

The next meeting of the Organisational Development Committee will be held on **Wednesday 29 April 2020 at 4.30 pm.**

The meeting will be held remotely to comply with Covid-19 restrictions.

A G E N D A

20.15	Welcome and Apologies		S Heidinger
20.16	Declarations of Interest		S Heidinger

Minutes of Previous Meeting

20.17	Minutes of Previous Meeting –15 January 2020	P	S Heidinger
20.18	Matters Arising – Action Grid	P	S Heidinger
20.19	Notes from JNC Lecturing and Support Meetings	P	N Patton

Items for Discussion

20.20	Assistant Principal HR Report	P	L McGaw
20.21	Covid-19 Update	P	L Ferries
20.22	Attendance Management Report	P	N Patton
20.23	Organisational Development Report	P	G Crankshaw
20.24	Health and Safety Report	P	G Crankshaw
20.25	KPI Report	P	L McGaw
20.26	Strategic KPIs	P	C McConnell
20.27	Committee Remit	P	CMcConnell

Continual Improvement

20.28	Equalities Impact Assessment on Decisions Made		S Heidinger
20.29	Review of Papers (Including disclosable status)		S Heidinger
20.30	Any Other Business		S Heidinger

Date of Next Meeting: 23 September 2020,
Langside Boardroom

LEARNING AND TEACHING MEETING

Date of Meeting	3 June 2020
Paper Title	Arrangements for Assessment and Certification 2019-20
Agenda Item	20.05
Paper Number	
Responsible Officer	Eric Brownlie, Assistant Principal Quality and Performance
Status	Disclosable
Action	For Discussion

1. Report Purpose

The purpose of this report is to update the Committee on the arrangements for assessment and certification for 2019-20. A summary of the process is attached.

2. Recommendations

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

3. Issues

Due to the exceptional circumstances, the college has introduced revised principles and a new process to complete student assessment and certification for session 2019-20. A national approach has been adopted and agreed with SQA which recommends a holistic method of estimating learner success where evidence is incomplete.

Where possible, learners have continued engaging in learning and teaching activities to help generate sufficient evidence to make assessment decisions and maximise the opportunity for them to complete their qualifications. Importantly, there is a clear recognition that course teams have the capability to make professional judgements on learner outcomes where evidence is incomplete.

Where learners have significant barriers to learning, assessor judgement may be utilised to a greater extent. This enables staff to use their professional judgement to assess flexibly across a broad range of evidence and be informed by knowledge of their learners, their engagement, progress and achievements prior to face to face teaching ending.

This approach means a completely different way of determining learner outcomes – professional judgements will be required to infer learner competence **against**

overall course or qualification aims where evidence is incomplete. Learners **do not** need to provide assessment evidence for all units or learning outcomes.

However, in circumstances where assessment judgements cannot be safely inferred (e.g. practical specialisms, regulated or H&S elements) it may be necessary to **defer** assessment decisions and outcomes. SQA subject specific guidance has been issued for selected qualifications.

The process is led by SLs, supported and approved by HOCs and CAPs, and will be supported by an Internal Quality Assurance (IQA) process. Fundamentally, these arrangements aim to ensure no learner is disadvantaged in attaining their qualification during this challenging period – and relevant Support areas are important in helping this process.

This approach does not fully apply to **National Courses** – where estimated grades will be submitted for **Nat 5 and Higher** qualifications without the need for further coursework. Guidance for regulated qualifications (eg VQs) and non-SQA awarding bodies follows similar approaches and is being implemented by relevant course teams.

A detailed Staff FAQs has also been made available along with relevant associated documentation.

4. Risk Analysis

In such exceptional circumstances a number of risks exist, especially for learners who do not complete their qualifications. The arrangements are designed to minimise these risks and not disadvantage any individuals unable to complete coursework.

5. Legal Implications

There are no specific legal implications.

6. Financial Implications

There should be no additional financial penalties for extending registers or changing SQA entry information.

