

LEARNING AND TEACHING COMMITTEE

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

AGENDA

19.36	Welcome and Apologies		G McGuinness
19.37	Declarations of Interests		G McGuinness
Minutes of Previous Meeting			
19.38	Minute of the Meeting held on 15 May 2019	P	G McGuinness
19.39	Matters Arising Action Grid	P	G McGuinness
Items for Discussion			
19.40	Update Research and Development programme (<i>John Archibald, Kyle Bettley, Karen Bale</i>)	V	Research & Development Team
19.41	PI data 2018-19	P	E Brownlie
19.42	GCCSA President Update	P	A Szilassy
19.43	Learner Experience Update	P	D Marshall
19.44	External Verification Annual Report 2018-19	P	E Brownlie
19.45	College Leaver Destinations 2017-18	V	E Brownlie
19.46	Student Satisfaction Results 2018-19	P	E Brownlie
19.47	Early Impressions GCC Student Survey October 2019	V	E Brownlie
Items for Information/Noting			
19.48	Credits 18/19 Progress Update	P	B Hughes
Continual Improvement			
19.49	Equalities Impact Assessment on Decisions Made		G McGuinness
19.50	Review of Papers (including Disclosable Status)		G McGuinness
19.51	Any Other Business		G McGuinness
Date of Next Meeting: 12 February 2020 at 4.30pm, The Boardroom, Langside Campus			

LEARNING AND TEACHING COMMITTEE

Date of Meeting	13 November 2019
Paper Title	Performance Indicators 2018-19
Agenda Item	19.41
Paper Number	19.41A
Responsible Officer	Eric Brownlie, Assistant Principal Quality and Performance
Status	
Action	For Discussion

1. Report Purpose

The purpose of this report is to inform the committee of the college's 2018-19 PI data.

2. Recommendations

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

3. Issues

In 2018-19, the college has made good progress in raising overall attainment which is up to 74% from 72% in the previous year – and showing a 5% rise over a 3 year period. In both FE Full time and FE Part time attainment has risen for the third year in a row. HE Full time attainment has dropped slightly whilst HE Part time is down marginally. The college has met or exceeded almost all ROA targets for 2018-19, including successfully delivering its grant funded activity exceeding the credit target by 1.6%.

Summary Points:

- In 2018-19, 10,350 learners successfully attained their qualification or met the success criteria for their course (600 more learners than previous year)
- Overall college attainment is up to 74% and up 5% over 3 years
- Full Time FE and HE attainment is the highest across the Glasgow region
- FE Full Time attainment is up to 68% and has improved 6% over 3 years
- FE Part Time attainment is up to 76% and has improved 7% over 3 years
- HE Full Time attainment is down slightly to 73% but may still be above the Scotland average (sector data not available)

- HE Part Time attainment is down marginally to 77%
- Table 4 highlights attainment across the different Schools in the college but caution should be used in making direct internal comparisons
- Overall Withdrawal is down to 17% from 19% in the previous year

4. Risk Analysis

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

5. Legal Implications

There are no specific legal implications.

6. Financial Implications

Reducing Early Withdrawal beyond 1st November is critical for overall credit funding and this is a high priority for the college.

7. Regional Outcome Agreement Implications

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

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

No

GCC Student Attainment Summary 2018-19

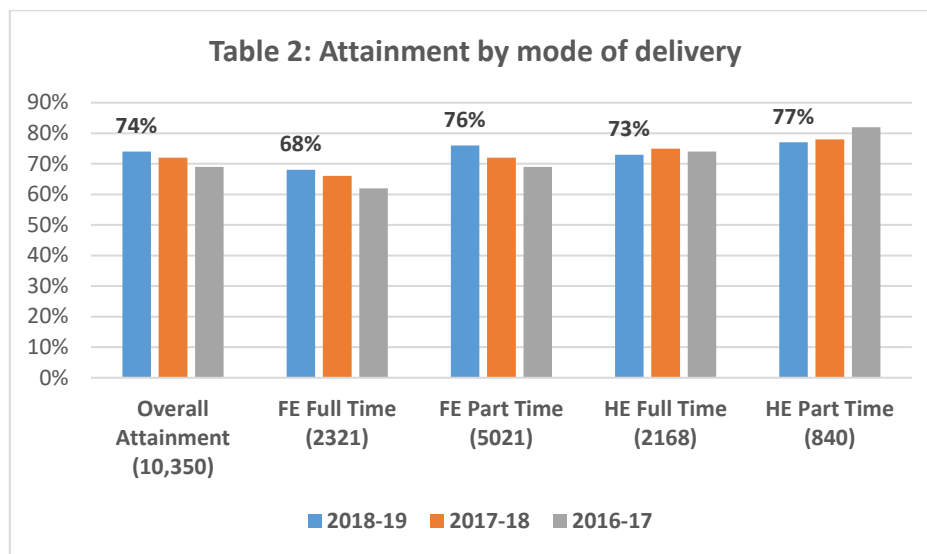
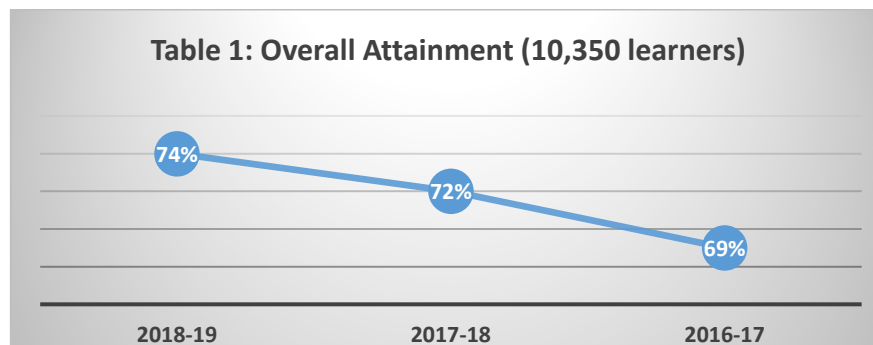


