlisted within the SPARQS awards in relation to this within the category College Impact. GCCSA was awarded the runner up however we were very happy, this was big achievement for GCCSA and it has given us motivation for going forward.

The new system is just a beginning of changes which GCCSA is planning for the next academic year and we will share wider updates with College management and the Board of Management in the new session.

One of the main successes of our engagement with SPARQS has been the delivery of our in house class rep training. Our permanent GCCSA staff have been trained by SPARQS to customise class rep training for Glasgow Clyde College learners. This training allows the Student Association to contextualise delivery for our profile of learner, build up a good relationship with the new class representatives from the start of the year and emphasise the importance of student feedback to GCCSA and College quality improvement. Crucially, this delivery has enabled us to have the capacity to provide more training to students, more specific groups of students (e.g. ESOL learners) and ensure we can make training relevant to our institution and our learners.

### **3.4 Mental Health training**

GCCSA continues its knowledge of mental health.

We had staff trained in areas such as:

1. Mental Health First Aid
2. ASSIT – Suicide Prevention
3. Peer support
4. Living life to the full.
5. Safe Talk

This knowledge allows us to better recognise students' needs, liaise with staff members and start conversations on how to relieve unnecessary emotions accompanying exams etc. This work forms part of the Healthy Body Healthy Mind award that we are continuing to pursue and will be a priority for the new

team will continue to give the best time for our students while studying within cooperation within the College.

#### **4 New Objectives/ Engagements 2019/2020.**

Due to the fact that GCCSA Student President is not a permanent job, I also encourage the Board member to accept along with a new President of at least 2 objectives in which continuation will be ensured for the acquisition of relevant feedback in the field of Learning and Teaching.

1. Students are not only intellectual but also social and emotional beings, and all these dimensions interact to impact learning and performance. To plan an effective course, it is important to consider who our students are, taking into account their prior knowledge. Each programme area should meet with students or class reps on a block-by-block basis to gain feedback on learning, teaching and assessment delivery and so that students have the opportunity to co-create on, and contribute to course design. This would mean that course design and delivery would take the needs of students into account from the outset.
2. Class Observation, it is something I believe that the Glasgow Clyde College Board member of Learning and Teaching could consider as a good potential for new approaches in teaching methods and developments of Lecturers. As a board member we need to be really clear about this what we expecting from. Teaching is the heart of what schools are for and as professionals we should always be looking to make improvements to what we do. Observation is one of the methods through which we assess the quality of teaching and learn how to develop further. Therefore it has to make a difference

- Good Practice and the importance of training

Teachers need to be confident about being observed and observers need to feel secure in their skills of observation and feedback. Faculties have to ensure that all teachers are involved in the development of their Observation Programme and have appropriate training to be able to benefit from it.

A Faculty system which has a comprehensible framework, agreed descriptors and judgement criteria, working protocols and expected outcomes clearly defined will be in a very strong position to influence teaching positively and support students to become work and career ready.

Any system needs to operate within an appropriate culture. A culture of shared learning, where it is normal (and expected) to be reflective, evaluative and challenging in a supportive manner has to exist. It is leadership which creates the culture and this, aligned to focused action, helps move schools towards the teaching goals and targets they have set themselves.

I believe that these approaches will support the systematic improvement of teaching and ensure that students feel valued. In relation to this we will also continue to engage with the students during the class representatives meeting to collect feedback around Learning and teaching.

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## **LEARNING & TEACHING COMMITTEE**

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Date of Meeting	15 May 2019
Paper Title	Learner Experience Update
Agenda Item	19.23
Papers	n/a
Responsible Officer	David Marshall, Assistant Principal Student Experience
Status	Disclosable
Action	Noting

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### **1 REPORT PURPOSE**

- 1.1 The purpose of this report is to provide an overview of key Student Experience activities.

### **2 RECOMMENDATIONS**

The Learning and Teaching Committee is invited to note the paper.

### **3 KEY ACTIVITIES**

#### **3.1 Student Election**

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 was 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 turnout was a significant increase on the election held last session. Turnout has increased by over 120% This can be attributed to a combination of factors:

- Improved overall student engagement by GCCSA officers and staff
- Targeted promotion of election and social media activity

- Increased engagement with class rep process
- Improved online voting system
- Competitive Presidential election

The new sabbatical team will be:

President: Aranka Szilassy (current VP)  
Vice-Presidents: Sulaiman Ghafour (current VP)  
Sissa Rasmussen (current class rep)  
Rachael McGaw (current class rep)

### 3.2 **GCEF LEARNING AND TEACHING TRANSFORMATION**

After a robust application process, GCEF has awarded funding for phase 1 of the Learning and Teaching Transformation Project. The aim is to support a fundamental change in learning and teaching practice through the enhancement of the digital skills of staff. This will be achieved by significant investment in staff, CPD and a new VLE as the College.

### 3.3 **MENTALLY HEALTHY COLLEGE PROJECT**

The project in partnership with SAMH is nearing the end of its planned activity. The aim of the project was to increase staff capacity and confidence when engaging with students regarding mental health and wellbeing. A tiered approach to training has taken place with over 700 staff engaging with a variety of sessions including ASSIST, SMHFA, Roles and Parameters, mental health awareness, Safetalk and SuicideTalk.

We have engaged with Professor Chris Williams and have procured Living Life to the Full which is a preventative CBT programme of delivery and resources hosted through a GCC branded website. This will allow guided and taught learning as well as self-directed study options, which will be accessible to students. This will provide many opportunities to embed learning within the curriculum, provide drop-in session for student groups within curricular areas and support services and access to self-help resources. An external evaluation is underway involving engagement with staff and students.

GCRB has announced that it will provide funding for professional leadership services in relation to mental health and we are currently working to provide options on how best this could be utilised and what the priorities would be.

### 3.4 **CAREERS EDUCATION PROJECT**

The Careers Education project has highlighted the need for provision of careers education and development services within the College and a



model of delivery has been developed, piloted and is currently being evaluated. The internal model has been facilitated with significant external engagement and partnership working with SDS, HEIs, schools and employers.

The findings of the project have been fully validated by the recommendations of the Learner Journey review and the associated Scottish Government drivers. The project lead is currently participating in the Scottish Government's Implementation Group.

The delivery of CEIAG services within the College is currently being looked at and proposals for the realignment of these services within College structures is being developed prior to full consultation and discussion with staff and their representatives.

#### **4. RISK ANALYSIS**

Failure to develop services across the Student Experience area will have a negative impact upon a positive learner journey experience should we fail to meet student needs and external drivers.

#### **5. LEGAL IMPLICATIONS**

n/a

#### **6. FINANCIAL IMPLICATIONS**

n/a

#### **7. REGIONAL OUTCOME AGREEMENT IMPLICATIONS**

The specification of options for professional leadership in mental health will form part of the ROA.

#### **8. HAS AN EQUALITY IMPACT ASSESSMENT BEEN CARRIED OUT**

The election process has been equality impact assessed.

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## LEARNING AND TEACHING COMMITTEE

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Date of Meeting	15 May 2019
Paper Title	ROA 19/20 Update
Agenda Item	19.24
Paper Number	19.24A & 19.24B
Responsible Officer	Brian Hughes, Vice Principal Curriculum and External Relations
Status	Disclosable
Action	For Discussion

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### 1. Report Purpose

The purpose of this report is to 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 this paper and the attached Appendices as the ROA reaches its final version.

### 3. Background

Members have been kept updated as the development of the ROA has progressed over the past few months. At the last meeting of the L&T committee, the narrative sections of the report were provided for comment. There has been some minor updating of the narrative since then but not significant enough to warrant bringing those sections back to this committee.

The final ROA for 2019/20 will comprise a number of sections including a Programme of Action and a narrative that sets out Regional cross cutting themes. These cross cutting themes address the many asks of the SFC in response to the letter of guidance from the Scottish Government. These documents have been shared with committee members previously.

The ROA also contains sections that set out some Key Performance Indicators for the session 2019/20. Attached at Appendix 1 is a Regional level summary of some of these measures, which align with the GCRB's themes of Inclusive, Responsive and Effective.

Attached at Appendix 2 is a more detailed breakdown, including at an individual college level, of those measures that will deliver the commitments identified within the Regional Programme for Action. Some of these measures are expressed as

activities whilst others are specific PI measures. For Glasgow Clyde, the PI targets include those previously agreed by the Board.

The final ROA is due to be delivered to SFC by the end of April 2019. At the time of writing there are a couple of additions to be made to the narrative of the cross cutting themes at the request of SFC, who would like to see some more specific college details in relation to some of the themes rather than a Regional summary.

A full version of the finalised ROA will be emailed to all Board members as soon as it is available and will contain a full set of the 2019-20 to 2021-22 National Performance Measures.

#### **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 sets out the agreement between GCRB and the SFC for which funding will be provided to the region. Assigned colleges have already been made aware of the finances that will be distributed to them following SFC's sign-off of the ROA.

#### **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

	Performance Measure	2017-18 Baseline	2019-20 Target	Empowerment Change
Inclusive	Proportion of Credits for SIMD10 postcode areas	29.4%	30.6%	+1.2pp
	Proportion of Credits for BME learners	14.9%	15.0%	+0.1 pp
	Proportion of Credits for learners with a disability	14.8%	15.0%	+0.2 pp
	Proportion of Credits for learners with Care Experience	2.6%	3.1%	+0.5 pp
Responsive	Volume of Credits for Childcare training	5,341	6,932	+1,591 Credits
	Volume of Credits for STEM related training	101,160	104,045	+2,885 Credits
	Volume of Credits for Senior Phase age pupils	2,672	3,270	+598 Credits
	Proportion of full-time learners with substantial work placement experience	19.5%	25.5%	+6.0 pp
Effective	Proportion of full-time Further Education level learners achieving a qualification	65.5%	69.7%	+4.2 pp
	Proportion of full-time Higher Education level learners achieving a qualification	73.4%	76.2%	+2.8 pp
	Proportion of learners articulating to degree level courses at a university	45.6%	55.6%	+10.0 pp
	Proportion of learners overall, satisfied with their college experience	88.6%	89.8%	+1.2 pp
	Proportion of full-time learners progressing to work, training or study	96.9%	97.5%	+0.6 pp

## Appendix 2: Summary Operational Plan for 2019-20 Regional Programme of Action

### 1. Making our region more inclusive

#### Institution Led Activity:

Commitment	Regional output/outcome	CoGC	GCC	GKC	Notes
Increase participation of SIMD10 learners	31.0% of Credits delivered to SIMD10 learners	24.9%	32.5%	42.7%	Achievement supported by college Access and Inclusion Strategies
Increase participation of care leavers	15.0% of Credits delivered to care leavers	1.1%	1.2%	10.5%	
Increase participation of disabled learners	15.0% of Credits delivered to disabled learners	11.0%	18.3%	18.9%	
Increase participation of BME learners	3.1% of Credits of delivered to BME learners	12.6%	18.5%	14.8%	

#### Collaborative Projects:

Commitment	Regional output/outcome	Notes
Deliver and develop more articulation routes	Three University of Glasgow 'enhanced HNC' articulation courses delivered, one per college. City of Glasgow College to deliver Engineering, Glasgow Clyde College Social-Science and Glasgow Kelvin College Science courses.	Project supported by University and GCRB Regional Articulation Leads.
Create seamless pathways through guaranteed articulation agreements	A regional guaranteed articulation agreement made by the three colleges which delivers seamless transitions from college to college, agreed courses where this applies, and a systematic method for successful learners to progress without barriers.	Initial focus on identification of vocational pathway 'dead ends, supported by curriculum review work. Project supported by Regional Student Experience Lead.
Develop digital curriculum maps	A digital prospectus, linked to the live college offer, which provides a high-level overview of vocational progression pathways across the region. This regional prospectus to be publicised through college, school and SDS websites.	Work to be undertaken in partnership with SDS in response to Learner Journey recommendation to improve the way learners can search and access course applications and apply to college.
Empower our ESOL Partnership	Leadership of the city-wide ESOL network, management and continued development of the city-wide ESOL register, and delivery by community partners of access provision.	Supplemented by in-kind resources provided by local authority and community partners.
Establish new student support service for care experienced young people	Regional care experienced support service established across the three colleges, with Action for Children staff working alongside college student support staff to provide additional support both in college and off site, for care experienced learners.	Co-funded and delivery led by Action for Children Charity.
Develop a mental health service which includes professionally-qualified Mental Health Services leadership capacity and an improved counselling offer	Development of a regional approach to mental health services which supports and integrates with individual college approaches, and which includes access to professionally-qualified Mental Health leadership capacity.	To be complemented by SFC additional funding for counsellors.