7. Regional Outcome Agreement Implications

N/A

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

N/A

GUIDELINES FOR SQA ASSESSMENT AND CERTIFICATION PROCESS

HIGH LEVEL SUMMARY

These guidelines relate to HNs, NCs, NPAs, SfW and NQ free-standing units (i.e. NQ locally devised awards)

1. Wherever possible, **learners should continue to engage in learning, teaching and assessment activities** to help generate sufficient evidence to make assessment decisions and maximise their ability to complete qualifications.
2. Course Teams (led by SLs) should carry out **assessment mapping and gap analysis** for each qualification. This should result in a **coordinated** approach to identifying what further evidence may be required
3. Take a **holistic** approach to estimating assessment decisions where evidence is incomplete.
4. Holistic means reviewing outcomes of learning **against the overall course/qualification aims or group award** – and assess for learners whether these **overall** outcomes have been met.
5. Assessment does **not** need to take place for each unit or learning outcome.
6. Where evidence to satisfy course aims has not yet been generated, Course Teams should, where reasonable and possible, seek alternative evidence with some predictive value.
7. Learners **do not** need to provide assessment evidence for all units or learning outcomes – resulting in assessors making professional decisions which infer the learner's competence, where no risk is posed to health and safety or undermines regulatory demands.
8. Where learners have significant barriers to learning, assessor judgement may be utilised to a greater extent. This enables Course Teams to use professional judgement to assess flexibly across a broad range of evidence and be informed by staff knowledge of their learners, their engagement, progress and achievements prior to face to face teaching ending.
9. This approach means a completely different way of making outcome decisions – professional judgements will be required to infer learner competence **against overall course or qualification aims** where evidence is incomplete. For example
 - (1) For a Creative Industries type course the learner may not have generated evidence for a unit in Comms/IT/CAD – but the professional judgement of the Course Team is that they have demonstrated overall competence against the course aims for the Creative area
 - (2) For an Engineering type course the learner may not have generated evidence for a maths unit – but the professional judgement of the Course Team is that they have demonstrated overall competence against the course aims for Engineering
10. However, in circumstances where assessment judgements cannot be safely inferred (e.g. practical specialisms, regulated or H&S elements) it may be necessary to **defer** assessment decisions and outcomes. **SQA subject specific guidance** has been issued for selected qualifications.
11. Course Teams should use the **Decision Tree** to inform assessment and outcome decisions.
12. **HOCs will approve** overall qualification outcomes for each course – and refer some courses to an **Internal Qualification (IQA) panel** using a risk-based model. The IQA panel will moderate and confirm decisions by Course Teams.
 - **Staff should note that this process needs a coordinated Course Team approach, led by SLs, and approved by HOCs**
 - **It is underpinned by a clear Internal Quality Assurance process**
 - **Staff should refer to the full GCC Guidance on Assessment and related documentation**
 - **Documents can be found on the Quality page on the intranet - [COVID-19 Assessment and Certification](#)**

LEARNING AND TEACHING MEETING

Date of Meeting	3 June 2020
Paper Title	Innovation and Good Practice
Agenda Item	20.06
Paper Number	20.06A
Responsible Officer	Eric Brownlie, Assistant Principal Quality and Performance
Status	Disclosable
Action	COVID 19 Update

1. Report Purpose

The purpose of this report is to update the Committee on some of the innovative approaches being used to support students engage in their learning and teaching activities. The attached report outlines some examples.

2. Recommendations

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

3. Issues

Whilst it's important to recognise the scale of good practice and innovation demonstrated by teaching staff – it's important to acknowledge the huge amount of critical lower level support offered to learners since lockdown. This has been essential in supporting students both academically and psychologically – to encourage resilience and overcome mental health challenges and isolation. This may simply be 1 to 1 guidance calls/emails or straightforward small group support but has been the backbone of maintaining engagement with our learners.

4. Risk Analysis

In such exceptional circumstances a number of risks exist in simply trying to engage with learners – each curriculum area has continued to place student support and re-assurance around certification at the centre of our approach.

5. Legal Implications

There are no specific legal implications.

6. Financial Implications

There are no specific financial implications

7. Regional Outcome Agreement Implications

N/A

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

N/A

Innovation and Good Practice during shutdown

Sharing Practice intranet section

There have been over 1,000 views of posts on the practice-sharing section of the intranet supported by the Research and Development Programme.