Table 3: PI Trend Data

Mode of Delivery (student nos)	Glasgow Clyde			Scotland	City of Glasgow	Kelvin
	2018-19	2017-18	2016-17	2017-18	2018-19 (Draft)	2018-19 (Draft)
Overall Attainment (10,350)	74%	72%	69%	74%		
FE Full Time (2321)	68%	66%	62%	66%	66.5%	63.8%
FE Part Time (5021)	76%	72%	69%	78%	85.8%	83.1%
HE Full Time (2168)	73%	75%	74%	71%	71.5%	66%
HE Part Time (840)	77%	78%	82%	80%	83.0%	71.8%

- 10,350 learners successfully attained their qualification or met the success criteria for their course (600 more learners than previous year)
- Overall college attainment is up to 74% and up 5% over 3 years
- Full Time FE and HE attainment is the highest across the region
- FE Full Time attainment is up to 68% and has improved 6% over 3 years
- FE Part Time attainment is up to 76% and improved 7% over 3 years
- HE Full Time attainment is down slightly to 73% but may still be above the Scotland average
- HE Part Time attainment is down marginally to 77% on previous year

Table 4: Overall Attainment by School

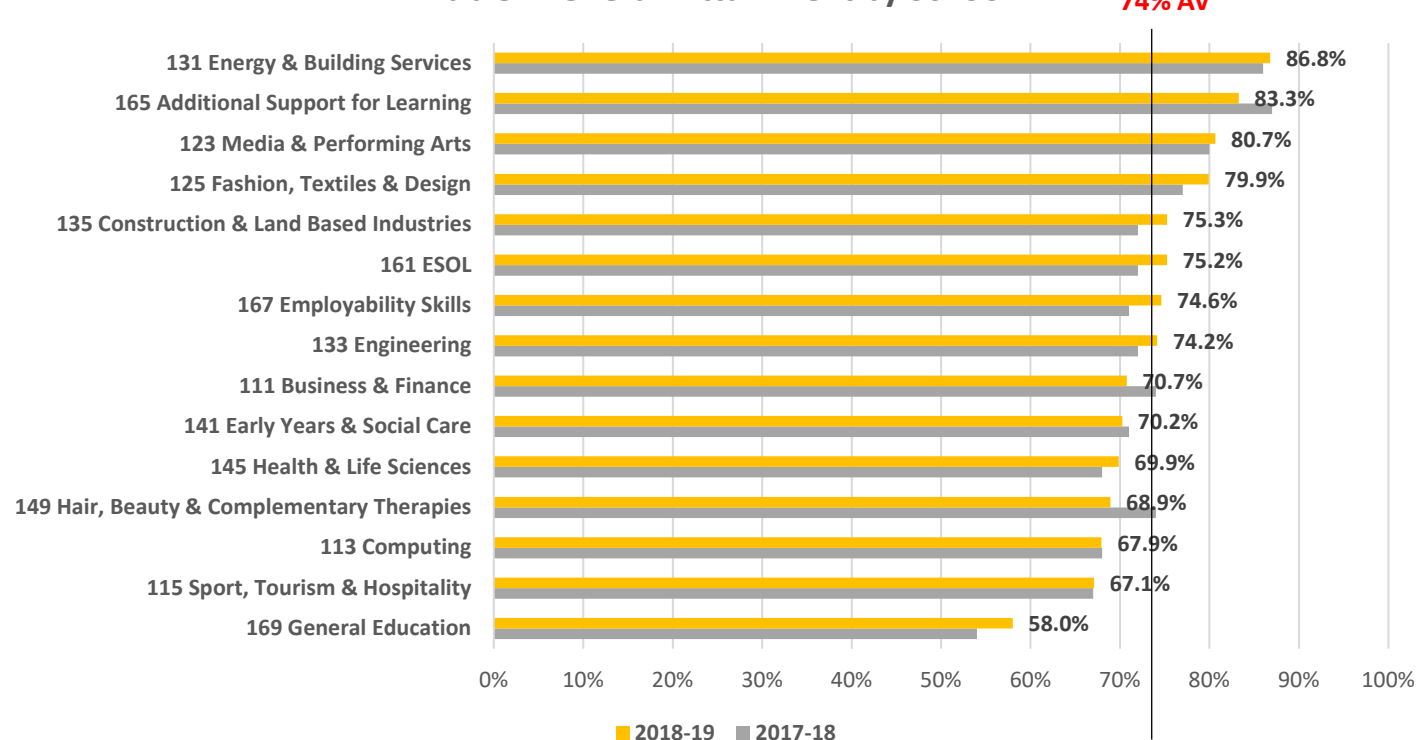


Table 5: Attainment for different groups of learners

Category	2018-19	2017-18
16 – 19 Year Olds		
Overall Attainment	73%	72%
FE Full Time	65%	64%
FE Part Time	72%	71%
HE Full Time	73%	74%
HE Part Time	80%	77%
Gender		
Females	75%	74%
Males	73%	71%
SIMD 10 postcode Learners		
Overall Attainment	69%	70%
Withdrawal rates (SIMD 10)	20%	22%
BME/Other White Learners		
FE Full Time	67%	69%
FE Part Time	76%	75%
HE Full Time	74%	73%

LEARNING AND TEACHING COMMITTEE

Date of Meeting	13 November 2019
Paper Title	GCCSA President Report
Agenda Item	19.42
Papers	N/A
Responsible Officer	Dr Aranka Szilassy
Status	
Action	Noting

1. Report Purpose

The purpose of this report is to inform this Committee about learning and teaching related activity of GCCSA during the academic year 2019/20.

2. Recommendations

For noting

3. Background

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

4. Objectives

GCSSA will again focus upon Learning and Teaching in this academic year, working in partnership with the College and bringing our educational institution up to the highest quality possible.