Commitment	Regional output/outcome	CoGC	GCC	GKC	Notes
Increase the proportion STEM-related Credits	104,045 Credits delivered for STEM-related learning	42,325 Credits	44,938 Credits	23,564 Credits	Achievement supported by Regional STEM Strategy and by Regional STEM Lead
Deliver an expanded Flexible Workforce Development programme	Upskilling training delivered to 128 employers	60 employers	42 employers	26 employers	Split of funding based on core credit share
Increase the volume and range of childcare training	Level 7-9 Credits delivered for childcare training	tbc Credits	tbc Credits	tbc Credits	Achievement supported by Regional Childcare Expansion Plan

#### Collaborative Projects:

Commitment	Regional output/outcome	Notes
Expand our delivery of Foundation Apprenticeships to Senior Phase pupils	Delivery of new pilot Foundation Apprenticeships at levels 4, 5 and 6 across the three colleges, enabling senior phase learners to access new work-based learning courses with progression pathways to apprenticeships.	Development and course delivery and monitoring to be supported by SDS.
Develop new online learning resources for HNC childcare courses	Online HNC training course materials developed and shared with the three colleges.	Responds to Glasgow College Region Childcare Expansion Strategy goal to increase the volume, range and flexibility of training opportunities.
Align our curriculum more closely to regional and national skills needs	Delivery with SDS and SDS of 5-Step Planning and Provision Pilot. Deliverables to include evaluation of skills alignment and identification of curriculum development recommendations.	Supported by regional Learning and Teaching Group and curriculum hubs.
Create a new curriculum and resources plan for the Glasgow College Region	Regional Curriculum and Resources Plan for 2020-25 developed and agreed by the GCRB Board.	Supported by regional Learning and Teaching Group and curriculum hubs.

In addition to the above commitments, we will work collectively and at institutional levels to:

- Enhance our programme of high-quality Modern Apprenticeships
- Contribute fully to the implementation and achievement of Community Planning Partnership goals

Commitment	Regional output/outcome	CoGC	GCC	GKC	Notes
Achieve Core Credit targets	368,592 Core Credits delivered	170,848	120,556	77,188	
Achieve European Support Funded targets	17,317 ESF Credits delivered	9,078	6,225	2,014	
Improve attainment rates: Full-Time Further Education	Regional attainment level of at least 69.7%	74.3%	68.0%	66.0%	Achievement supported by college Enhancement Plans and Regional Improvement Lead
Part-Time Further Education	Regional attainment level of at least 83.8%	91.6%	73.0%	81.5%	
Full-Time Higher Education	Regional attainment level of at least 76.2%	77.0%	76.0%	71.7%	
Full-Time Higher Education	Regional attainment level of at least 83.7%	84.4%	85.0%	78.0%	
Improve the environmental and social sustainability of our institutions	Gross carbon footprint (tCO2e) of 9,994	5,094	3,150	1,750	

#### Collaborative Projects:

Commitment	Regional output/outcome	Notes
Expand a programme of regional CPD opportunities	An expanded of regional CPD programme delivered across the three colleges.	Individual colleges to contribute CPD opportunities to regional programme.
Make greater use of data analytics to inform and improve our regional service delivery including 'pooling' data from college systems	A regional data tool developed which automatically pulls FES data from across the three colleges and provides regional data reports.	Project supported by Regional Student Data Lead.

In addition to the above commitments, we will work collectively and at institutional levels to:

- Develop closer and more effective regional relationships and our regional collaborative management structure;
- Strengthen institutional sustainability and long-term financial planning, aligning our expenditure more closely to our strategic ambitions and supporting regional efficiencies;
- Maintain our Scottish living wage commitments;
- Promote gender equality and improved gender balance on the regional and college boards;

- Contribute proactively to the development of educational and economic policy at local, regional and national levels; and
- Report on our institutional performance to national and regional stakeholder



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**LEARNING AND TEACHING MEETING**

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Date of Meeting	15th May 2019
Paper Title	Analysis of Learner Withdrawal
Agenda Item	19.26
Paper Number	19.26A
Responsible Officer	Eric Brownlie, Assistant Principal Quality and Performance
Status	Disclosable
Action	For Discussion

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**1. Report Purpose**

The purpose of this report is to inform the committee of the college's 2018-19 learner withdrawal data, compare with previous years and consider further strategies to analyse and improve this measure.

**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 two of the four high level categories and remain similar in two (subject to further EW). This amounts to over 160 less students leaving before the 25% funding date. This includes a 2% improvement for FE FT and FE PT. Overall Withdrawal rates are currently lower than the final figure for the previous year however these figures are likely to rise.

**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 1<sup>st</sup> November is critical for overall credit funding and this is a high priority for the college. In addition, reducing overall

withdrawal directly helps in ensuring more learners complete programmes successfully and will lead to stronger programme attainment. Furthermore, some programmes may be funded based on the number of credits completed - eg 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**

No

## Learner Withdrawal May 2019

### **1 Early Withdrawal (EW)**

Early Withdrawal is calculated for learners who leave before 25% of their programmes have been completed – eg 1<sup>st</sup> November for courses that start in late August. The college does not receive SFC credit funding for these learners – unless they transfer to another course in the college. The Faculties have implemented a number of strategies to reduce Early Withdrawal, especially across FE programmes.

Table 1 (below) indicates that Early Withdrawal rates look to have improved across two of the four high level categories and remain similar in two (subject to further EW). This means that 164 less learners have left before the 25% date. This improvement has taken place across the two FE categories and perhaps indicates that some of the strategies are helping.

**Table 1: Early Withdrawal**

<b>Early Withdrawal (EW) (leaves before 1 Nov)</b>	<b>2018-19*</b>	<b>2017-18</b>	<b>2016-17</b>
FE Full time	8% (274)	10% (380)	11%
FE Part time	5% (339)	7% (397)	8%
HE Full time	5% (143)	5% (132)	6%
HE Part time	5% (52)	5% (59)	3%

\* Data is live and subject to further minor changes

### **2 Analysis of Early Withdrawal (EW)**

One of the audits carried out analysed the number and reason for Early Withdrawal over the first 7 weeks of the term – up to the October holiday. Strategies implemented by curriculum teams at the start of this session to reduce EW include strengthening the induction process, adjusting early timetables to reduce the assessment burden and include more project based learning, and more rigorous monitoring of learners at risk and not attending. In addition, we are working closely with all teams on the full Admissions process to provide a more effective and successful function at all stages of the learner journey.

More regular student data reports and dashboards at programme level are automatically supplied to all curriculum leaders to help ensure rigorous monitoring and follow up takes place as early as possible. Table 2 (below) indicates that a significant number of learners are withdrawn in weeks 1 and 2 after very little engagement in their enrolled programme – and perhaps highlights recruitment limitations in placing the right learners on the right level of programme.

**Table 2: Early Withdrawal by week**

<b>Week</b>	<b>Date (w/b)</b>	<b>Number of EW</b>
1	27 Aug	<b>65</b>
2	3 Sep	<b>76</b>
3	10 Sep	<b>111</b>
4	17 Sep	<b>56</b>
5	24 Sep	<b>67</b>
6	1 Oct	<b>82</b>
7	8 Oct	<b>84</b>
		<b>541</b>

Table 3 (below) summarises the reasons given by learners for their Early Withdrawal – however, without a formal follow-up it is often difficult to be certain of the main reasons and learners may not wish to articulate learning and teaching weaknesses.

**Table 3: Early Withdrawal reason in order of most common**

Reason	Withdrawals	%
Non-attendance / written off after lapse-of-time	212	39.2%
Personal / family reasons	72	13.3%
Illness	38	7.0%
Left for another college	38	7.0%
Reason not known to college	35	6.5%
Found employment	33	6.1%
Financial reasons	29	5.4%
Course not related to plans	25	4.6%
Misunderstood the nature of the course	10	1.9%

### **3 Overall Withdrawal**

Overall Withdrawal is the total number of learners that withdraw from their programmes throughout its duration – it aggregates Early Withdrawal and Further Withdrawal (those learners that leave **after** the 25% date) and will include any further withdrawals up to June.

**Table 4: Overall Withdrawal**

Overall Withdrawal (includes EW)	2018-19**	2017-18	2016-17
FE Full time	20%	25%	28%
FE Part time	11%	19%	20%
HE Full time	15%	18%	19%
HE Part time	8%	12%	10%

\*\*Data is live and subject to further ongoing withdrawals – figures are likely to rise

Table 4 illustrates that overall withdrawal figures for 2018-19 are lower than previous years - but it must be noted that these figures will rise to take account of any further withdrawals between now and the end of term in June. However, rigorous monitoring strategies and our work to ensure data is provided early and accurately means data is 'cleaner' and should mean that large shifts do not take place and that some of these figures will remain below previous levels.

## LEARNING AND TEACHING MEETING

Date of Meeting	15th May 2019
Paper Title	Student Focus Group Update
Agenda Item	19.27
Paper Number	19.27A
Responsible Officer	Eric Brownlie, Assistant Principal Quality and Performance
Status	Disclosable
Action	For Discussion

### 1. Report Purpose

The purpose of this report is to discuss with the committee the findings from college Focus Group activity that has taken place over the past few months.

### 2. Recommendations

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

### 3. Background

During 2018-19, **83 class groups (927 students)** participated in Learning and Teaching Focus Groups facilitated independently by Quality Coordinators. The focus groups were mainly targeted at low performing FE programmes during the 2017-18 academic year - specifically those programmes that fell into our red Performance Indicator category in accordance with our RAG (Red, Amber, Green) rating i.e. less than 65% success. Feedback is recorded and findings provided to all appropriate Senior Lecturers and Heads of Curriculum.

### 4. Risk Analysis

Gathering and acting upon qualitative learner feedback is critical to our aim of implementing strategies that improve retention and attainment and providing high quality, engaging, inclusive, collaborative and creative approaches to learning.

### 5. Legal Implications

There are no specific legal implications.

### 6. Financial Implications

Implementing effective and creative learning and teaching approaches will strengthen our ability to promote our portfolio and attract and retain learners to help contribute to our funding targets.

**7. Regional Outcome Agreement Implications**

The college has an increasing number of regional and national targets that we will be measured against. As indicated above, strong and consistent learning and teaching approaches will help the college deliver ROA targets.

**8. Has an Equality Impact Assessment been carried out**

No

## Learning and Teaching Focus Groups - Summary 2018-19

### Introduction

During 2018-19, **83 class groups (927 students)** participated in Learning and Teaching focus groups facilitated by Quality Coordinators. The focus groups were mainly targeted at FE programmes, which were low performing during the 2017-18 academic year (**specifically those that fell into our red Performance Indicator category in accordance with our RAG rating i.e. less than 65% success**). January start courses or courses not being delivered again after this academic year were excluded.

In addition, some focus groups not falling into the aforementioned category were carried out at the request of the HoC or SL, for reasons such as change in delivery pattern for course, change in course content etc.

The following table demonstrates the coverage across Schools / Campuses.