Examples include:

- A wellbeing course for staff and students developed by the Employability School (led by Joanne Kerr)
- ESOL team sharing ways of creating a sense of belonging using Zoom (led by Jeremy Idle and Susan Spence)
- The Sneaker Sculpture workshop run by the Fashion team to promote team spirit (information provided by Morag Marshall)
- Maureen Fallon describing the use of Zoom with a National 4 Maths class
- Tracey Alexander describing the use of PowerPoint as work-around for problems with poor sound quality on Zoom
- Michael Griffiths sharing positive results with the use of Discord
- Barry Gunn outlining approaches to virtual cookery in Employability
- The Hairdressing team signposting students towards useful online resources (information from Julie Wales)
- A video of dance routines students have been working on at home (compiled by Glauco Di Lieto)
- Fashion team sharing their use of WhatsApp and Zoom to support team working (shared by Amanda Buchanan)
- Supporting students with mental health issues in Business (Saranne McGee)
- Use of Microsoft Teams to support student assignments (Alex Reid)
- Textiles team sharing a range of strategies for working with the early challenges of lockdown (Angela MacMillan)
- Supporting remote learning in drama, including students self-taping auditions, which they could present to agents and casting directors (David Lee-Michael)
- Tracey Alexander on the use of WhatsApp for sending files to students
- Jeremy Idle sharing the challenges of finding new ways of working on Zoom
- Health care team at Anniesland sharing challenges and successes of working with Zoom, Teams, WhatsApp and the VLE (Rosemary Stewart)
- Use of Zoom, Daily Dance Diaries and creating dance videos at home (Glauco Di Lieto)
- Practice-sharing webinar on remote learning and teaching, led by Kyle Bettley
- Use of OBS to stream presentations, lectures and Q&A sessions with students (George Henry)
- Computing school having good results with the use of Discord Servers, a digital platform principally designed for gaming communities (Kevin MacLean)
- Delivering online classes using Skype and PowerPoint (Neil MacLeod)

Most of these examples were shared by people who may not have seen what they were doing as innovative or ground-breaking, but just as something they find is working in their area, which they are happy to share with others. Other subject based examples include:

Media and Performing Arts

- Many excellent examples of innovation and good practice within the School including: Pulse (Dance show – this Friday at 7.30); the on-line HND Acting & Performance Diploma Show; HND Journalism who managed to produce a print copy of The Pattern for their graded unit under lockdown

Hairdressing and Beauty

- Used the FE Foodbank to create watch videos for Facebook so students demonstrate beauty techniques and ask watchers to make a donation as an alternative evidence source for commercial experience.
- In Hairdressing the volume of professional webinars and live streams are influencing the planning for enhanced video and interactive resources for canvas in addition to supplementing the learning resources currently available- the level 6 and HNC Hairdressing students are joining the staff on line to watch and participate in sessions led by Sassoon, Kevin O'Neill and Wella - whose trade secrets are never normally revealed.

Computing

- Using Microsoft Teams and Zoom to help us communicate with each other and our student groups. However one utility we implemented that has been a real benefit to us and specifically our Gaming groups has been **Discord**. Discord is a proprietary freeware VoIP application and digital distribution platform designed for creating communities ranging from gamers to education and businesses. Discord specializes in text, image, video and audio communication between users in a chat channel. This allowed our Gaming teams to continue to train for the British eSports Championships which is part of their course. One of our teams reached the British final of Rocket League narrowly losing to Sunderland College but taking the silver medal (a fantastic achievement!). If we did not have access to Discord this would have been more difficult. On the back of that we have also been using Discord with our other student groups as it provide a really good platform for collaboration between students and staff.
- Kevin McLean (Head) has been working with the Communication Workers Union (CWU) and BT in a commercial agreement to train their staff in a number of Computing disciplines such as Cisco and Cyber Security. Both organisations wanted their students to continue working remotely as it's critical to their business needs to continue to train their staff. We adapted our delivery model to include Zoom recorded lectures for students, we provided them with access to a remote facility we have with UWS called MATLAB to enable practical work to continue and provided live drop in sessions to provide Q&As. This ensured continuation of delivery as well as continual commercial revenue coming into the college during this difficult time.

Business and Finance

- Many of the staff in Business & Finance are using these Zoom/Teams to demonstrate and teach MS applications by sharing their screen with the students. PowerPoint presentations of theory based subjects have also been delivered, as well as mock timed GU exams on the VLE.

- Been using Zoom/Teams to supervise students doing assessments – in particular open book supervised assessments by sharing the platform, observing the assessment and supporting learners where necessary

Hospitality

- Sending out electronic recipe packs, work books and mock assessments to all our students. Many students have been baking at home and have sent in pictures of their excellent results and disasters!. The Hospitality teams are using Microsoft Teams for daily communication and have held 'think tank' sessions. During these sessions the teams have managed to compile new workbooks, recipe packs, syllabi etc for the 4 new courses developing the Learning and Teaching approaches.