For the first time this year GCCSA got an invitation to Head of Curriculum Meetings at each Faculty and many Senior Lecturers Meetings to introduce our team, explain the class rep system and promote our activities. Also, we visited as many classes as possible cross campus to introduce our team, tell students who we are, what we are doing for them and encourage classes to nominate class representatives.

A new initiative is being implemented called the 'Student Voice' which will create further student engagement and greater accountability for GCCSA decision-

making and activity. Student Voice was developed as part of GCCSA looking for an effective method to ensure that the student voice was heard and listened to by the College in addition to the existing Class Representative System. Student officers carried out feedback and this 'Student Voice' format was created.

This year GCCSA has a 'GCCSA FOCUSES ON' campaign where we have decided to focus on four key areas; Financial Wellbeing, Environmental Wellbeing, Mental Wellbeing and Physical Wellbeing. This will include a variety of activity. So far, during September we organised 'Financial Wellbeing Week' and invited different organisation to provide information to students cross campus and raise awareness about financial issues. Money Advice Scotland also held Budgeting Training cross campus and 82 students in total attended these interactive sessions.

In October, during Hate Crime Awareness week GCCSA organised Hate Crime Awareness sessions each campus in partnership with Police Scotland. 40 students attended these session cross campuses.

GCCSA also prioritises new initiatives such as foodbank and food provision, Gender Based Violence and Recycling. Our White Ribbon campaign will bring in many organisations to the college to raise awareness about Gender Based Violence during the 16 days action in November-December.

GCCSA will also focus on increasing the number of student led clubs and societies as it would be great to see students own activities and more various clubs being set up and run regularly throughout the academic year.

5. Class Representation

5.1 Class representatives

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

5.2 Class rep trainings

Our class rep training has been developed in partnership with SPARQS, allowing us to provide training that has been specially tailored for our student's needs. This was the second year we provided class rep training in house cross campus during September. We have had a really good response so far we have over 422 general class reps on our system and we have trained over 200 individual students. This means we have directly reached nearly 50% of the class reps on our system within our first 3-week period. We can also provide additional training sessions around January if need as a mop up or for January start students. 34 ASL class reps attended the specific training lead by a

SPARQS trainer. We also provided separate training with our in house trainers for ESOL class reps and reached 40 individual students.

We have had positive feedback from the training sessions so far with 95% of attendees rating it as very good or outstanding. Around 95% of students who attended training stated they had a better understanding of their role as a class rep on completion. Full details on evaluation will be provided to college on completion of all training sessions and full evaluation of data.

5.3 Class rep meeting

Class rep meetings have been booked between now and May 2020, and will be run cross campus every second month by Sabbatical officers. We had our first meetings at the beginning of October and 85 class reps attended cross campus. We started with a focus on the student's feelings towards their initial interactions with the college. This covered things such as inductions, services offered (library, student advice, student funding, gym, canteen, learning inclusion, GCCSA), timetables and building relationships within class groups and also students understanding of their sense of belonging at the college. We will evaluate this feedback and also share this at a later date. We will continue to develop our meetings through the year according to the feedback we received. Plans for December meetings are to include staff in relation to the VLE and gain comments and feedback from students regarding that project.

87% of class reps said their classes believe the content of their course matches their expectations from the information provided on applying. 78% of them said they had got a proper class induction beginning of the academic year.

GCCSA knows college working on the survey about sense of belonging at Glasgow Clyde. We created one question on our first meeting and asked class reps 'What would/does give you a sense of belonging at GCC?'. Most of them mentioned their helpful and caring lecturers, class works, class group chats and very good class relationships.

We also had ASL Class rep meeting end of October in Langside and Anniesland and 26 class rep attended our first meeting and we collated very good learning and teaching related feedback from them. All of the class reps said their classes enjoy the course and get all help from their lecturer.

5.4 School Pupils class representatives

GCCSA linked in with the School Liaison program and started to trial class rep training for those students. GCCSA team agreed that it is important to see those school pupils having a voice within the college and we are very excited

to get involved those students. GCCSA knows it essential that we interact and hear the voices of all of our students on their learning and teaching experience at Glasgow Clyde. The School Liaison team and GCCSA are very keen for this to go ahead and we are providing specific training sessions and meetings for school student class reps only. We have already one sessions in Langside Campus and one in Cardonald Campus.

6. Risk Analysis

There are no risk analysis identified.

7. Legal Implications

There are no legal implications identified.

8. Financial Implications

There are no financial implications identified.

LEARNING AND TEACHING COMMITTEE

Date of Meeting	13 November 2019
Paper Title	Learner Experience Update
Agenda Item	19.43
Papers	N/A
Responsible Officer	David Marshall, Assistant Principal Student Experience
Status	Disclosable
Action	Noting

1 REPORT PURPOSE

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

2 RECOMMENDATIONS

The Learning and Teaching Committee notes the paper.

3 KEY ACTIVITIES

3.1 DELTA PROJECT (Developing Engaging Learning, Teaching and Assessment)

After a robust application process, GCEF has awarded funding for phase 2 for the project which aims to support a transformation of learning and teaching within the College.

It is vital we have an academic staff team that has the skills, confidence and support to deliver an engaging curriculum that develops and prepares students for the digital age, and that provides a first class, inclusive learning and teaching experience. This will facilitate the development of blended approaches to curricular delivery and enable the College to enhance programme design and offer flexible deliver options for staff, students and employers.

The draft College Development Plan has set out the ambition of providing an unrivalled student experience underpinned by inspirational learning and teaching and this project will see the College delivering pioneering approaches where staff are encouraged to use innovation to meet the needs of students. The exploitation of digital learning to enhance

teaching, learning and assessment is a fundamental principle of the College strategy.

The project team has been recruited with the Project Manager and 3 of the 4 Learning Technology Coordinators already in post. We have been supported by APUC in procuring a new VLE platform and implementation work is now underway with Instructure for the delivery of the Canvas platform with a view to initial piloting in January 2020 and full roll-out in August 2020.

A baseline survey of digital skills has just been completed with staff and this will enable the project team to monitor the journey of staff teams as support and mentoring is provided through the project timeline.