School	Anniesland		Cardonald		Langside	
	Red Pls	Focus Groups	Red Pls	Focus Groups	Red Pls	Focus Groups
Business	1	1	2	2	3	2
Computing	2	2	1	3	3	3
Leisure and Tourism	5	5	3	3	1	1
Media and Performing Arts	0	0	3	3	0	0
Fashion Textiles and Design	0	0	2	3	0	0
Energy and Building Services	NA	NA	3	7	0	0
Engineering	12	11	NA	NA	NA	NA
Construction	1	2	3	3	4	5
Early Years and Social Care	2	0	4	0	6	0
Health and Life Sciences	1	1	6	3	1	0
Hairdressing Beauty and Holistic Therapies	NA	NA	4	4	0	1
ESOL	3	0	3	0	3	0
Additional Support for Learning	0	2	0	1	0	3
Employability Skills	3	7	1	1	2	2
General Education	10	2	NA	NA	10	0
	<b>38</b>	<b>33</b>	<b>33</b>	<b>33</b>	<b>31</b>	<b>17</b>

## **2018-19 Focus Group Format**

Each of this year's focus groups commenced with students being asked to answer **Yes** or **No** to a series of questions about their College experience, followed by discussion around their responses. The following Yes or No questions were asked:

- Is your course well organised and running smoothly?
- Do you understand what you're expected to know by the end of the course?
- Are a range of different teaching methods used on your course?
- Does the teaching you get help you learn?
- Are you clear about what you need to do to pass assessments?
- Do you get feedback that helps explain things you didn't understand?
- Do you get effective support and guidance?
- Have you ever felt like dropping out of this course?

In addition to focus group discussion, all participants completed a short questionnaire at the end of the session, to enable individual opinion to be captured. Students were asked the following:

- What types of activities or assignments do you enjoy and feel you learn most from?
- What do you think about the amount and types of technology used for your course?
- Do you feel the course is preparing you for further study or employment; **Yes** or **No**?  
Based on your answer, what skills have you gained that you think will help you move on to a higher level of study or get a job or alternatively what do you feel is lacking?
- So far, do you feel you have achieved what you expected to achieve; **Yes** or **No**?  
Based on your answer, are the right range of knowledge and skills being developed on your course and if not, what do you feel is lacking?
- What is the best thing about your course?
- What do you feel could be better about your course?

## **Findings from Focus Group Discussion**

The following responses were offered by focus group participants:

	<b>Yes</b>	<b>No</b>
Is your course well organised and running smoothly?	<b>80.3%</b>	<b>19.7%</b>

Common reasons for **Yes** response included:

- Induction
- Course Handbook
- Timetable / no classroom changes / advance notification of timetable or room changes
- Information available on VLE

Common reasons for **No** response included:

- Lack of formal Induction
- Late timetable / classroom changes / poor advance notification of timetable or room changes
- Poor transition between blocks
- Staffing changes



	Yes	No
Do you understand what you're expected to know by the end of the course?	87.6%	12.4%

Common reasons for **Yes** response included:

- Aware of award certification
- Know course level and units which will be achieved
- Awareness of progression routes following successful completion of course

Common reasons for **No** response included:

- Uncertainty regarding certification and what qualification would be achieved
- Lack of information regarding which units would be completed throughout the year

	Yes	No
Are a range of different teaching methods used on your course?	86.9%	13.1%

Common reasons for **Yes** response included:

- Varied including individual and group work, PowerPoints and board work, demonstrations, presentations and role play, guest speakers, online resources e.g. Cahoots etc.

Common reasons for **No** response included:

- Too much PowerPoint and lack of interaction during PowerPoint based lessons
- Poor or inconsistent lecturer use of VLE

	Yes	No
Does the teaching you get help you learn?	92.4%	7.6%

Common reasons for **Yes** response included:

- Practical activities in conjunction with a demonstration
- Lecturer enthusiasm in teaching and knowledge of subject
- Getting everyone in the class involved in lessons
- Lecturer providing clear explanation and being able to explain in a different way if not understood first time round

Common reasons for **No** response included:

- Not enough time for lecturer to get around everyone
- Lecturer assumption of prior knowledge
- Better balance between practical and written classroom activities

	Yes	No
Are you clear about what you need to do to pass assessments?	91.8%	8.2%

Common reasons for **Yes** response included:

- Given notice of assessment date / deadlines well in advance
- Given assessment guidelines
- Well prepared for assessment, including getting mock tests

Common reasons for **No** response included:

- Assessment criteria not well enough explained
- Lack of advance notice i.e. assessment being sprung on students
- Poorly worded assessments
- Remediation not clear

	Yes	No
Do you get feedback that helps explain things you didn't understand?	87.8%	12.2%

Common reasons for **Yes** response included:

- Get clear written feedback on assessment
- Get 1:1 verbal feedback on assessment from lecturer
- Provided with both positive and negative feedback

Common reasons for **No** response included:

- Not enough detail on where you have gone wrong / what you need to do to make right
- No written feedback, so can be difficult to remember verbal instructions
- Not being told whether you have passed or failed, sometimes just have to assume or stumble on it on VLE
- Feedback not being readily offered, instead you have to ask for it
- No positive feedback

	Yes	No
Do you get effective support and guidance?	92.3%	7.7%

Common reasons for **Yes** response included:

- Have a Guidance Tutor (GT)
- Get 1:1 meetings with GT
- Informed at start of course about support services and what they can provide
- All lecturers approachable if you require guidance or support
- Information provided about progression / articulation / employment opportunities

Common reasons for **No** response included:

- No College Induction
- Guidance tutor lack of interaction or approachability
- Not advised of support services
- Lack of information about progression

	Yes	No
Have you ever felt like dropping out of this course?	31.6%	68.4%

Common reasons for **Yes** response included:

- Personal reasons e.g. childcare, travel expenses, finance, mental health / other health related issues
- College is stressful
- Repetition of stuff already completed either at school or at College in lower level programme
- Over assessed / poor timing of assessments
- Overwhelmed by placement
- Lack of encouragement from lecturers

Common reasons for **No** response included:

- Determination to achieve qualification / better oneself / progress
- Lecturer support and understanding
- Meeting new friends
- Interesting course / good range of subjects

### **Next Steps**

Feedback from each focus group has been provided to the appropriate Senior Lecturer and Head of Curriculum for reflection, sharing with the team and appropriate action.

Each Senior Lecturer has also been asked to discuss the focus group findings with participants, to let them know what action they plan to take to address any issues identified.

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## LEARNING AND TEACHING MEETING

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Date of Meeting	15th May 2019
Paper Title	Learning, Teaching and Assessment Strategy
Agenda Item	19.28
Paper Number	19.28A
Responsible Officer	Eric Brownlie, Assistant Principal Quality and Performance
Status	Disclosable
Action	For Discussion

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### 1. Report Purpose

The purpose of this report is to discuss with the committee what they feel should be the key themes underpinning the refreshed Learning, Teaching and Assessment strategy.

### 2. Recommendations

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

### 3. Background

As the college develops a refreshed Learning, Teaching and Assessment Strategy extensive evidence highlights the pivotal role that a rapidly-evolving world has on learners' needs. We are required to develop students and citizens who are creative, dynamic, flexible, change-ready and resilient, while embracing the role digital technologies now have in enabling, enhancing and extending learning and learners.

### 4. Risk Analysis

N/A

### 5. Legal Implications

There are no specific legal implications.

### 6. Financial Implications

There are no specific financial implications

### 7. Regional Outcome Agreement Implications

The college has an increasing number of regional and national targets that we will be measured against. Sector leading, innovative and consistent learning and teaching approaches will help the college deliver ROA targets.

### 8. Has an Equality Impact Assessment been carried out

No

## **Learning, Teaching and Assessment Strategy**

### **Discussion paper May 2019**

*“the fourth industrial revolution presents huge possibilities for the education sector to adapt its teaching and learning practices and seize the opportunity as educators to rebalance the emphasis between hard skills and soft skills.”*

*“.....we need to prepare for a future where experience and adaptable skills may ultimately play a bigger part in cultivating a successful career. Yes, businesses will continue to recruit people with hard or technical skills, but employers will also look at those who are creative, independent, have commercial awareness, can manage budgets, understand what consumers are looking for and possess good interpersonal skills.”*

*“This, I believe, is how colleges will future proof students for the world of work, ensuring they are flexible, adaptable and understanding of their own personal impact on business and culture. These "soft skills" will be the difference between those that thrive in the workforce and those that don't.”*

*(J Vincent: Herald April 2019)*

As the college develops a refreshed Learning, Teaching and Assessment Strategy extensive evidence highlights the pivotal role that a rapidly-evolving world has on learners' needs. We are required to develop students and citizens who are creative, dynamic, flexible, change-ready and resilient, while embracing the role digital technologies now have in enabling, enhancing and extending learning and learners.

The effective use of technology in learning is no longer an option. Our student body, who have grown up with digital technologies, expect these to be a central feature of their learning. Our employer stakeholders require their future employees to be digitally skilled, as well as possessing the skills, qualities and attributes that define a creative, dynamic, flexible, change-ready and resilient individual. 21<sup>st</sup> century learners will require strong communication skills and the ability to build meaningful relationships in a world of social media. They will also need emotional intelligence to be able understand behaviours.

#### Aim

“To be celebrated as Scotland's most pioneering college for its approaches to learning, teaching and assessment which inspire students to achieve their potential and change their lives”

**How should a refreshed Learning, Teaching and Assessment Strategy ensure the college meets these challenges?**

Discussion Points

(1) Relentless focus on Career Long Professional Learning (CLPL)

*eg vibrant programme of CPD; Professional learning pathway; High levels of teacher trained staff; Peer Learning model; strengthened induction; Learning beyond the classroom; Employer led curriculum*

(2) All staff consistently facilitate high quality, engaging, inclusive, collaborative and creative approaches to learning, making best use of a range of technologies to enhance and extend learning and empower students

*eg - staff competence and confidence in blended learning approaches; Project based learning approaches; Mentoring models; Staff with up-to-date industry skills; ACE aware staff; Industry-focused/led approaches; Differentiated learning approaches; work experience, live projects and volunteering opportunities*

(3) All of our staff and learners are digitally competent and confident to make best use of the technologies available

*eg – Pre-entry and induction process; Digital literacy opportunities in all programmes; Peer support model for learners*

(4) We use learning analytics effectively to understand and optimise student learning

*eg – use our data in a meaningful way to identify learners at risk of withdrawing or not achieving; we use learner feedback more effectively to improve L&T approaches*

(5) All of our students and staff have consistent, ready and reliable access to the right support, IT equipment, connectivity and resources to enable them to work and study effectively

*eg create more flexible learning areas; greater access and support for the use of mobile devices; Inclusive classrooms; BYOD culture*

(6) Supporting staff to identify, contextualise and develop timeless, high order 'soft/meta' skills that promote success in whatever the future brings

*eg Course design and content; Portfolio design principles; core competencies; STEM skills, widening access and overcoming inequalities where they exist*

(7) Learner engagement and feedback

*eg learning tool; systematic mechanisms for feedback; assessment for learning*

(7) GTCS registration and regulation for college lecturers

*A significant development for the sector over the next five years will be the process which may lead to all college lecturers being registered and regulated by General Teaching Council Scotland.*

(8) The output of our Research and Development Programme

*This project has a focus that extends beyond classroom practice and contributes towards a culture that supports effective engagement with evaluation and improvement; capacity building; mentoring and coaching models – with particular focus on strategies that improve student outcomes. Strategy for showcasing excellent and innovative practice*

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## LEARNING AND TEACHING MEETING

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Date of Meeting	15th May 2019
Paper Title	2019-20 Applications Summary
Agenda Item	19.29
Paper Number	19.29A
Responsible Officer	Eric Brownlie, Assistant Principal Quality and Performance
Status	Disclosable
Action	For Noting

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### 1. Report Purpose

The purpose of this report is to inform the committee of the application numbers for 2019-20 courses

### 2. Recommendations

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

### 3. Background

Applications for 2019-20 courses are down slightly on figures for a similar point last year. Some curriculum teams take longer to interview and convert applications to offers and means the vacancy figure makes more sense at programme level. There is a significant increase in the number of offers to current (internal) students with the figure at nearly 3000. Targeted marketing and promotional work is taking place for programmes where recruitment is low. ESOL applications and recruitment is carried out using the Glasgow ESOL register.