Sport and Fitness

- All staff meet with each class group using Zoom once per week for guidance and to answer general questions. These sessions have been supplemented with students doing live assessments by presentation or demonstration on line. Some subjects have used the VLE lectures and added a voice over for each slide in a lecture presentation. The plan for next year is to add voice overs to lectures allowing students to access as required.

In addition to the articles on sharing practice, we have hosted a number of articles on the intranet offering a personal reflection on the experience of working in lockdown, with views of:

- Karen Bale, reflections 23.03.20: 143 views
- Karen Bale reflection 18.05.20: 39 views
- Catrina McGregor, reflections 30.04.20: 123 views
- Letitia Boyce: 01.04.20 11 views

The aim with these articles has been to foster a climate of mutual support, given the scale and complexity of the challenges we face. The most recent issues of Clyde Connects has four articles generated by Karen Bale:

- Personal reflections
- Employability mental health course for students (Joanne Kerr)
- Additional Supported Learning - Home Economics (Julie Joiner, Dorothy Morrison)
- Enhanced Vocational Inclusion Programme

The **Research and Development Programme** are also facilitating a series of (Zoom or Teams) **Discussion Groups** for Lecturers, Senior Lecturers and Heads of Curriculum to support the sharing of ideas, experiences and practices. These include:

- **Online teaching;** Planning a scheme of work for online teaching that supports active learning, student engagement, student collaboration, and a sense of belonging; Use of Zoom or Teams to support collaborative learning; Useful resources, tools, methods and strategies
- **Course design and curriculum design;** Challenges and opportunities for planning the design and delivery of courses in 2020-21
- **Student guidance and mental health** Sharing our understanding and experience of the current challenges for students and tutors in supporting

students with mental health issues; Thinking ahead for ways courses, tutors and the college can best support student resilience.

- **Student belongingness and social media;** Successes and challenges with the use of social media in our new situation; Possible approaches to supporting student belongingness, looking forward
- **Recruitment, admissions, keeping warm and welcoming students to the start of term:** This session will offer an opportunity to share experiences and consider approaches to recruitment, admissions, keeping warm and welcoming students to the start of term, 20-21.
- **Leading and supporting teams remotely (Heads of Curriculum):** This session (for Heads of Curriculum) offers an opportunity to reflect on leading and supporting teams remotely, at a time of unprecedented change and disruption.
- **Leading and supporting teams remotely (Senior Lecturers);** This session (for Senior Lecturers) offers an opportunity to reflect on leading and supporting course teams remotely, at a time of unprecedented change and disruption.

Learning and Teaching Committee

Date of Meeting	3 rd June 2020
Paper Title	GCCSA Report
Agenda Item	20.08
Paper Number	20.08
Responsible Officer	Dr Aranka Szilassy
Status	Disclosable
Action	For 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

4.1 Student Voice

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. Our first Student Voice meetings were held in November. During these meetings, GCCSA introduced the Student Voice documentation for our new process, we

asked students to provide words or sentences in relation to what they think the 'GCCSA VALUES' should be. Mhairi Boyd, the Lead of the DELTA Project, explained aims and progress which will lead to new approaches to learning and teaching through enhanced digital skills and a new VLE system will be implemented to support this. We gathered feedback around student's thoughts on the current system/what they want from the new one/any accessibility issues people may face with a system. All three sessions were really useful for both Mhairi in relation to her project and the GCCSA team too. At the end of the meetings we asked students for ideas, topics or people they would like included in future Student Voice meetings. Regarding student's ideas, we will consider these when looking into who to invite along to the next meetings. The second meetings were cancelled due to the Covid-19 pandemic except one at Langside Campus where we invited our Principal to come along and student could ask him about relevant issues around the college.