Glasgow Clyde College is faced with challenges on a number of fronts including digital delivery, financial sustainability and lecturing terms and conditions. The wider College sector is facing these factors and it is imperative that we deliver innovative, sustainable solutions that will meet the needs of our students, staff and external partners.

- The College needs to deliver more flexible course design options to support accessibility and stakeholder delivery options.
- Staff currently display a range of teaching staff skills, from digital innovators to those still analogue
- Staff need support to drive and develop their digital skills in learning, teaching and assessment
- There is an underlying anxiety about change, marked by anxiety about technology
- There is a lack of consistency of the application of e-learning skills across and within curricular areas
- The college has access to a wide range of digital resources – both physical and online – but broadly speaking, teaching staff are not maximising their use
- Student feedback:
 - Not all lecturers use digital tools
 - There is a variability in use and effectiveness depending on lecturer
 - Poorly structured courses and resources
 - Confusing to navigate and find materials
 - Courses have old and out-of-date materials

The project will engage with all teaching staff, providing opportunities for them to enhance their knowledge and abilities. This crucial relationship between confidence and competence will be developed, while a focus on working with curricular areas will drive changes in approach and implementation of learning and teaching. A curricular team approach will mean that working practices will be embedded within each team, gaining more traction, acting as a positive feedback and reinforcement loop. The use of accurate and consistent data feedback will also provide a motivator for teams and leaders to track change and improvement at a curricular, faculty and campus level. The skills and competencies developed will provide opportunities for the development of more blended delivery options.

MENTALLY HEALTHY COLLEGE PROJECT

The project is now being tied up with a draft evaluation report being finalised by the external consultant.

GCRB have set-up a steering group to monitor regional work on mental health that has been awarded to Charlie Waller Memorial Trust and this will see a regional perspective on mental health support for students and staff being outlined. In addition, the SFC have announced that the Ministerial directive to provide additional funding for counsellors in Colleges and Universities has been allocated. A sum of £312,000 has been allocated to Glasgow Region to fund a notional 6.93 FTE of counsellors.

CAREERS EDUCATION PROJECT

The Careers Education project has ended and a final report is being presented to GCEF and SLT which summarises activity and makes recommendations on the options available to the College to meet the requirements of students and external drivers.

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

There will specific references to mental health and careers education in upcoming ROA agreements

8. HAS AN EQUALITY IMPACT ASSESSMENT BEEN CARRIED OUT

The election process has been equality impact assessed.

LEARNING AND TEACHING COMMITTEE

Date of Meeting	13 November 2019
Paper Title	External Verification Annual Summary 2018-19
Agenda Item	19.44
Paper Number	19.44 A
Responsible Officer	Eric Brownlie, Assistant Principal Quality and Performance
Status	
Action	For Discussion

1. Report Purpose

The purpose of this report is to inform the committee of the college's external verification activity in 2018-19.

2. Recommendations

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

3. Issues

External Verification (EV) is the process whereby external awarding bodies evaluate the quality of teaching materials and judgements in relation to assessment practice across a range of different curriculum areas. Overall, 97 verification reports were received by different awarding bodies during academic year 2018-19, compared to 99 in 2017-18.

The number of reports resulting in *action plans/holds/not accepted decisions* was five, which remained the same as the previous year. All five areas were able to supply additional evidence and decisions were satisfactorily revised without any impact on student outcomes.

SQA also identified two examples of unsatisfactory assessment practice in National 5 Biology and Chemistry – this did not affect student results but has resulted in a development visit for the staff teams which has helped to provide useful guidance for this year.

4. Risk Analysis

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

5. Legal Implications

There are no specific legal implications.

6. Financial Implications

N/A

7. Regional Outcome Agreement Implications

N/A

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

No



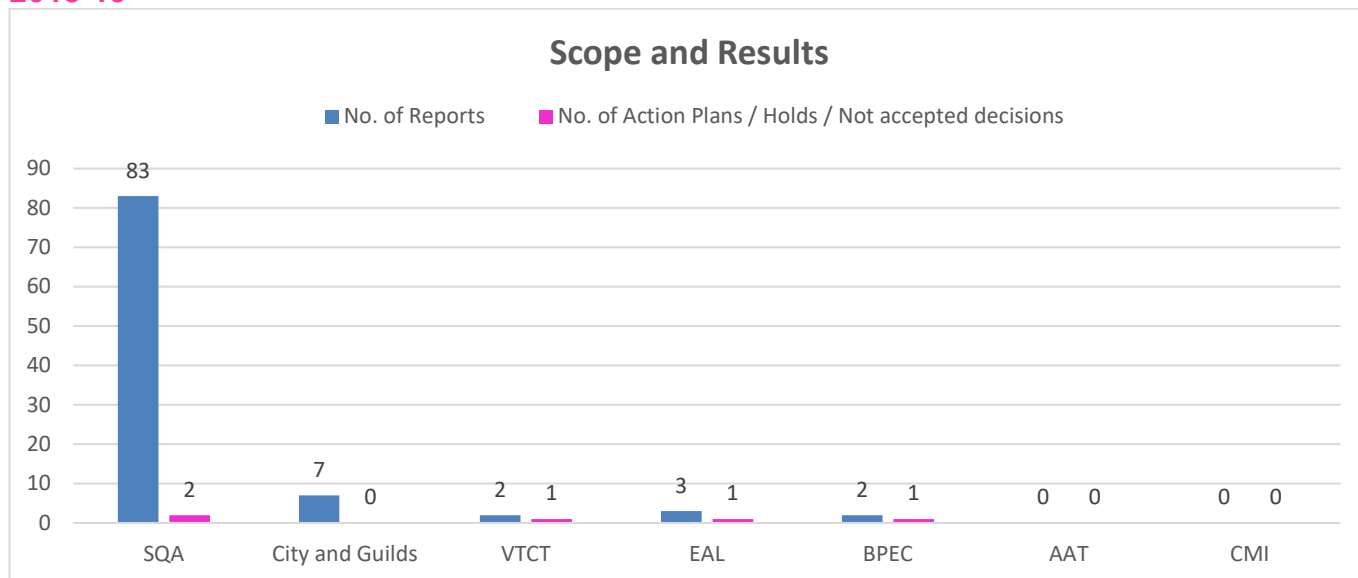
External Verification Annual Report Academic Year 2018-19