### 4. Risk Analysis

Recruiting successfully across the portfolio may have an impact on our ability to deliver our credit target.

### 5. Legal Implications

There are no specific legal implications.

### 6. Financial Implications

Strong recruitment across the portfolio will result in more cost effective delivery and in helping deliver our funding targets.

**7. Regional Outcome Agreement Implications**

The college has an increasing number of regional and national targets that we will be measured against – including widening access across protected groups. As indicated above, strong recruitment will help the college deliver ROA targets.

**8. Has an Equality Impact Assessment been carried out**

No



## Application summary 2 May 2019

			Applications 2019-20				Applications 2018-19	
Faculty/School			Applications 2 May 2019	Target	Vacancy	Internal Applications	Applications 25 April 2018	Target
<b>Business, Creative &amp; Digital Industries</b>			3461	1779			3712	1729
Fashion, Textiles & Design			1145	650	213	150		
Media & Performing Arts			1182	469	166	160		
Business & Finance			1134	660	198	287		
<b>Engineering, Computing &amp; the Built Environment</b>			2859	1599			2615	1641
Construction & Land Based Industries			768	355	122	248		
Energy & Building Services			526	200	125	33		
Computing			782	590	325	173		
Engineering			752	454	229	137		
<b>Health &amp; Wellbeing</b>			7761	2628			7933	2627
Early Years & Social Care			2689	942	377	402		
Hair, Beauty & Complementary Therapies			693	332	129	175		
Health & Life Sciences			2608	638	-101	332		
Sport, Tourism & Hospitality			1771	716	230	362		
<b>Access &amp; Continuing Learning</b>			2871	1555			3175	1462
General Education			2101	923	803	111		
Employability Skills			385	277	221	9		
Additional Support for Learning			385	355	193	259		
ESOL			N/A	N/A	N/A	N/A		
Totals			<b>16,952</b>			<b>2,838</b>	<b>17,435</b>	

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## LEARNING AND TEACHING COMMITTEE

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Date of Meeting	15 May 2019
Paper Title	Credits 18/19 Progress Update
Agenda Item	19.30
Paper Number	19.30A
Responsible Officer	Brian Hughes, Vice Principal Curriculum and External Relations
Status	Disclosable
Action	For Noting

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### 1. Report Purpose

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

### 2. Recommendations

Members are asked to NOTE the report.

### 3. Background

The attached sheet shows a snapshot of the current estimate of credit activity for the year 2018/19 as at 29/04/19.

During April 2019, the SFC conducted an in-year exercise to redistribute credits across the sector. Colleges and college regions were asked to confirm that they were either on track to deliver their activity targets or relinquish credits to other regions who were able to absorb them. 4,000 credits were redistributed in this exercise, due to the Lanarkshire Region and North East Scotland College indicating that they were unable to meet their targets. The Glasgow Region accepted 1,300 of these credits and, of that, Glasgow Clyde accepted an additional 427 credits for the sum of £65,775.

This means that the college's new credit target for 2018/19 is 127,286 (comprising 120,556 core + 6,303 ESF + 427 additional). The current estimate of the credits that we will achieve, as shown in the attached sheet, is 128,137 or 0.7% above target. This figure has been consistent for some time now.

### 4. Risk Analysis

As previously reported, there are a number of reports now available to cross-check our credit position in order to minimise the risk of over-reporting credits.

**5. Legal Implications**

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

**6. Financial Implications**

Failure to achieve the required level of credit 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 @ 29th April 2019

Paper 19.30A

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	<a href="#">111 Business &amp; Finance</a>	9233	1236	456	95	688	9163	-1%	0	-1%	0
	<a href="#">123 Media &amp; Performing Arts</a>	8070	797	41	38	718	8695	8%	0	8%	0
	<a href="#">125 Fashion, Textiles &amp; Design</a>	10375	837	65	62	711	10045	-3%	0	-3%	0
		<b>27678</b>	<b>2870</b>	<b>562</b>	<b>195</b>	<b>2117</b>	<b>27903</b>	<b>1%</b>	<b>0</b>	<b>1%</b>	<b>0</b>
130 Engineering, Computing & the Built Environment	<a href="#">113 Computing</a>	9164	1211	204	80	933	8812	-4%	0	-4%	0
	<a href="#">131 Energy &amp; Building Services</a>	6859	906	214	33	661	6685	-3%	50	-2%	0
	<a href="#">133 Engineering</a>	8889	1110	22	56	1032	8680	-2%	0	-2%	0
	<a href="#">135 Construction &amp; Land Based Industries</a>	6615	698	23	55	620	7172	8%	56	9%	24
		<b>31527</b>	<b>3925</b>	<b>463</b>	<b>224</b>	<b>3246</b>	<b>31349</b>	<b>-1%</b>	<b>106</b>	<b>0%</b>	<b>24</b>
140 Health & Wellbeing	<a href="#">115 Sport, Tourism &amp; Hospitality</a>	10775	978	31	92	855	10665	-1%	0	-1%	0
	<a href="#">141 Early Years &amp; Social Care</a>	12378	1262	198	93	977	11947	-3%	0	-3%	0
	<a href="#">145 Health &amp; Life Sciences</a>	10352	1004	185	65	758	10206	-1%	0	-1%	0
	<a href="#">149 Hair, Beauty &amp; Complementary Therapies</a>	6184	528	0	44	484	5743	-7%	0	-7%	0
		<b>39689</b>	<b>3772</b>	<b>414</b>	<b>294</b>	<b>3074</b>	<b>38561</b>	<b>-3%</b>	<b>0</b>	<b>-3%</b>	<b>0</b>
160 Access & Continuing Learning	<a href="#">161 ESOL</a>	10612	2658	9	278	2371	12182	15%	0	15%	0
	<a href="#">165 Additional Support for Learning</a>	4681	594	19	33	542	4474	-4%	0	-4%	0
	<a href="#">167 Employability Skills</a>	5711	2869	1	208	2660	6171	8%	5	8%	88
	<a href="#">169 General Education</a>	8209	620	2	63	556	7275	-11%	0	-11%	0
		<b>29213</b>	<b>6741</b>	<b>31</b>	<b>582</b>	<b>6129</b>	<b>30101</b>	<b>3%</b>	<b>5</b>	<b>3%</b>	<b>88</b>
<b>Total</b>		<b>128107</b>	<b>17308</b>	<b>1470</b>	<b>1295</b>	<b>14566</b>	<b>127914</b>	<b>-0.2%</b>	<b>111</b>	<b>0%</b>	<b>112</b>
	<b>SFC Target Credits</b>	<b>127286 (Core 120556 + ESF 6303 +additional 427)</b>						<b>0.5%</b>			
	<b>Current Credit Estimate + Credits to Start</b>						<b>128025</b>	<b>0.6%</b>			
	<b>Current Credits Estimate + Credits to Start + Credits Not Enrolled</b>						<b>128137</b>	<b>0.7%</b>			

Price Group	Credits Estimate	Credits To Start	Credits Not Enrolled
1	15836	5	47
2	70614	0	30
3	24312	106	24
4	1994	0	0
5	15157	0	12
<b>Total</b>	<b>127914</b>	<b>111</b>	<b>112</b>

Economic Sector	Credits Estimate	Credits To Start	Credits Not Enrolled
Administration, Financial and Business Services	18417	0	0
Creative and Cultural Industries	19133	32	12
Energy, Engineering, Construction and Manufacturing	19365	74	12
Food, Drink, Tourism, Hospitality and Leisure	16296	0	0
Health, Care and Education	19837	0	0
Land-Based Industries	2779	0	0
Life and Chemical Sciences	6504	0	0
Transition and Supported Learning	25583	5	88
<b>Total</b>	<b>127914</b>	<b>111</b>	<b>112</b>

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**LEARNING AND TEACHING COMMITTEE**

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Date of Meeting	15 May 2019
Paper Title	Internal Audit Reports: Student Recruitment and Retention; Student Welfare - Duty of Care
Agenda Item	19.31
Paper Number	19.31A & 19.31B
Responsible Officer	Brian Hughes, Vice Principal Curriculum and External Relations
Status	Disclosable
Action	For Noting

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**1. Report Purpose**

The purpose of this report is to bring to the committee's attention two internal audit reports that have been produced by the college's internal auditors, Henderson Loggie.

**2. Recommendations**

Members are asked to NOTE the attached reports.

**3. Background**

As part of the annual internal audit process, two areas related to students / learning & teaching were identified as being in scope for audit purposes; namely Student Recruitment and Retention and Student Welfare – Duty of Care. Henderson Loggie reported on these audits during March 2019.

As can be seen in the attached reports, the outcome of each audit concludes that the level of assurance is rated as "Good", meaning that the systems meet the control objectives. This is the highest level of assurance that can be given through the internal audit process. Additionally, there are no recommendations or points for action associated with either of the reports.

These reports were discussed by the Audit Committee at its March meeting.

**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**

There are no specific financial implications associated with this paper.

**7. Regional Outcome Agreement Implications**

None.

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

N/A



**Glasgow Clyde College**

**Student Recruitment and Retention**



**Internal Audit Report No: 2019/02**

**Draft Issued: 11 March 2019**

**Final Issued: 14 March 2019**

**LEVEL OF ASSURANCE**

**Good**



## Content

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### Level of Assurance

In addition to the grading of individual recommendations in the action plan, audit findings are assessed and graded on an overall basis to denote the level of assurance that can be taken from the report. Risk and materiality levels are considered in the assessment and grading process as well as the general quality of the procedures in place.

Gradings are defined as follows:

<b>Good</b>	System meets control objectives.
<b>Satisfactory</b>	System meets control objectives with some weaknesses present.
<b>Requires improvement</b>	System has weaknesses that could prevent it achieving control objectives.
<b>Unacceptable</b>	System cannot meet control objectives.

### Action Grades

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



## 1. Overall Level of Assurance

<b>Good</b>	System meets control objectives.
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## 2. Risk Assessment

This review focused on the controls in place to mitigate the following risks on the College's Risk Register:

- F3 – Failure to achieve contracted overall teaching delivery targets for any key partner (net risk rating: low)

## 3. Background

As part of the Internal Audit programme at Glasgow Clyde College ('the College') for 2018/19 we carried out a review of the student recruitment arrangements. The Audit Needs Assessment, completed in November 2017, identified this as an area where risk can arise and where Internal Audit can assist in providing assurances to the Board of Management and the Principal that the related control environment is operating effectively, ensuring risk is maintained at an acceptable level.

Ensuring that student recruitment meets the College's admissions targets is a key element in ensuring that its credit provision targets are met and that there is no potential financial clawback by the Scottish Funding Council (SFC) from the College's grant-in-aid. College targets are largely based on the Glasgow Colleges' Regional Outcome Agreement (ROA) which is influenced in turn by Scottish national priorities such as Developing Scotland's Young Workforce and the Scottish Government's 'Putting Learners at the Centre: Delivering our Ambitions for Post-16 Education'. To support the College's recruitment goals, it is important that the processing of applications is efficient and that communication with applicants is prompt and customer-friendly. This activity requires to be supported by regular monitoring of actual applications received against target so that when the number of applications is lower than anticipated then appropriate targeted marketing activity can be undertaken to increase applications.

## 4. Scope, Objectives and Overall Findings

Taking account of the regional context we conducted a review of the adequacy and effectiveness of the processes and procedures for managing and controlling student recruitment and retention, covering the role of Student Services, Marketing and Communications, MIS and curriculum areas.

This included a review of early warning indicators to flag where recruitment targets are not being met or where students are at risk of dropping out of the College.

For the purposes of this review student recruitment is defined as those activities targeted at individuals who are actively weighing up the prospect of entering or continuing in further or higher education.