4.2 Class rep meeting

The second Class Rep meetings of the year were in December and we invited staff from E-Learning to gain comments and feedback from students regarding that provision and the DELTA project and also we invited staff of the Research and Development Programme. We believe it is important to let the class representatives know that there is a project in the college which is trying to take an overview on how the college can best support student success, particularly in relation to student retention and attainment and class reps can make suggestions on how the college can more effectively support student success and any factors they believe are important in making them more or less likely to drop out of a course or not be successful on a course. We regularly forward feedbacks to the relevant departments such as Estates, Canteen, Library etc. and taking back their answers to the class rep meeting. The third Class Rep meetings of the year were held in February cross campus with good attendance and we sent out collated feedback to departments and to the relevant Head of Curriculums and they have already taken actions on these feedbacks. Also, we collated feedback on assessments.

5 Activities

5.1. Wellbeing Fortnight

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', during October we organised 'Environmental Wellbeing Week'. From the second week of January, we had Wellbeing Fortnight (Focused on Mental and Physical Wellbeing) and we invited different Sport and Mental Health organisations and launched Row Britannia Challenge to encourage students to help us to reach the 2020 miles goal.

5.2. White Ribbon Campaign

GCCSA is participating in the White Ribbon Campaign. Our Vice President Sulaiman has become an ambassador and he with help to lead the team to work towards achieving White Ribbon status. This will involve a variety of activity throughout the year. We already have a working group set up with staff in order to plan and share ideas. In connection with this we also took part in the 16 Days of Action which ran from 25th November and finished on 10th December.

We invited White Ribbon Organisation to launch this initiative to the White Ribbon Steering Group on 6th February, our Principal and other member of Senior Leadership team also attended this event.

5.3. LGBT+ History Month

GCCSA is celebrating LGBT+ History Month every year and this year again, we put up curriculum posters cross campus with famous LGBT persons to show students their way and we also posted on our Social Media platform.

5.4. 'Pass It On Week'

GCCSA was taking part of the Scottish 'Pass It On Week' and organised different activities. We had stalls cross campus to promote this event and also asked staff to donate unused, unwanted stationary products and we passed them to students for free of charge. It was a very successful initiative and

GCCSA will take forward it to the next Academic year. We also planned to organise the second Clean Up Day each campus to pick up litter around our campuses and surrounding areas and encourage students and staff to take part of this campaign. This was cancelled due to the Covid-10 pandemic.

5.5. Clubs and Societies

GCCSA encourages students to set up their own Clubs and Societies every year and we have students who were running for the following clubs:

- Basketball Club - Cardonald
- Sign Language Club - Cardonald
- Language Exchange Club – all campuses
- IT Support Club – Langside
- Gaming Club – Langside
- Make Up Club – Anniesland

5.6. Online activities during lockdown

Our upcoming events and physical activities such as Mental Health Week, Football Tournament, Clean Up Days, Class Rep meetings, Student Voice meetings, Row Britannia Challenge were all cancelled due to lockdown, despite our team is still working and creating different online activities and campaigns every week to support our students such as the `Thank you Keyworkers` campaign, Mental Health campaign, Encourage to be volunteer campaign, Nurses` Day celebration, Lockdown Look Back, Awesome stories during lockdown and many more.

I held Presidential Drop-In Session every Monday and Thursday while students can chat or talk to me through Skype or email and also, I have my message to students every fortnight and I always share actual, important information/links with them such as Big White Wall, the college`s Mental Health helpline, volunteer opportunities, hardship funding, update on exams/assessments etc.

4. Risk Analysis

There are no risk analysis identified.

5. Legal Implications

There are no legal implications identified.

6. Financial Implications

There are no financial implications identified.

BOARD MEETING

Date of Meeting	3 June 2020
Paper Title	Student Experience Update
Agenda Item	20.09
Papers	20.09
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 STUDENT ADVICE

The Student Advice team are supporting applicants and students on a remote basis on a number of levels. This includes basic enquiries and communication through our Reception staff, frontline advice and guidance through our administrators and 1-2-1 and tailored provision through the advisory team including careers, welfare and progression advice. The named contacts within student advice are supported some of our most vulnerable learners, including Care Experienced and Estranged students who do not have a traditional support network, while our Action for Children key worker is currently working with 17 of our most vulnerable learners during lockdown.

3.2 LEARNING INCLUSION

Staff continue to work remotely to support students to promote access and inclusion. This takes a number of forms and is contextualised to individual student need:

- Study support
- Assessment support

- Progress reviews
- Mental health support
- Needs assessment

Staff continue to monitor activity and communicate with students and complete the necessary bursary and DSA documentation to support income streams.