Published: September 2019

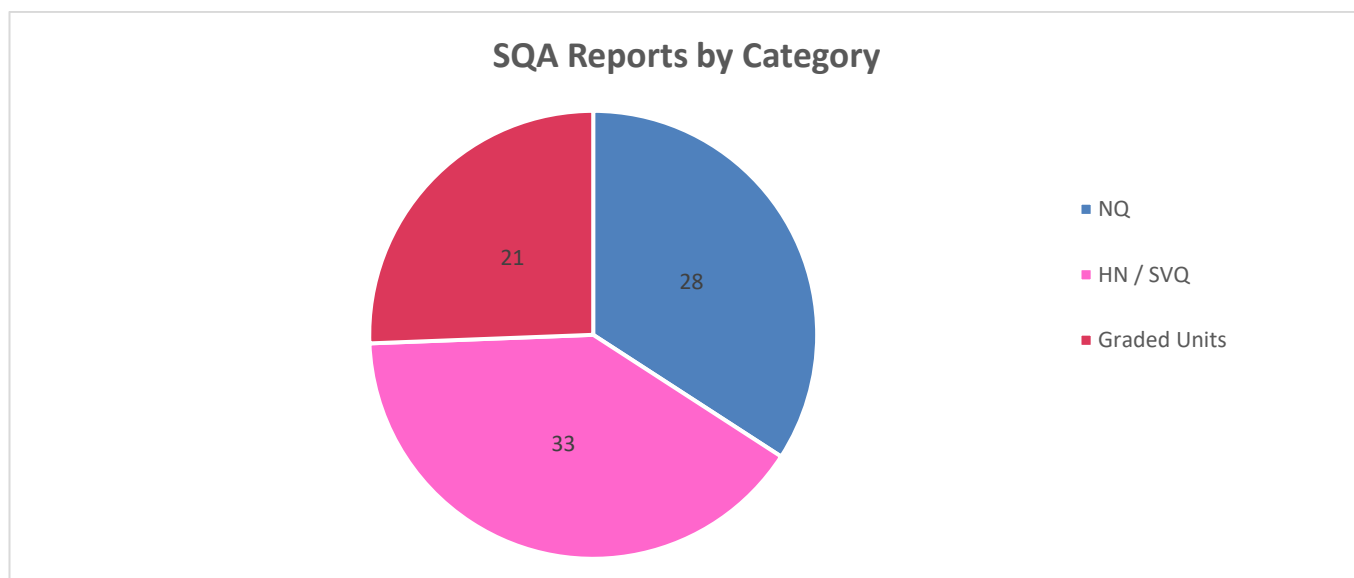
This is the 2018-19 Annual Report of External Verification activity for Glasgow Clyde College. The report is based on activity undertaken by awarding bodies for which Glasgow Clyde College delivers qualifications.

Overall 97 verification reports were received during academic year 2018-19, compared to 99 in 2017-18, demonstrating a slight decrease in activity of 2%. The number of reports resulting in action plans / holds / not accepted decisions was five, which remained the same as the previous year.

2018-19



The eighty-five SQA reports covered the categories of National Qualifications, Higher National Qualification / Scottish Vocational Qualifications and Higher National Graded units as detailed below.



From August 2018, SQA reintroduced the practice of sampling evidence across multiples sites, a practice suspended at merger to assist colleges whilst transitioning.

Overview of 2018-19 Activity by Faculty

Business, Creative and Digital Industries	No of SQA reports			No of Non SQA reports	No of Holds
School	NQ	HN / SVQ	Graded Unit		
111 Business and Finance	1	7	3	2	0
123 Media and Performing Arts	3	3	5	0	0
125 Fashion, Textiles and Design	1	1	2	0	0
TOTALS	5	11	10	2	0

Engineering, Computing and Built Environment	No of SQA reports			No of Non SQA reports	No of Holds
School	NQ	HN / SVQ	Graded Unit		
113 Computing	1	0	1	0	0
131 Energy and Building Services	1	2	1	4	1
133 Engineering	2	2	1	4	2
135 Construction and Land Based Industries	2	6	1	2	0
TOTALS	6	10	4	10	3

Health and Wellbeing	No of SQA reports			No of Non SQA reports	No of Holds
School	NQ	HN / SVQ	Graded Unit		
115 Sport, Tourism and Hospitality	2	0	1	0	0
141 Early Years and Social Care	3	5	2	0	0
145 Health and Life Sciences	1	3	1	0	0
149 Hair, Beauty and Complementary Therapies	2	1	2	2	2
TOTALS	8	9	6	2	2

Access and Continuing Learning	No of SQA reports			No of Non SQA reports	No of Holds
School	NQ	HN / SVQ	Graded Unit		
161 ESOL	2	0	0	0	0
165 Additional Support for Learning	1	1	0	0	0
167 Employability Skills	1	0	0	0	0
169 General Education	5	2	1	0	0
TOTALS	9	3	1	0	0

One report for Personal and Social Development covers activity across a range of schools therefore is not included within the figures above.

Development / Advisory Visits

For 2018-19, one City & Guilds advisory visit took place within the School of Construction. The External Quality Assurer (EQA) and Head of Curriculum discussed each qualification to be delivered in 2019-20, including delivery, assessment and quality assurance. The EQA reviewed the assessment facilities and workshops at both Anniesland and Cardonald campuses as well as at a local High School, which will be a satellite assessment centre.