## 4. Scope, Objectives and Overall Findings

The table below notes secondary objectives for this review and records the results:

Objective	Findings			
The specific objectives of this audit were to ensure that:		1	2	3
		No. of Agreed Actions		
1. There is appropriate senior management and Board committee oversight, including monitoring and reporting of information on student applications and retention rates against targets to identify areas of poor recruitment and retention, and identify possible actions.	Good	0	0	0
2. Clear roles and responsibilities have been established that foster accountability for recruitment and retention.	Good	0	0	0
3. There is an agreed student recruitment and retention strategy taking into account: <ul style="list-style-type: none"><li>♦ College strategic objectives, the Glasgow Colleges Regional Outcome Agreement and Scottish Funding Council (SFC) outcomes;</li><li>♦ agreed recruitment and retention targets;</li><li>♦ equal opportunities;</li><li>♦ widening participation; and</li><li>♦ admissions policy.</li></ul>	Good	0	0	0
4. An annual student recruitment plan is in place to define and coordinate recruitment activity including a recruitment lifecycle. Recruitment / promotional activities are: <ul style="list-style-type: none"><li>♦ planned;</li><li>♦ activities are designed to be economic, efficient and effective;</li><li>♦ underpinned by recruitment data and market intelligence;</li><li>♦ coordinated; and</li><li>♦ reviewed, monitored and evaluated.</li></ul>	Good	0	0	0

## 4. Scope, Objectives and Overall Findings (Continued)

Objective	Findings			
<b>The specific objectives of this audit were to ensure that:</b>		<b>1</b>	<b>2</b>	<b>3</b>
5. An annual student retention plan is in place to define and coordinate activities designed to identify students at risk of dropping out at an early stage and provide them with the necessary support to retain them at the College.	<b>Good</b>	0	0	0
6. Knowledge, skills and training is provided to staff who are engaged in recruitment activity and in helping to retain students who are at risk of leaving the College.	<b>Good</b>	0	0	0
7. There are mechanisms to handle recruitment complaints and obtain feedback where possible from students who leave the College prematurely and identify and take remedial action where necessary.	<b>Good</b>	0	0	0
		0	0	0
<b>Overall Level of Assurance</b>	<b>Good</b>	System meets control objectives.		

## 5. Audit Approach

We assessed whether the above objectives have been met through discussions with the Vice Principal, Curriculum and External Relations and relevant Assistant Principals and other staff, and review of relevant documentation.



## 6. Summary of Main Findings

### Strengths

- The College's Development Plan includes a strategic aim to 'Deliver Exceptional Learning Opportunities'. Skills Development Scotland provide Regional Skills Assessments for the Glasgow Region which provides data on regional job demand. Areas of economic demand are also identified through College staff interaction with local employers.
- The College's curriculum portfolio is developed in line with the regional and national priorities and funded activity targets are included in the Glasgow Colleges Regional Outcome Agreement (ROA) and student recruitment is targeted on this basis;
- Comprehensive reporting of recruitment data has been developed from the MIS system to provide real-time information on the applications received, and the status of these applications;
- A robust process has been developed to set recruitment targets, with historic data from the student records system used to sense check whether targets set are reasonable;
- There is appropriate review of progress against target application levels by senior management, the Learning and Teaching Committee and the Board;
- Recruitment roles and responsibilities are clearly understood;
- The College regularly reviews its admissions processes with findings utilised to refine existing arrangements;
- Where course recruitment is below target application levels, there is clarity on the roles and responsibilities for those who should review these figures and decide on when targeted marketing and promotion should be undertaken;
- There are a range of marketing activities undertaken to support recruitment including social media and the website; and
- There is a mechanism to formally deal with and review complaints relating to the recruitment and admissions process.

### Weaknesses

- There were no significant weaknesses noted during our review.

## 7. Acknowledgements

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

## 8. Main Findings and Action Plan

**Objective 1: There is appropriate senior management and Board committee oversight, including monitoring and reporting of information on student applications and retention rates against targets to identify areas of poor recruitment and retention, and identify possible actions.**

Curriculum staff, including Senior Lecturers, Heads of Curriculum and Assistant Principals, are responsible for recruitment activity, monitoring applications received, offers being made to applicants and offers being accepted compared to the target number of places available on each programme. Where the number of applications is lower than anticipated then curriculum staff work with the Marketing Team to undertake appropriate targeted marketing activity to increase the level of applications. The Senior Leadership Team (SLT) meets weekly during the critical enrolment period between September and October, and fortnightly thereafter, with recruitment activity a standing agenda item for discussion. At each SLT meeting the Curriculum Assistant Principals discuss recruitment and enrolment activity highlighting progress made compared to the targets, on an exception basis. Curriculum teams meet weekly to discuss recruitment, applications, offers and enrolments. Meetings are attended by key administration staff involved in the admissions process.

A high-level paper on the progress made towards achieving the credit target for the academic session is also a standing item on the agenda of the Board's Learning and Teaching Committee.

Senior Lecturers, Assistant Principals and other members of the SLT monitor application and enrolment data via the Columbus reporting tool, which is linked to the College's student records system. This provides real-time reporting functionality on a range of information to allow monitoring of student activity and to identify potential areas for targeted marketing and recruitment. At the time of our review the College had recently implemented a new reporting format where curriculum staff are presented with monitoring reports, linked to their Columbus access credentials, which focus on their subject areas. We noted that from an efficiency perspective this system is a clear enhancement on the previous arrangements. The data reported for each curriculum area includes target places available per course; total number of applications received; applicants invited to interview; number of applications rejected; conditional and unconditional offers made and accepted; number of applicants on a waiting list; courses that are full; and number of vacancies remaining.

Our review noted that the revised reporting format increases the effectiveness of Columbus as a monitoring tool. We noted that the current reporting does not automatically capture information on the gender ratio of applicants and priority group information, but the College's MIS Manager does have the facility to provide this information to SLT and the Marketing Team on request.

**Objective 2: Clear roles and responsibilities have been established that foster accountability for recruitment and retention.**

Roles and responsibilities for recruitment target setting, monitoring, reporting and taking pro-active action (where recruitment targets are not likely to be met) are not formally described each year. However, recruitment oversight is reflected in the job descriptions of senior management and key curriculum and support staff (such as the Curriculum Assistant Principals, Senior Lecturers and Head of MIS). We also noted from our interviewees, which included a sample of Assistant Principals, the Vice Principal Curriculum and External Relations, Head of MIS and Head of Marketing, that without exception all managers had a clear understanding of their key roles and responsibilities in relation to admissions.

The Marketing Team is responsible for the general marketing of the College and programmes and also provides additional targeted marketing assistance at the request of curriculum staff. A reorganisation of the Marketing Team was undertaken during the current academic session so that marketing staff are now assigned to individual curriculum areas to provide focused marketing support.



**Objective 3: There is an agreed student recruitment and retention strategy taking into account:**

- College strategic objectives, the Glasgow Colleges Regional Outcome Agreement and Scottish Funding Council (SFC) outcomes;
- agreed recruitment and retention targets;
- equal opportunities;
- widening participation; and
- admissions policy.

*Strategic Objectives and SFC Outcomes*

The College's Development Plan includes a strategic aim to 'Deliver Exceptional Learning Opportunities'. Skills Development Scotland provide Regional Skills Assessments for the Glasgow Region which provide information on regional job demand. Areas of economic demand are also identified through College staff interaction with local employers.

The Glasgow Regional Outcome Agreement (ROA) 2018-19 is a key driver for the College's recruitment strategy. The ROA outlines the Glasgow colleges strategic objectives in terms of working together to deliver a curriculum which contributes to the development of the regional workforce and economy. The ROA also outlines how the regional colleges can contribute to the achievement of SFC outcomes and includes credits volume targets (which have been agreed between the Glasgow Colleges Regional Board (GCRB) and the three regional colleges). Progress on achievement of the outcomes and aims included in the ROA is monitored by College management through the Senior Leadership Team and through its involvement with the GCRB. Progress is also regularly reported to the College Board and also to the SFC, via the GCRB.

The ROA identifies regional and national social and economic challenges and seeks to address issues relating to gender inequality; under-representation of minority groups; employer skills requirements; and market demand, through a well-designed and responsive curriculum portfolio and targeted recruitment.

*Recruitment Targets*

For the College, the focus on recruitment is to ensure that all courses are as fully subscribed as possible in order to meet SFC credits targets for funding. College staff involved in the recruitment process aim to ensure that students enrol on the courses that they are best suited to and are then provided with the support required in order to improve retention and attainment levels.

At a programme level, enrolment targets are based on several factors including: the minimum number of enrolments required to ensure that the course is financially viable; the College's identification of demand for the course; the resources available including staff, accommodation and equipment; and historical trends in early and later withdrawals. From this, a maximum number of places available for each programme is determined which is used as the recruitment target. There is a robust process in place to set recruitment targets, with target retention rates being determined by curriculum staff, which are compared against historic data from the student records system by the Head of MIS to sense-check whether the targets set are reasonable.

**Objective 3: There is an agreed student recruitment and retention strategy taking into account:**

- **College strategic objectives, the Glasgow Colleges Regional Outcome Agreement and Scottish Funding Council (SFC) outcomes;**
- **agreed recruitment and retention targets;**
- **equal opportunities;**
- **widening participation; and**
- **admissions policy.**

*Equal Opportunities*

Under the strategic theme of delivering 'Exceptional Learning Opportunities' in the College Development Plan, is the strategic objective of 'providing a safe and inclusive environment that fosters good relations, eliminates discrimination and advances equality of opportunity'.

The College has an Access and Inclusion Strategy which aims to ensure that all students will be appropriately supported to provide equality of opportunity, process and outcome.

Our discussion with staff confirmed that the College recruitment process is undertaken on an open and non-gender specific basis, with overall student recruitment reflecting the gender balance within the regional population. However, the College recognises that there is a clear gender split within individual curriculum areas and addressing the gender split is a challenge facing all colleges operating in the further education sector. The College has made efforts to increase awareness through the publication of a series of case studies of student success within non-traditional subject areas. No specific changes in the recruitment process have been required but changes are being made in how the College markets the programmes to attract more male / female applicants. The College has in place a Gender Action Plan which is aimed at reducing gender disparities for learners within certain subject areas, including STEM, care and engineering. The College is also working collaboratively with wider groups in the sector to address inequalities in social groups in accessing certain programmes and therefore progression routes.

*Widening Access*

The College Development Plan also includes the strategic objective of 'removing barriers to ensure that our courses are accessible to the widest spectrum of learners'.

Outcome one in the ROA is to attract and provide more equal opportunities for people of all ages, and from all communities and backgrounds. The College demonstrates a commitment to both widening access and equal opportunities through participation in several regional strategies, including: Equalities and Access and Inclusion groups; the Regional Curriculum Hub for Supported Learning; and the Regional Partnership Group for English for Speakers of Other Languages (ESOL). The ROA identifies targets for the College's delivery of funded education provision to learners from those post code areas with the highest deprivation (SIMD10), learners from a Black and Minority Ethnic (BME) background, students with a known disability, and students with Care Experience.



**Objective 3: There is an agreed student recruitment and retention strategy taking into account:**

- College strategic objectives, the Glasgow Colleges Regional Outcome Agreement and Scottish Funding Council (SFC) outcomes;
- agreed recruitment and retention targets;
- equal opportunities;
- widening participation; and
- admissions policy (continued)

An activity plan has been established which identifies an agreed set of objectives to achieve this outcome. From discussion with College staff we established that data on learners from the most deprived postcode areas is captured through the MIS and monitored by the SLT and the curriculum offering is specifically designed to provide learners with access to courses at all levels of ability. The College has produced an Equalities Outcome Report 2017-2021 which details how the College's Equality Outcomes are aligned to regional Equality Outcome Themes.

The College works closely with local universities - with articulation agreements and memorandums of understanding in place - which support recruitment of applicants from the most deprived postcode areas into degree programmes. The College has systems in place to monitor applications to these specific Science and Computing courses in order to identify deprived postcode applicants and to actively encourage uptake.

The College applies a range of strategies to encourage and increase recruitment from deprived areas, including:

- The College school liaison team works on an individual basis with schools and guidance staff as appropriate;
- Support is provided by curriculum staff and support staff to Scottish Higher Education Programmes funded by SFC and aimed at supporting progression to Higher Education for school pupils from specific schools with traditionally low participation in Higher Education;
- The College is involved in several community and adult learning programmes which are aimed at improving adult literacy rates and providing a pathway into education; and
- The College runs a Prince's Trust team programme, which targets hard to reach students, including those from deprived areas.