3.3 MENTAL HEALTH

CWMT Activity

A series of video sessions have been developed as part of the GCRB programme with CWMT through Kirsten Amis. The sessions are being promoted via social media by GCC and GCCSA, through the College website and via the Mental Health page on the VLE. They focus upon:

- Developing a Wellness Action Plan.
- Managing stress in today's world
- Mindfulness and staying present
- Self-care for students with eating disorders
- Managing the difficulties of working remotely in the current situation

OD is also promoting these to staff. A series of staff webinars are also being delivered by CWMT to staff across the Glasgow Colleges.

Mental Health Helpline

The helpline has been set up by Kirsten Amis using Scottish Government money provided for additional counselling provision. The helpline is open Monday to Friday, 1pm to 4pm. Glasgow Clyde College is one of the only Colleges providing a dedicated mental health helpline for students.

SAMH College Connect Programme

The College Connect project has produced 2 newsletters which is shared with students via social media and the VLE as well as . 'SAMH Scoop' keeps the Glasgow Clyde College community updated with the latest news in Children and Young People's mental health and wellbeing. This is a great snapshot of helpful information for students, parents/carers, families and those with an interest in social care and mental health during the Lockdown

Counselling

The money provided by the Scottish Government has provided additional capacity for counselling appointments to be offered. The counsellors have provided additional capacity and offer appointments outwith traditional College hours. Students can be referred to counselling through support services, teaching staff or through the mental health helpline.

Big White Wall

The online platform was procured through GCRB and funded through GCRB money allocated by the Scottish Government for additional counselling services. There are currently 159 individual registrations for the service.

3.4 EQUALITIES

Work is ongoing on a number of developmental areas within the College, on a regional and a national basis in relation to the following:

- Corporate Parenting
- Gender Action Plan
- BSL Action Plan
- Mental Health and Wellbeing Plan
- Trans and Gender Reassignment

An internal audit on Equalities will take place week beginning 15th June.

3.5 LIBRARY

The Library currently has staff carrying out CPD, closing off the systems for the current academic session and planning for new provision in session 20/21. A proportion of staff are currently on furlough and this be reviewed in June.

3.6 NURSERY

The staff are currently on furlough but have been carrying out CPD where appropriate. Planning is now in place to establish how facilities can be re-opened as per the latest guidance from the Scottish Government.

3.7 GCCSA

Most activity will be covered by the President's report but the strategic focus in GCCSA is on the development of GCCSA values, reviewing the constitution and schedules and operational planning for session 20/21.

3.8 E-LEARNING

Please see DELTA update.

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 be specific references to mental health and equality reporting and monitoring in upcoming ROA agreements.

8. HAS AN EQUALITY IMPACT ASSESSMENT BEEN CARRIED OUT

BOARD MEETING

Date of Meeting	3 June 2020
Paper Title	DELTA Update
Agenda Item	20.08
Papers	20.08A
Responsible Officer	David Marshall, Assistant Principal Student Experience
Status	Disclosable
Action	Noting

1 REPORT PURPOSE

- 1.1 The purpose of this report is to provide an overview of the DELTA Project

2 RECOMMENDATIONS

The Learning and Teaching Committee notes the paper.

3 SUMMARY

Throughout March to May the wider eLearning team, including DELTA, worked to develop strategies and resources to support the likely college closure and potential wider lockdown. Once the closure was initiated, an enormous amount of activity was undertaken to enable teaching staff to get their learning and teaching materials online via Moodle, to support the upskilling of staff with Moodle, and to guide staff towards other tools such as online meetings/webinars, and other online resources.

Despite this huge shift in focus, the Learning Technologists continue to offer support and training to staff on Canvas, as well as helping to translate the new work being done on Moodle to be relevant also for Canvas.

We have continued to refine our dataset enabling us to measure progress within the team and provide easy to interpret data on the progress each academic area is achieving. The data we are collecting is outlined within this update accompanied by charts and covers the period of 1st December 2019 – 30th April 2020. Going forward, we are providing a project update to SLT on a monthly basis.

Currently, the Learning Technologists continue to reach out, and are available, to support teaching staff with moving their materials from the VLE to Canvas. As well as ongoing 1-1 sessions available for staff, DELTA will also be providing regular opportunities to attend Introduction to

Canvas webinars throughout May and June. We are encouraging all staff to engage with these to help them to be ready for using Canvas in earnest in August.