The EQA highlighted the following:

- Key supportive documents available on the City & Guilds website
- City & Guilds guidelines for retaining centre records
- Importance of standardisation and standardisation activities ensuring that all assessment and IQA practices are to a high standard and mirrored on all assessment sites
- Importance of completing and updating an effective staffing matrix
- Importance of completing IQA planning and activity

Staff found the visit very useful and will shape programme delivery based on the guidance.

Development / advisory visits incur a cost and this may be one reason for the very low uptake by Heads of Curriculum.

SQA Prior Verification Requests

Prior verification is a SQA service offered to centres who devise their own summative unit assessments or that significantly change SQA assessments to suit their particular local needs. The service provides additional confidence that proposed assessments are fit for purpose and meet national standards.

The number of prior verification requests submitted to SQA reduced to 29 in 2018-19 compared to 36 in 2017-18 however, requests are being received from a wider number of schools, which is positive.

SQA introduced a charge for the prior verification service in September 2019. This may greatly affect the number of requests submitted however, at the time of writing this report the Chair of CDN Quality Development Network Steering Group has written to SQA based on feedback from seven colleges to raise significant concerns over the introduction of charges and asking them to re-consider the issue.

Issues

The five reports resulting in **action plans / holds / not accepted** decisions were:

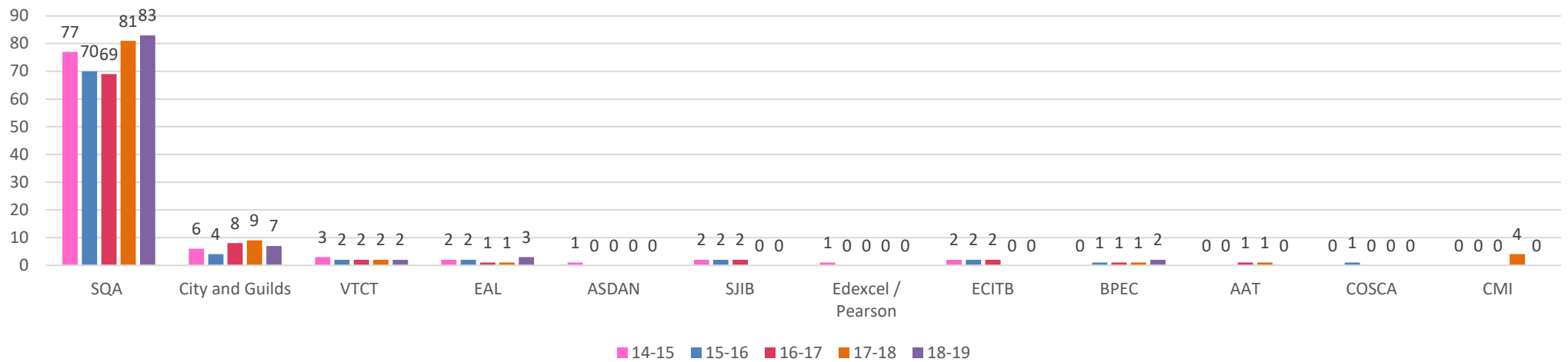
SQA	An overall outcome rating of Reasonable Confidence was reached during the HN Beauty visit due to assessment evidence for one unit not matching the requirements of the unit specification. The sanction imposed was the suspension of specific qualification certification. Evidence to meet the requirements was submitted to SQA within the agreed action date and subsequently the outcome rating was revised to 'High Confidence', the sanction lifted, and candidate certification proceeded. Feedback will be submitted to SQA, as it is felt by staff that the wording within the unit specification is unclear and not explicit.
SQA	An overall outcome rating of Broad Confidence was decided during the HN Factory Plan visit due an issue with the availability of evidence for one unit. The sanction imposed was the suspension of specific qualification certification and a return visit. Suitable evidence was provided during the return visit and the outcome rating was revised to 'High Confidence', the sanction was lifted and candidate certification proceeded.
VTCT	An action plan was imposed during one of the VTCT visits due to not meeting the invigilation requirements for closed book papers. A meeting took place between the teaching school, the College Examination Officer and one of the Quality Co-ordinators to identify an appropriate approach to conducting invigilation of closed book papers, which met VTCT requirements. At the next VTCT visit, evidence of compliance was presented and the action plan was closed out.
EAL	A medium risk status was imposed during the first 2018-19 visit. This was due to two minor non-compliances in relation to risk assessments for satellite assessment centres and security of assessments not meeting the minimum standards. Staff worked in partnership with the EV on the issues throughout 2018-19. During the final 2018-19 visit the EV was satisfied that suitable storage for assessments was in place and that the risk assessment, which had been developed and successfully trialled with one satellite site, met the regulation and could be rolled out to all satellite centres.
BPEC	A non-conformity was imposed during the ACS Gas visit due to an issue being identified in relation to the application process and dealing with conflicts of interest. The application process was reviewed for the candidate and a Risk Conflicts record completed which resulted in the candidate having to undertake their qualification at another BPEC centre. The non-conformity was lifted with the timescale agreed.