## Glasgow Clyde College – Student Recruitment and Retention

**Objective 3: There is an agreed student recruitment and retention strategy taking into account:**

- **College strategic objectives, the Glasgow Colleges Regional Outcome Agreement and Scottish Funding Council (SFC) outcomes;**
- **agreed recruitment and retention targets;**
- **equal opportunities;**
- **widening participation; and**
- **admissions policy (continued)**

### *Admissions Policy*

There is no separate College admissions policy, and instead we noted that this is incorporated within other documents and processes, such as the Access and Inclusion Strategy. We consider the main objective of an admissions policy is to ensure that applicants are treated fairly in their applications. We reviewed the controls in place to ensure that applicants were fairly treated (see below) and consider that these were adequate, and as a result we are satisfied that there is no requirement for a separate formal admissions policy.

The key mechanisms deployed by the College to ensure equal opportunities for all applicants are:

- Recruitment is undertaken for specific courses for individuals with low entry level skills, which offer further progression pathways through their College journey and beyond;
- Through the prospectus, course application, and course enrolment process applicants are requested to declare any specific difficulties or needs. If these needs have been declared then these applications are referred to the Student Advice Team for assistance at the interview stage, and for assistance provided at a later stage from the Learner Inclusion Team (where applicable) if that applicant becomes a student;
- Where applicants are rejected for a course, curriculum staff aim to work with the applicant to identify an alternative programme which would be suitable for the applicant; and
- There is a waiting list system in place for courses that are initially full whereby if accepted applicants decide to decline their offer, do not meet their offer conditions, or do not turn up to enrol then those on the waiting list can be offered a place immediately. The College will also discuss with any applicants on a waiting list any alternative courses that are available.

The College engages with a significant number of learners, who are not enrolled on mainstream courses, through school-link, community, employability, ESOL and adult learning programmes. Pathways into further education and progression to higher education are provided to these learners with the College offering guaranteed interviews to applicants for mainstream courses. Similarly, in order to encourage retention, students already enrolled at the College who may be looking to progress onto a programme at the next level are guaranteed a conditional offer during the application process, in most cases removing the requirement for the students to complete the on-line application form on the College's website.

**Objective 4: An annual student recruitment plan is in place to define and coordinate recruitment activity including a recruitment lifecycle. Recruitment / promotional activities are:**

- planned;
- activities are designed to be economic, efficient and effective;
- underpinned by recruitment data and market intelligence;
- coordinated; and
- reviewed, monitored and evaluated.

A recruitment timeline is followed each year which is designed to streamline the processes for the recruitment of students for the next academic session. A timeline was in place for the 2018/19 academic session, which commenced in October 2017, with the agreement of the curriculum portfolio. The College Prospectus was issued, and applications were accepted from January 2018. A similar process has been followed for applications for the 2019/20 academic session.

Administration staff are assigned to each curriculum area and work closely with curriculum staff to support the recruitment and admissions process; providing monitoring reports from the MIS system; making curriculum staff aware of the College recruitment timeline; arranging interview dates; processing the student applications on the online application and enrolment system; and gathering and recording interview and group assessment results.

Marketing is important to assist with general College brand awareness and to assist with marketing of specific courses that are under-recruiting. Marketing supports the recruitment process in various ways, including:

- involvement in arranging open days;
- producing the prospectus and the online edition of the prospectus;
- promoting courses through the most appropriate marketing channels, including:
  - ◆ the College website;
  - ◆ social media such as Facebook, Twitter and YouTube;
  - ◆ local press coverage; and
  - ◆ arranging attendance at careers fairs by College staff and students.

A range of advertising formats are used, with Facebook and the College website being key routes for marketing activity as these are considered economic, efficient and effective because they are often used by target marketing audiences and Facebook advertisements can be targeted within the greater Glasgow region and directly at certain age groups. Google AdWords is also used, which assists in elevating the College's courses in the rankings on internet searches relating to courses and curriculum areas.



**Objective 4: An annual student recruitment plan is in place to define and coordinate recruitment activity including a recruitment lifecycle. Recruitment / promotional activities are:**

- planned;
- activities are designed to be economic, efficient and effective;
- underpinned by recruitment data and market intelligence;
- coordinated; and
- reviewed, monitored and evaluated (continued)

The SLT meets weekly during the critical enrolment period of September and October. Meetings are attended by the Head of Marketing and Communications. Areas identified where recruitment is slower than expected are flagged at this group by the Curriculum Assistant Principals. Where required, the Head of Marketing and Communications will meet with staff in the curriculum areas where further recruitment is required, in order to arrange specific marketing. The impact of marketing on recruitment for the course(s) involved will be reviewed and, if necessary, there will be further marketing undertaken with changes in the marketing approach invoked where necessary.

At the time of our review, the College was undertaking a review of its Media Strategy to support the student recruitment process. A recent external review of the College's website offering was also conducted which identified several areas for improvement: including poor website data analytics; under-promotion of the College web pages on search sites; the College website not reaching the desired target audiences; and insufficient data being collected on website traffic and visitor information. The College has recently commenced a procurement processes to identify suitable external marketing agencies covering media buying, with a focus on digital marketing, and creative marketing to support future student recruitment activity and improve the College website and branding.

**Objective 5: An annual student retention plan is in place to define and coordinate activities designed to identify students at risk of dropping out at an early stage and provide them with the necessary support to retain them at the College.**

Rather than a formal student retention 'plan' we noted a range of initiatives deployed by the College to improve student retention rates. These cover the lifecycle of the student's journey through the College, including:

- Liaison with secondary schools to identify students coming to the College who may have support needs, and following discussion with the student and parents / guardians put in place support plans for the student during their time at the College;
- Student welfare initiatives to support and guidance for students, including a limited amount of ring-fenced financial support for students relating to welfare issues;
- Growing capacity through training within the staff and student body to be able to identify student welfare issues and to be able to provide support or direct students to appropriate support services;
- A recruitment and selection process which aims to ensure that the student applies for and enrolls on a course which best matched to their abilities, interest, experience as well as qualifications;
- Improved MIS reporting, including weekly course management emails issued to curriculum staff which highlight potential early warning indicators for retention such as attendance and achievement data;
- Initiatives introduced by curriculum staff in 2018 to improve retention with increased group/project work, and social events introduced within course teams to improve student interaction, develop support networks and improve confidence. Continuity of staff also identified as key to improving student experience and retention;
- Improved early assessment and feedback given to students on course work to develop student confidence;
- Staff development sessions aimed at both experienced and less experienced staff on how to improve classroom management skills with the aim of improving engagement with students, provide support and to improve the overall student experience;
- Management conferences were introduced during the current academic session providing line managers, Assistant Principals, Vice Principals and the Principal opportunities to meet and discuss issues around recruitment, retention and attainment;
- An annual review of the curriculum portfolio and course performance linked to student outcomes to ensure that courses meet the needs of students and employers and are aligned with regional and national priorities; and
- There are SFC performance indicator tools that provide national KPI benchmarking data at course and unit level, including for retention and achievement against national performance.

## Glasgow Clyde College – Student Recruitment and Retention

**Objective 6: Knowledge, skills and training is provided to staff who are engaged in recruitment activity and in helping to retain students who are at risk of leaving the College.**

From discussion with College management it is our view that the knowledge, skills and training provided to staff who are engaged in recruitment activity was sufficient, with staff being suitably experienced in recruitment target setting, recruitment monitoring and marketing promotional processes.

A range of curriculum and support staff are involved in the recruitment process, providing applicants with access to information on programme, progression routes, finance and learner support services.

Any specific training needs of staff would be captured and addressed through the College's continuing professional development and annual staff review process.

Where appropriate, the Marketing Team uses external marketing consultants who provide assistance and support in specific areas.

**Objective 7: There are mechanisms to handle recruitment complaints and obtain feedback where possible from students who leave the College prematurely and identify and take remedial action where necessary.**

Any complaints received regarding the recruitment and admissions processes are dealt with as part of the College's normal complaints procedures, which have been developed in accordance with the Scottish Public Services Ombudsman (SPSO) guidelines. There is a formal complaints procedure in place which is described on the College's website. Complaints can be made by email, by phone, in person at either of the campuses or in writing. Complaints are reported quarterly on the College's website.



**Glasgow Clyde College**

**Student Welfare – Duty of Care**



**Internal Audit Report No: 2019/03**

**Draft Issued: 11 March 2019**

**Final Issued: 15 March 2019**

**LEVEL OF ASSURANCE**

**Good**





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### Level of Assurance

In addition to the grading of individual recommendations in the action plan, audit findings are assessed and graded on an overall basis to denote the level of assurance that can be taken from the report. Risk and materiality levels are considered in the assessment and grading process as well as the general quality of the procedures in place.

Gradings are defined as follows:

<b>Good</b>	System meets control objectives.
<b>Satisfactory</b>	System meets control objectives with some weaknesses present.
<b>Requires improvement</b>	System has weaknesses that could prevent it achieving control objectives.
<b>Unacceptable</b>	System cannot meet control objectives.

### Action Grades

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



## 1. Overall Level of Assurance

<b>Good</b>	System meets control objectives.
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## 2. Risk Assessment

This review focused on the controls in place to mitigate the following risks on the College's Risk Register:

- O6 – Failure to achieve acceptably high standard quality of teaching delivery and support for students (risk rating: low)

## 3. Background

As part of the Internal Audit programme at Glasgow Clyde College ('the College') for 2018/19 we carried out a review of the student recruitment arrangements. The Audit Needs Assessment, completed in November 2017, identified this as an area where risk can arise and where Internal Audit can assist in providing assurances to the Board of Management and the Principal that the related control environment is operating effectively, ensuring risk is maintained at an acceptable level.

The College has several specific statutory duties related to the care of students:

- **College Prevent Duty** – the Counter-Terrorism and Security Act 2015 imposed a duty on further education colleges to 'have due regard to the need to prevent people from being drawn into terrorism';
- **College Safeguarding Duty** – every adult in Scotland has a role in ensuring all our children, young people and adults at risk live safely and can reach their potential. The College is committed to collaboratively safeguarding the safety and wellbeing of children, young people and adults at risk who undertake study or employment with the College and takes all reasonable steps to safeguard students and staff; and
- **College Corporate Parenting Duty** – The Children and Young People (Scotland) Act 2014 passed legislation relating to Corporate Parenting. Under the Act, Post-16 Education Bodies were 'corporate parents' from 1 April 2015. This involves carrying out a range of responsibilities to support children and young people who are, or were, looked after by local authorities. This duty only applies to this specific group of students.

## 4. Scope, Objectives and Overall Findings

The table below notes the objectives for this review and records the results:

Objective	Findings			
<b>The specific objectives of this audit were to ensure that:</b>		<b>1</b>	<b>2</b>	<b>3</b>
1. Duty of Care policies and documented procedures in place which are communicated to all staff.	<b>Good</b>	0	0	0
2. Appointed staff or groups with specific responsibilities to assist the College in meeting its statutory duties related to the care of students.	<b>Good</b>	0	0	0
3. A formal risk identification and assessment process.	<b>Good</b>	0	0	0
4. A Duty of Care training programme for staff which includes induction training and regular refresher training.	<b>Good</b>	0	0	0
5. Engaged with Prevent partners and collaborated with other Corporate Parents.	<b>Good</b>	0	0	0
6. Regular reporting of Duty of Care matters to senior management and to the Board of Management.	<b>Good</b>	0	0	0
		<b>0</b>	<b>0</b>	<b>0</b>
<b>Overall Level of Assurance</b>	<b>Good</b>	System meets control objectives.		

## 5. Audit Approach

From discussion with a sample of Assistant Principals, the Vice Principal, Curriculum and External Relations, the Mentally Healthy College Co-ordinator and the Student Association Development Officer, and review of policies and procedures, we identified the internal controls in place and compared these with expected controls. We have reported on areas where expected controls were found to be absent or where controls could be further strengthened.

## 6. Summary of Main Findings

### Strengths

- The College has a Safeguarding Code of Practice and a Safeguarding Children, Young People and Protected Adults Procedure in place. From our review of current College policies and procedures we identified examples of provisions which deal effectively with Prevent issues.
- The College's approach of incorporating the Prevent duty into its Safeguarding and other related procedures is reasonable and in line with the approach we have encountered across the sector.
- The College has established a detailed Corporate Parenting Plan, as required by The Children and Young People (Scotland) Act 2014 Act, and appropriate supporting procedures.
- Throughout the College, staff have been assigned specific responsibilities to assist the College in meeting the three statutory duties.
- The College has established links with various forums to enable the College to effectively discharge its duties under Prevent and Corporate Parenting.
- The College is undertaking a joint mental health project with the Scottish Association for Mental Health (SAMH). The project is being funded by the Glasgow Clyde Education Foundation, which has committed to providing approximately £180K during the fixed two-year life of the project.
- During our review we identified several examples of good practice in relation to staff training, many of which have been developed from the work undertaken by the Mentally Health College Co-ordinator (specific examples are given within the main text of this report).
- A Safeguarding forum, chaired by the College's named Safeguarding Officer, has been established which meets up to three times a year. The forum reports to the Health, Safety and Wellbeing Committee, which in turn reports to the Senior Leadership Team through the Assistant Principal, Student Experience. The College collates information on Safeguarding incidents that occur and an annual update report on Safeguarding is presented to the Health, Safety and Wellbeing Committee.

### Weaknesses

- No significant weaknesses were identified during our review.

## 7. Acknowledgements

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



## 8. Main Findings

### **Objective 1: Duty of Care policies and documented procedures in place which are communicated to all staff.**

The College has a Safeguarding Code of Practice and a Safeguarding Children, Young People and Protected Adults Procedure is in place. The Safeguarding Code of Conduct sets out the College's position on Safeguarding at a high-level, while the procedure describes the responsibilities of various staff members and the process to be followed should a Safeguarding incident occur. The College also has a set of related procedures and guidance documents, which are aimed at staff and students, to help them approach any potential Safeguarding issues appropriately, including: Safeguarding Definitions of Terms, which gives examples of potential safeguarding indicators; Safeguarding Identified Vulnerable Groups; and a Safeguarding Flowchart which provides guidance on how to respond to suspicions of abuse. Guidance has been produced for staff on how and when to direct students along a specific safeguarding route in order to identify the best support for the student. The guidance also describes what is not a safeguarding situation but where other types of support and assistance may be required.

The College has several other policies that support the Safeguarding of students. These include an IT Acceptable Use Policy, which reduces the risk of harm being inflicted through College IT networks.

From review of current College policies and procedures we identified examples of provisions which deal with Prevent issues. For example, the IT Acceptable Use Policy confirms that the College's filtering and blocking systems should restrict the access to any material which may pose a security threat and explicitly states that storing or sending material over College systems that is likely to promote terrorism or violence will be considered misuse. The Student Code of Conduct also makes clear the College's position in relation to bullying and harassment, offensive weapons and the sale, distribution or display of publications or leaflets.

The College's main Corporate Parenting document is the Corporate Parenting Plan. Maintaining a plan is a requirement of the Children and Young People (Scotland) Act 2014. The Corporate Parenting Plan correctly identifies the College's responsibilities under the legislation and sets out a range of actions to be completed in order to meet those responsibilities. Each action has a lead member of staff assigned and a completion date attached. The current Corporate Parenting Plan was produced in 2017 and is to be reviewed bi-annually. A Short Life Working Group has been established to examine corporate parenting across the College as part of the process for refreshing the Corporate Parenting Plan for 2019/20 and this will identify actions and targets to be achieved by 2020/21. A Guide for Care Experienced Students has also been made available to students through the College website which highlights the support provided by the College.

All the above policies and procedures are made available to staff through the College network.

**Objective 1: Duty of Care policies and documented procedures in place which are communicated to all staff.**

There are several specific requirements of the College under the UK and Scottish Government 'Prevent Duty Guidance: for further education institutions in Scotland'.

These include:

- having policies and procedures in place for the management of events held on College premises. The College should also put in place a system for assessing and rating risks associated with any planned events;
- the College should have robust procedures both internally and externally for sharing information about vulnerable individuals (where appropriate to do so). This should include information sharing agreements where possible; and
- there should be policies and procedures for students and staff working on sensitive or extremism-related research.

The College's approach of incorporating the Prevent duty into its Safeguarding and other related procedures is considered reasonable and is in line with the approach we have encountered across the sector. The College's Safeguarding procedures and processes cover data sharing for vulnerable groups where the College works closely with key partners that provide support to learners, for example Glasgow City Council and the NHS.

We noted that risk assessment policies and procedures are in place which take cognisance of the College's Safeguarding and Prevent duties when planning events. The College has a firm policy in place to ensure that community groups not already known to the College (or who are not been approved by the Assistant Principal of Student Experience, as the College's Safeguarding Officer) will not participate. There is regular communication between the College's Student Association and Assistant Principal of Student Experience when planning events to ensure no political/religious groups attend events.

**Objective 2: Appointed staff or groups with specific responsibilities to assist the College in meeting its statutory duties related to the care of students.**

As described in the College's Safeguarding Policy, all staff have a duty of care to protect and safeguard children, young people and adults at risk. The Assistant Principal, Student Experience is the College's named Safeguarding Officer and has overall responsibility for the development, implementation and monitoring of effective Safeguarding arrangements within the College. The Assistant Principal, Student Experience is supported by eight additional safeguarding officers who work within the Learning Inclusion and Student Advice teams across the three campuses. They receive additional training and are responsible for providing advice to other staff members on any Safeguarding incidents that occur and, where relevant, reporting these to the Assistant Principal, Student Experience.

As the College has incorporated Prevent within its current Safeguarding structures the safeguarding officers also assume responsibility for the prevent duty. We consider this approach appropriate and in line with the approach adopted across the sector.

The Assistant Principal, Student Experience is also the College's lead on Corporate Parenting. This role is largely to provide oversight whilst day-to-day management of Corporate Parenting is carried out by the Student Advice Manager and members of the Student Advice Team. The Assistant Principal, Student Experience and the Student Advice Manager are responsible for liaising with other Corporate Parents, including attendance at forums, including the Glasgow Colleges Corporate Parenting Forum. In addition, the Student Advice Manager is responsible for identifying a named contact for care leavers. This gives all students who are care leavers a point of contact for support within the College. The Student Advisors also carry out some of the key day-to-day tasks required to ensure the College provides strong support to care leavers. Student Advisors staff also ensure that teaching staff are aware of which students are care leavers so that they can assist in providing support where required and can also monitor the students' progress, passing on any concerns to Student Advisors at an early stage.



**Objective 3: A formal risk identification and assessment process.**

The College's Corporate Parenting Plan and procedures appropriately mitigate against key risks and should ensure that the College fulfils its duty. Individual care leavers are identified to ensure that the College monitors their progress and provides support to care leavers who may be at risk of failing to achieve the desired outcomes from their education. For example, care leavers attendance is monitored by MIS and the Student Advice named contacts so that if attendance falls below expected levels then this can be raised with the student. Teaching staff are also aware of which students are care leavers, enabling them to monitor the academic progress made by these students in that specific context.

As part of the College's Admissions for Applicants with Relevant Unspent Criminal Convictions Procedure students with unspent convictions will undergo a risk assessment to ensure that there is no increased level of risk arising from their admission to their chosen course. The College also makes use of PVG checks for relevant Care and Education courses to consider whether specific applicants pose an unacceptable risk.

During our review, we noted several initiatives and schemes which communicate information on the ways that students can report a safeguarding incident. For example, a student counselling mobile device application has been created to allow students to book appointments with counselling staff to discuss a range of personal problems. This allow students to anonymously report any incidents or concerns they may have regarding a friend or fellow student.

Transition data is obtained from secondary schools and partner agencies, which is used to identify students and adult learners who have applied to come to the College who have particular welfare issues. The Admissions, Student Advice and Learning Inclusion teams work collaboratively, particularly during recruitment and enrolment phases, to identify student and adult learners with care experience or welfare issues and to work with students and their parents/guardians to put in place robust support plans.

**Objective 4: A Duty of Care training programme for staff which includes induction training and regular refresher training.**

Training is planned and delivered to all staff on Safeguarding and training has already been delivered to all staff through an online module. Basic information regarding the College's Safeguarding principles and documentation is shared with all staff. Safeguarding Officers undertake an additional level of training and carry out regular refresher training.

Awareness training on Prevent has also been rolled out across the College. The College has been working with the College Development Network (CDN) who we understand have been developing updated Prevent training which the College will consider for delivery to staff and students once it is released. The planned approach is to roll this module out to all staff and students going forward. Further consideration will also be required on which staff require additional Prevent training beyond the basic awareness module.

Externally facilitated Corporate Parenting training has been provided to members of the Board of Management, the Senior Leadership Team and other senior curriculum staff. Going forward the College is considering the level of training which is required for all staff and how this will be delivered. We understand that this is specific area is being reviewed by the SLWG as part of the refresh of the Corporate Parenting Plan.

The College is 18 months into a mental health project which is being undertaken jointly with the Scottish Association for Mental Health (SAMH). The project is being funded by the Glasgow Clyde Education Foundation, which has committed to providing approximately £180K during the fixed two-year life of the project. As part of the project the College has appointed a dedicated Mentally Healthy College Co-ordinator whose principal role is to raise awareness of mental health issues; identify and deliver training to staff on mental health; and to build capacity amongst College staff and students to be able to better identify and support both staff and students that may be experiencing mental health issues. The College has adopted a non-clinical approach which seeks to raise awareness of issues and to develop confidence, particularly amongst staff, in being able to approach students or staff and discuss mental health issues, and to then refer to on for additional support if deemed necessary. This model has been well received by staff and students and has been recognised as a success by management. We understand that City of Glasgow College has recently appointed a dedicated Mental Health Officer and that other Colleges in the sector are now looking at the Glasgow Clyde College model as an example of good practice.



**Objective 4: A Duty of Care training programme for staff which includes induction training and regular refresher training.**

During our review we identified several examples of good practice in relation to staff training, many of which have been developed from the work undertaken by the Mentally Health College Co-ordinator, including:

- All staff have now received online training on how to recognise welfare issues. Further training is now being considered due to the increasing number of welfare cases being presented to the College's support services;
- Up to 60 members of staff have received mental health first aid training, including all HR staff. A similar number of staff have also received ASIST (Applied Suicide Intervention Skills Training), including all Learning and Development staff, in order to identify early warning indicators and to provide support to staff;
- A College wide counselling system has been established where up to 18 counsellors work on a part-time voluntary basis. The scheme is delivered in partnership with Glasgow Caledonian University with students in the final year of a Counselling degree operate drop in sessions at each of the College's campuses. Counsellors are co-ordinated by a College member of staff. Students can either self-refer via the College website or mobile application or can be referred with permission by the Student Advice or Learning Inclusion teams;
- The Student Association is heavily involved in student welfare with sabbatical officers having received mental health training. The Student Association runs regular talks and workshops to students on mental health;
- Roles, responsibilities and boundaries training has been provided to curriculum and support staff, providing guidance how to assess and respond to safeguarding issues in a professional manner;
- Resources have been made available for producing handouts and leaflets to staff on mental health issues to generate increased visibility of issues and support services;
- A self-care support scheme has been established for staff involved in supporting students with welfare or safeguarding issues. A supervision programme is in place to ensure staff have access to appropriate support;
- New resilience training is being delivered to students with the College providing £10k in financial support for the programme;
- A new SQA Health & Wellbeing qualification has been introduced which includes modules related to mental health training. The College is looking to incorporate these modules, where relevant, into other non-advanced programmes; and
- Regular Health & Wellbeing events and fairs are held across the College where staff and students are encouraged to attend, including 'lunch and a chat' sessions to day time social events held for staff.