Other Awarding Bodies

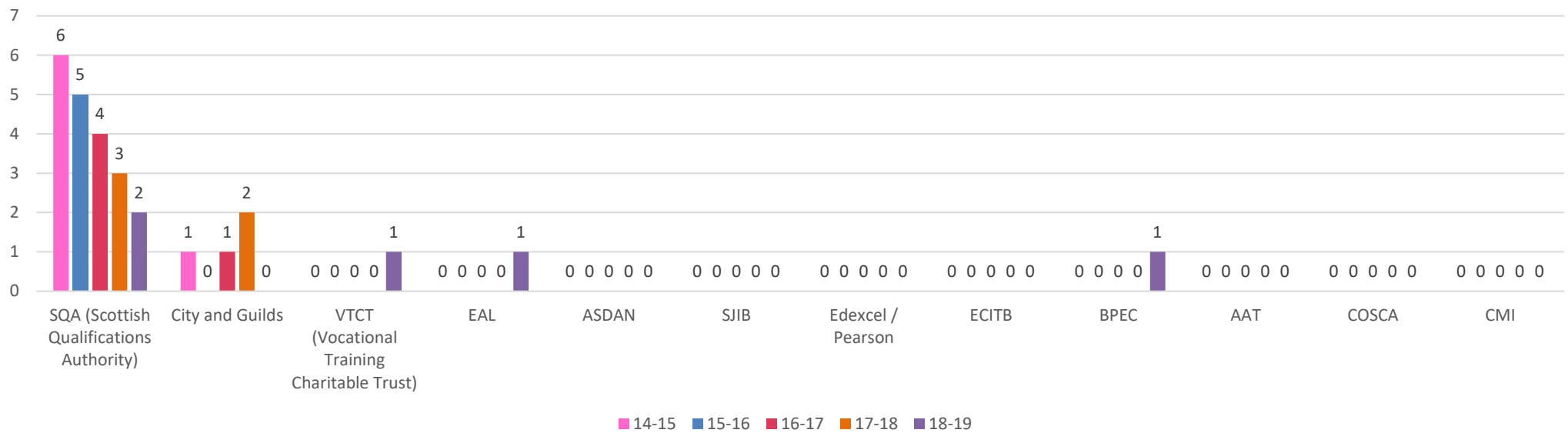
Activity carried out by all other awarding bodies were successful with no sanctions being applied.

Five-Year Trends

Number of Reports



Number of Action Plans / Holds / Not accepted decisions



Quality improvement

Quality Coordinators continue to meet with SQA prior to the start of each academic year to agree verification activity for the forthcoming year. An intelligence led approach including trend analysis over a five-year period and identification of areas, which have internally caused concern, is adopted by Quality to select which verification groups the college wish to be verified. SQA also provide their proposed selections and professional discussion takes place in order to agree mutually acceptable final selections. It should be noted that over the last two years the College and SQA's initial selections have been almost identical.

Quality Coordinators deputise for the SQA Coordinator during External Verification visit outcome meetings and actively participate in professional discussion around compliance and accepting or challenging feedback and agreeing actions / timelines where appropriate.

Quality Co-ordinators review all External Verification reports received and prepare analysis forms highlighting actions points / development points / recommendations and good practice. Documents are forwarded to Faculty staff for review, and action where required. Quality staff regularly monitor action plans to ensure that all actions are closed out. External Verifiers have highlighted this process as good practice this year.

Recommendations and Good Practice identified by External Verifiers continue to be made available by publishing on the Staff Intranet to encourage sharing of good practice.

During 2018-19, there were 108 recommendations / development points and 165 examples of good practice made by External Verifiers / External Quality Assurers.

Recommendations continue to be predominantly in relation internal assessment / verification and included:

- Creating a matrix for integrated assessments to show outcomes / units covered by each assessment; more detailed feedback including positive comments to support what candidates do well, continue to work towards standardisation across all campuses and record standardisation within IV paperwork

Good practice highlighted included:

- candidates individually interviewed with a sample of their work, this is an excellent way to ensure that candidates are placed on the right course and are made to feel valued; External Verification Analysis Form is an excellent form for discussing EV reports and any recommendations made by EVs; evidence of excellent work being produced by candidates in assessments; excellent information, advice and guidance offered to candidates on progression to both HE and employment on successful completion of the programme; excellent retention and achievement on the level 4 programme; excellent examples of holistic assessment support by effective assessment planning

As part of SQA's service improvement, they introduced one main point of contact, a named Quality Assurance Logistics Officer for Qualification Verification enquiries for each centre in 2018-19. This has worked extremely well, helped to build a good working relationship, and improved response times.

Throughout the academic year, Assistant Principals receive periodic management updates to provide an overview of verification activity and outcomes for their faculty. In addition, Senior Management and the Board of Management examine an Annual Report. The effectiveness of the process, as well as considering College and external partner priorities are used to inform the annual procedure review and improve approach for the next session.

In conclusion, it can be judged that external verification has remained at a high standard, particularly taking into account SQA reintroducing the practice of evidence sampling across all campuses meaning that cross campus standardisation activities and crucially evidence of recording, was a vital aspect of verification for 2018-19.

LEARNING AND TEACHING COMMITTEE

Date of Meeting	13 November 2019
Paper Title	Student Satisfaction Results 2018-19
Agenda Item	19.46
Paper Number	19.46 A
Responsible Officer	Eric Brownlie, Assistant Principal Quality and Performance
Status	
Action	For Discussion

1. Report Purpose

The purpose of this report is to inform the committee of the results of the Student Satisfaction survey 2018-19 published by SFC in October 2019.

2. Recommendations

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

3. Introduction

The SFC's annual Student Satisfaction and Engagement survey for 2019 reports on student satisfaction levels at HE and FE levels across the sector – with over 44,000 participating. The college embeds the mandatory SFC questions in its March survey where we had almost 4500 respondents. We have recently received the sector wide data and the attached report benchmarks college performance against other colleges in the sector.

4. Issues

- 4.1** Table 1 highlights that the college has an overall satisfaction level of 95% for FE and HE learners – which is the second highest in the sector for all large colleges.
- 4.2** For FE learners, our satisfaction level of 96% is the joint highest in the sector for large colleges and significantly higher than other Glasgow regional colleges (Table 2.1).
- 4.3** For HE learners, our satisfaction level of 93% is the second highest in the sector for large colleges (Table 2.1).

- 4.4 Across the Glasgow region, Glasgow Clyde has the most satisfied students at both FE and HE level – including an HE figure 16% higher than City of Glasgow College (Table 2.2).
- 4.5 Table 3 highlights specific responses against each SFC question – and shows strong levels of satisfaction for most questions. The largest level of dissatisfaction is against the question ‘I believe student suggestions are taken seriously’ (17%).
- 4.6 Table 4 shows responses for specific college devised questions themed around the issues of assessment and feedback. Over 500 learners (11.5%) disagreed that ‘Feedback on my work has been timely’ and this has been communicated to relevant curriculum teams.

5. Risk Analysis

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

6. Legal Implications

There are no specific legal implications.

7. Financial Implications

Using feedback to improve all elements of the student journey, particularly pre-entry and early on-course experience, may help to reduce early withdrawal numbers – with the outcome of increased funding and more positive attainment results.

8. Regional Outcome Agreement Implications

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

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

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

LEARNING AND TEACHING COMMITTEE

Date of Meeting	13 November 2019
Paper Title	Credits 19/20 Progress Update
Agenda Item	19.48
Paper Number	19.48A
Responsible Officer	Brian Hughes, Vice Principal Curriculum and External Relations
Status	Disclosable
Action	For Noting

1. Report Purpose

The purpose of this report is to provide the committee with a first snapshot of the progress being made towards achieving our credit target for session 2019/20.

2. Recommendations

Members are asked to NOTE the report.

3. Background

The attached spreadsheet provides a snapshot of our forecast credit activity for the year 2019/20 at the date on which the report was run, 4 November 2019.

As is shown in the sheet, our target for the year 2019/20 is 126,781 credits, comprising 120,556 Core credits and 6,225 of ESF credit activity. This is slightly less than our target for 2018/19, which was 127,286, but last year we accepted the offer of an additional 427 credits part way through the year. Our original target for Core credits for 18/19 was identical at 120,556 and, in 2019/20, there is a very slight decrease in ESF credits, down from 6,303 last year to 6,225 for 2019/20.

After the initial phase of course enrolments through August and early September we “freeze” the portfolio and this year that was done on 1 October. The figure of 128,069 credits therefore is the baseline against which we will measure our ongoing activity. This higher target provides us with a “buffer” as we know that there will be drop-out throughout the academic year and some students who enrol will ultimately not produce credits for us. This 128,069 target is very similar to that used in 2018/19 and represents a buffer of around 1%

At the time of writing, the qualifying date for the majority of our full-time August / September courses has just passed (1 November). Credits attaching to students who attend after that date will then be deemed to be “safe”. Our monitoring identifies “safe” and “at risk” credits on an ongoing basis.

The “Variance on Started Target” column in the sheet shows that, overall, our credit forecast is around 1% higher than target for those courses whose start date has now passed. This is reasonable at this point in time.

4. Risk Analysis

As previously reported, there are a number of reports now available to cross-check our credit position on an ongoing basis in order to minimise the risk of over-reporting credits and, as outlined in the above paragraph, monitor our credits that may be at risk.

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

Faculty	School	Frozen Credit Target at 1/10/19	Total Enrols	Non-Funded Enrols	Not Meeting 25% Date	Current Funded Enrols	Current Credits Estimate
120 Business, Creative & Digital Industries	111 Business & Finance	8,918	734	106	55	576	8,100
	123 Media & Performing Arts	8,477	742	16	24	702	8,740
	125 Fashion, Textiles & Design	10,828	783	68	38	679	10,131
		28,223	2,259	190	117	1,957	26,971
130 Engineering, Computing & the Built Environment	113 Computing	8,078	901	88	65	753	8,037
	131 Energy & Building Services	6,707	658	24	34	601	6,425
	133 Engineering	9,066	934	0	24	910	8,101
	135 Construction & Land Based Industries	7,216	632	7	30	596	7,252
	31,067	3,125	119	153	2,860	29,815	
140 Health & Wellbeing	115 Sport, Tourism & Hospitality	10,813	842	10	75	758	9,686
	141 Early Years & Social Care	12,159	1,138	169	51	919	11,689
	145 Health & Life Sciences	10,084	879	116	46	718	9,914
	149 Hair, Beauty & Complementary Therapies	6,245	464	0	22	442	5,045
	39,301	3,323	295	194	2,837	36,333	
160 Access & Continuing Learning	161 ESOL	11,156	1,275	0	104	1,171	8,115
	165 Additional Support for Learning	4,617	567	0	7	560	4,903
	167 Employability Skills	5,522	1,319	2	89	1,229	2,775
	169 General Education	8,183	617	0	63	554	7,735
	29,478	3,778	2	263	3,514	23,529	
Total		128,069	12,485	606	727	11,168	116,647
	SFC Target Credits	126,781 (Core 120,556 + ESF 6,225)					
	Current Credit Estimate + Credits to Start						128,982
	Current Credits Estimate + Credits to Start + Credits Not Enrolled						128,994

Price Group	Credits Estimate	Credits To Start	Credits Not Enrolled
1	15,769	684	11
2	65,982	5,317	0
3	23,300	1,524	0

Economic Sector	Credits Estimate	Credits To Start	Credits Not Enrolled
Administration, Financial and Business Services	17,063	1,045	0
Creative and Cultural Industries	19,520	621	0
Energy, Engineering, Construction and Manufacturing	18,023	1,086	0

4	2,355	0	0
5	9,240	4,810	0
Total	116,647	12,335	11

Food, Drink, Tourism, Hospitality and Leisure	14,596	1,930	0
Health, Care and Education	19,610	483	0
Land-Based Industries	3,105	38	0
Life and Chemical Sciences	6,063	175	0
Transition and Supported Learning	18,667	6,957	11
Total	116,647	12,335	11

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Variance on Target	Credits To Start	Variance on Started Target	Credits Not Enrolled
-9%	653	-2%	0
3%	153	5%	0
-6%	444	-2%	0
-4%	1,250	0%	0
-1%	714	9%	0
-4%	753	8%	0
-11%	0	-11%	0
0%	395	6%	0
-4%	1,863	2%	0
-10%	1,288	2%	0
-4%	161	-3%	0
-2%	175	0%	0
-19%	642	-10%	0
-8%	2,266	-2%	0
-27%	3,760	10%	0
6%	45	7%	0
-50%	2,884	5%	11
-5%	268	-2%	0
-20%	6,957	4%	11
-8.9%	12,335	1%	11
-8.0%			
1.7%			
1.7%			

Credit Movement History