**Objective 5: Engaged with Prevent partners and collaborated with other Corporate Parents.**

The Assistant Principal, Student Experience is the College Lead on Prevent and acts as the single point of contact for the College to liaise with external partners. This has included attendance at the Glasgow City Council Co-ordination Group, which is made up of various local organisations and allows local Prevent arrangements to be discussed, as well as the CDN Safeguarding Group which has a Further Education Sector focus (and facilitates discussion on what the Prevent duty means for colleges and how best to implement this). The Assistant Principal, Student Experience also has the contact details of the relevant Police contact for Prevent. The College maintains contact with local multi-agency Prevent and CONTEST (the UK's Counter Terrorism Strategy) groups. So far, the College has discussed potential issues but has not had to pass on any Prevent related concerns to Police Scotland.

The College is involved with two external forums for Corporate Parents. These are the Glasgow Colleges' Corporate Parenting Forum and the West of Scotland Care Leavers Forum. These forums provide the College with an opportunity to discuss best practice and to develop systems for sharing information on care leavers with other Corporate Parents. These forums also allow the needs of individual care leavers to be discussed with other Corporate Parents, where appropriate to do so. The Glasgow Colleges' Corporate Parenting Forum involves several agencies, such as social work or employment agencies who have direct contact with care leavers and are seeking to help them attend College. The West of Scotland Care Leavers Forum also involves universities and helps the College to provide a smooth transition for care leavers who are looking to progress with their studies.

**Objective 6: Regular reporting of Duty of Care matters to senior management and to the Board of Management.**

A Safeguarding Forum, chaired by the College's named Safeguarding Officer, has been established which meets up to three times a year. The forum reports to the Health, Safety and Wellbeing Committee, which in turn reports to the Senior Leadership Team through the Assistant Principal, Student Experience. The College collates information on Safeguarding incidents that occur and an annual update report on Safeguarding is presented to the Health, Safety and Wellbeing Committee.

Although safeguarding issues are being recorded and monitored the College has identified that existing processes can be improved to aid communication within the College and with partner agencies. At the time of our review the College was exploring options for implementing a system to enable improved tracking of safeguarding issues, including risk identifiers, interventions and support provided, through to final outcomes.

If a Safeguarding incident were to occur that involved the Safeguarding Lead this would be escalated to the Executive Leadership Team and Board due to its seriousness.

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**LEARNING AND TEACHING COMMITTEE**

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Date of Meeting	15 May 2019
Paper Title	Community Planning / Integrated Grant Fund
Agenda Item	19.32
Paper Number	19.32A
Responsible Officer	Brian Hughes, Vice Principal Curriculum and External Relations
Status	Disclosable
Action	For Noting

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**1. Report Purpose**

The purpose of this report is to outline to the committee the current work being undertaken in relation to Glasgow City Council's Integrated Grant Fund [IGF].

**2. Recommendations**

Members are asked to NOTE the attached paper, which was brought to the college's SLT by Jim Anderson, External Funding Manager.

**3. Background**

Glasgow Clyde College receives funding from Glasgow City Council through its Integrated Grant Fund. The college bids annually for these funds and they are used to support the delivery of a wide range of activity and courses in local communities. In 2018/19 the college received £467,497 to deliver Community based adult learning provision.

As is outlined in the paper, Glasgow City Council has indicated that this fund will be withdrawn and will end in March 2020. The college will continue to receive its share of the fund "subject to available finances" until that time. The paper outlines that the City Council have begun a process of consultation on the development of a replacement fund, the objectives of such a fund and the eligibility criteria for organisations to access the fund. One consultation meeting has taken place so far and the college was represented by Sheila White, Community Learning and Development Manager.

This committee will be kept updated as the consultation progresses.

**4. Risk Analysis**

If the college was unable to access the fund which replaces IGF then there would be a significant drop in income associated with community based learning activity.

There are also a number of credits associated with the delivery of this provision. Alternative funding would have to be explored if this kind of community activity is to remain viable.

The attached paper also identifies a number of risks.

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

There are no specific legal implications associated with this paper.

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

As outlined above there is a financial risk associated with the withdrawal of the IGF. If the college were unable to access the proposed replacement fund, or had access to a reduced financial envelope then there would be financial implications.

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

There are credits associated with the delivery of community-based provision, which may be at risk if this activity does not take place. Additionally, many of the community venues in which the activity takes place are in SIMD 10 and SIMD 20 areas of deprivation. The ROA seeks to ensure that college activity addresses the needs of those communities.

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

N/A

## **Glasgow City Council's IGF Review – Update Paper**

### **£467,000 – How do we replace?**

#### **Context**

Glasgow City Council has embarked upon a review of its Integrated Grant Fund. This paper explores the potential implications of this review for Glasgow Clyde College and our partners in the wider Third Sector. It also details some actions that are already underway to influence the Council's direction of travel. It should be noted that Glasgow City Council has already decided to end IGF and replace it with a new fund from 1<sup>st</sup> April 2020, and before any consultation has begun, and without any impact evaluation of the existing fund.

#### **What else has the Council told us?**

- a. The Council has stated that all funded and unfunded organisations will get the opportunity to contribute to the review.
- b. The Council has stated that it is intended to extend funding to existing community and voluntary sector IGF projects to 31st March 2020, this includes Public bodies subject to available finances.
- c. The Council has stated that there are no guarantees about funding beyond 2020 and all organisations should therefore, in general, take the normal steps to plan for any potential changes to their income, to diversify their funding or seek capacity building support to do so.
- d. The Council has detailed a series of objectives for the review as follows:
  - i. Objective 1: to consider and determine the policy priorities for the Fund;
  - ii. Objective 2: to establish new funding programmes and outcomes to deliver on the policy priorities;
  - iii. Objective 3: to improve access to the Fund and consider eligibility criteria;
  - iv. Objective 4: to consider the funding model to be used as the basis for determining how funds are allocated;
  - v. Objective 5: to examine how they can fund projects for longer than a year and how we facilitate reporting on spending;
  - vi. Objective 6: to rationalise grant administration processes and procedures including consideration of e-based applications and processes;
  - vii. Objective 7: to rebrand and promote the new Fund to clearly convey its values and vision; and
  - viii. Objective 8: to develop an approach to evaluation/impact of programmes that enables sharing and replication of good practice and informed decision making

#### **Initial Thoughts**

This represents a potential threat to existing IGF funded organisations (Clyde College and our Partner Organisations), although it represents an opportunity to those organisations that do not currently have IGF. There has been a voiced view among a body of elected members in the new administration, and Council officers, that IGF has been a “closed shop” blocked to



new entrants. There is some justification for this view in that, in recent years, there have been a number of annual extensions, and one three-year funding period. It is not as simple as that, however, because it is not that many years ago that the value of IGF, including the core Fairer Scotland Fund and the annexed Glasgow Life and Social Work grants, was some £75 million (Integrated Grant Element around £53 million- if memory serves me correctly). It is now £23 million. The current Glasgow Colleges and the third sector recipients of IGF are survivors of this cull, and among the most successful service providers in the City.

There is little likelihood that there will be more IGF than there currently is, although there appears to be some discussion around withdrawing IGF funding from public sector bodies (Colleges and Glasgow Life, Jobs and Business Glasgow, etc.). However, the possibility remains that similar amounts of funding will be spread wider, resulting in some organisations getting no IGF (more likely to be Public Bodies), some getting less, and some getting funding they have never had access to before.

In terms of the Review Objectives there are other emergent risks as follows:

- e. Poorly considered eligibility criteria could damage the effectiveness of the fund.
- f. A funding model that is poorly matched to the purpose of the fund could damage its effectiveness i.e. a procurement model, although there appears to be strong support for a grant programme.
- g. Improving access to the fund could result in an over competitive application process that might actually result in less organisations being funded.
- h. A funding model, that, for example, puts a ceiling on application amounts could push a significant element of an already stretched community based voluntary sector over the brink.
- i. Multiannual funding, while welcome, immediately limits access to the fund again.
- j. A rationalised grant administration process could result in greater barriers.
- k. Any move away from funding the core of organisations risks ending development of the local third sector, and resulting in the loss of millions of pounds of leveraged funding. This currently seems to be a likely development. (no real effect on the college)

### **What are the timescales?**

If the April 2020 deadline for the new fund is to be adhered to, there will have to be a significant amount of time set aside for the application process. It seems to me, to be sensible, that the application process would need to begin in September 2019, which leaves 8 months to complete the review. At the normal rate of progress within the public sector, this timescale is tight, and may not be met.

### **How are we engaging?**

There are a number of ways to engage within the process, as follows:

*Directly with the Council consultation process as an organisation.* This has begun.

At the time of writing it is not yet entirely obvious how the range of organisations making up the Voluntary Sector will be engaged. Although there are already a number of active bodies that the college may be currently working with:

*Through the Glasgow Voluntary Sector Network, Glasgow Adult Learning Partnership*

The North West Glasgow Voluntary Sector Network has begun the process of gathering views from its members. A short initial online questionnaire has been distributed to its members. (This maybe with the college CLD Team). The information will be collated and will form the beginning of the Network's conversation with the Council.

The Network holds a place on the Third Sector Interface Network's committee, and, as such, will receive information passing between the Council and the Third Sector Forum, not sure if CLD feeds into this forum?

*Through the Area Committees/Local Elected Members.*

Some Glasgow Voluntary Sector Networks have been working hard to be recognised as a more significant community planning partner. A standing agenda item on the Area Partnership meetings.

*Through personal networks*

The individuals that will have most influence on the final shape of the fund that replaces IGF need to understand the funding dynamic as clearly as possible (this includes college delivery), so that there is a story that should be told at every available opportunity. The main elements of that story are:

- The local colleges that have survived the drop in IGF to £23 million are likely to be part of the best of locally based involvement.
- It needs to recognise that the valuable work delivered by the college is only possible with funding from the Council.

### **The risks to the College**

IGF is a major contributor to the costs of CLD delivery and supports a department within Inclusion and Access. We currently draw down £467,000, can this be replaced via Credits or alternative funds?

### **The Policy Context**

#### **Glasgow Community Plan and Action Plan**

The Community Plan majors on *inclusive economic growth*, and, therefore, there is a strong equalities thread running through it. It restates the well-known facts that disabled people and disadvantaged people have poorer employment prospects than the population as a whole, they face enormous barriers to community participation, and that social isolation is a major factor in the health and wellbeing of those far from the labour market.

The plan also highlights mental health and wellbeing as a significant target area, committing to Implementing the Glasgow Health Commission's recommendations on improving health and wellbeing. These are:

- Tackling discrimination and exclusion for people in the city.
- Prioritise activity to raise awareness of and tackle the stigma associated with mental ill health
- Improving opportunities for people locally to connect, contribute and make friendships
- Protect and generate new investment to strengthen social cohesion within the City
- Ensure easier access to information on what's going on and available supports.

- Ensure equity of access to health and other services
- Ensure disabled people those with mobility, mental health and sensory barriers are able to get about and use the resources of the city.
- Ensure effective support in work and when seeking work

The Plan's main theme with relevance to Glasgow Clyde College CLD programme is Communities, within which the following are highlighted:

- Improving opportunities for people to connect with and contribute to their local communities
- Making best use of community facilities
- Improving mental health and wellbeing
- Tackling social isolation.
- Empowering Glaswegians

The other statements within the Plan that are of relevance are the following:

- People will be involved in shaping and making decisions about the plans and services that affect their lives.
- Services will be designed around people
- Services will be developed in collaboration with people, communities and other agencies.
- Anchor organisations will be identified to lead on improving an area and developing community capacity.

#### **People Make Glasgow Fairer Strategy**

The Strategy points out that 286000 Glaswegians live in the 20% most deprived areas of Scotland, and that welfare reform will result in a £115 million reduction in benefits for Glasgow citizens. The college supports many from this target group.

Note: NORTH WEST GLASGOW VOLUNTARY SECTOR GROUP meetings

Merging Priorities: Child Poverty, Food Poverty and Mental Health.