4. RISK ANALYSIS

The need for a blended approach across the College for session 20/21 has increased the need for engagement with digital learning. A lack of staff engagement will reduce the effectiveness of the student learning experience.

5. LEGAL IMPLICATIONS

n/a

6. FINANCIAL IMPLICATIONS

n/a

7. REGIONAL OUTCOME AGREEMENT IMPLICATIONS

Implications for student retention and attainment.

8. HAS AN EQUALITY IMPACT ASSESSMENT BEEN CARRIED OUT

The project has been equality impact assessed.



Lecturing Staff Engagement with DELTA

These charts reflect the **percentage of lecturers** that have met with a DELTA technologist for input on Canvas.

Interactions

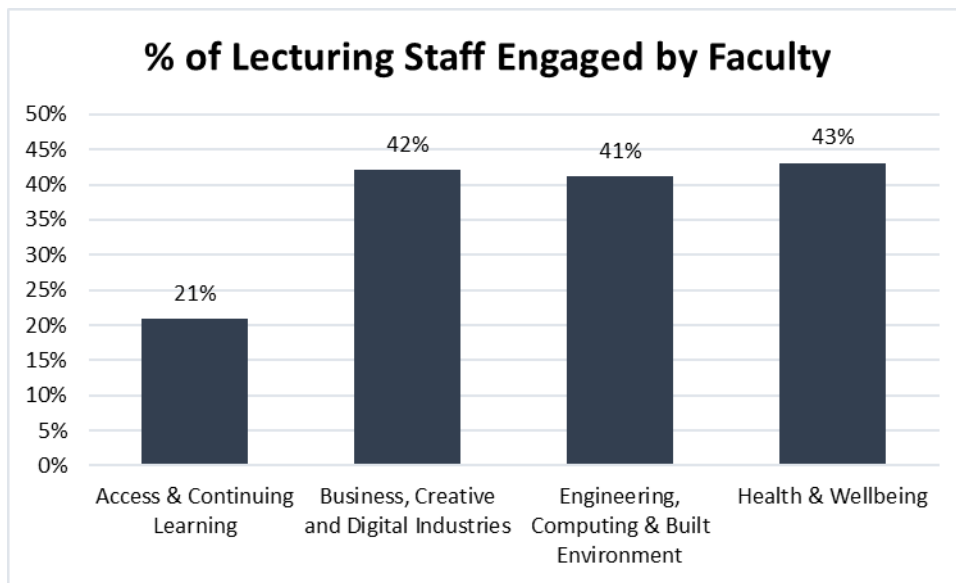
An additional measurement of Interactions has been introduced. An interaction is determined as one of five types of engagement between teaching staff and a Learning Technologist.

These five interactions are:

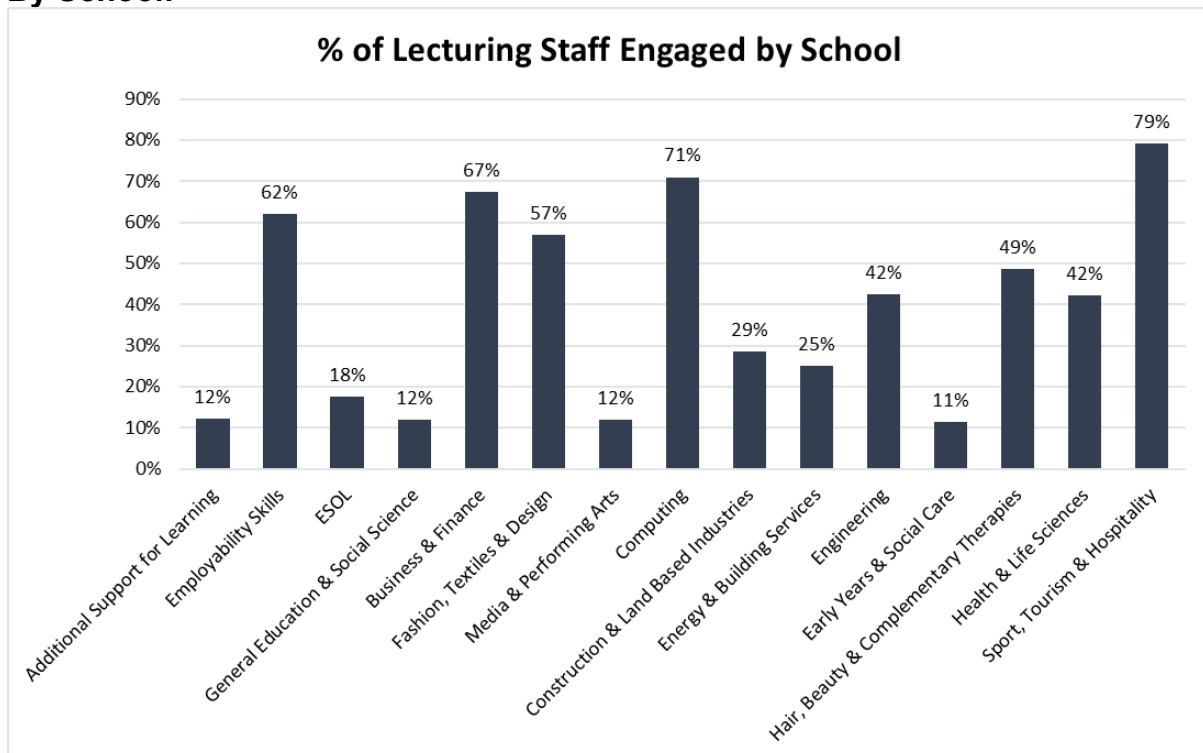
- **Introduction Session:** A Lecturer has met with a Learning Technologist to discuss the preparation of a move from Moodle to Canvas but no direct training has taken place.
- **Basic Training:** A Lecturer has taken part in Basic Training with a Learning Technologist that covers Dashboard, Cards, Navigation and Courses.
- **Basic Training+:** A Lecturer has taken part in additional Basic Training sessions, as considered above.
- **Intermediate Training:** A Lecturer has been introduced, by a Learning Technologist, to additional tools available within Canvas.
- **Training Complete:** A Lecturer has completed training on Canvas and feels fully competent.

For some staff, the development of interactions has followed a simple path of Introduction > Basic Training > Intermediate Training. However, it is most common for staff to engage with additional Basic Training + sessions to build their confidence with using Canvas, as well as building their pedagogical understanding around using online resources to develop, support and deliver learning and teaching.

By Faculty:



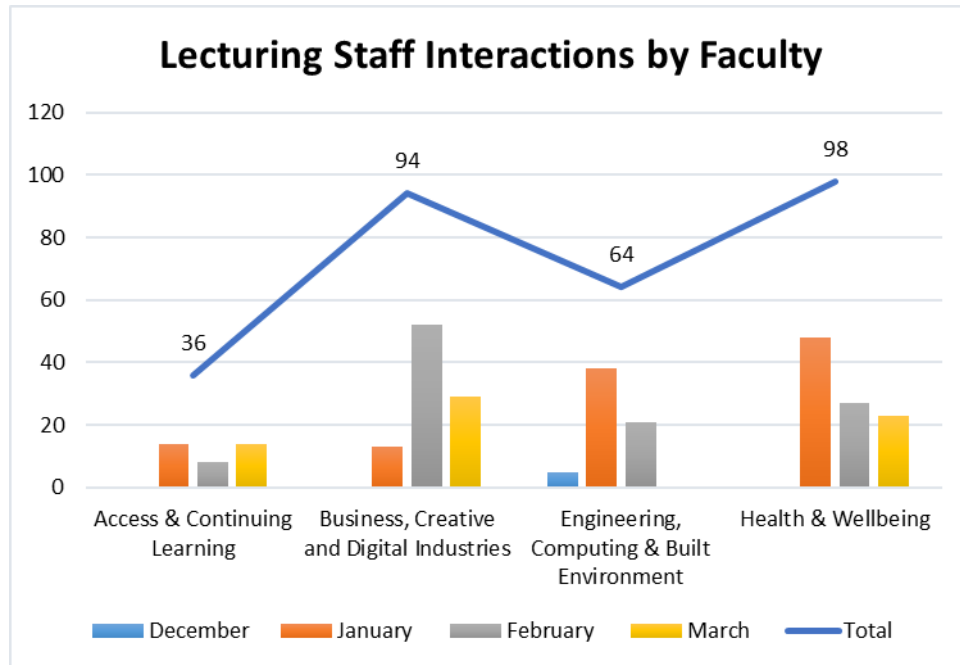
By School:



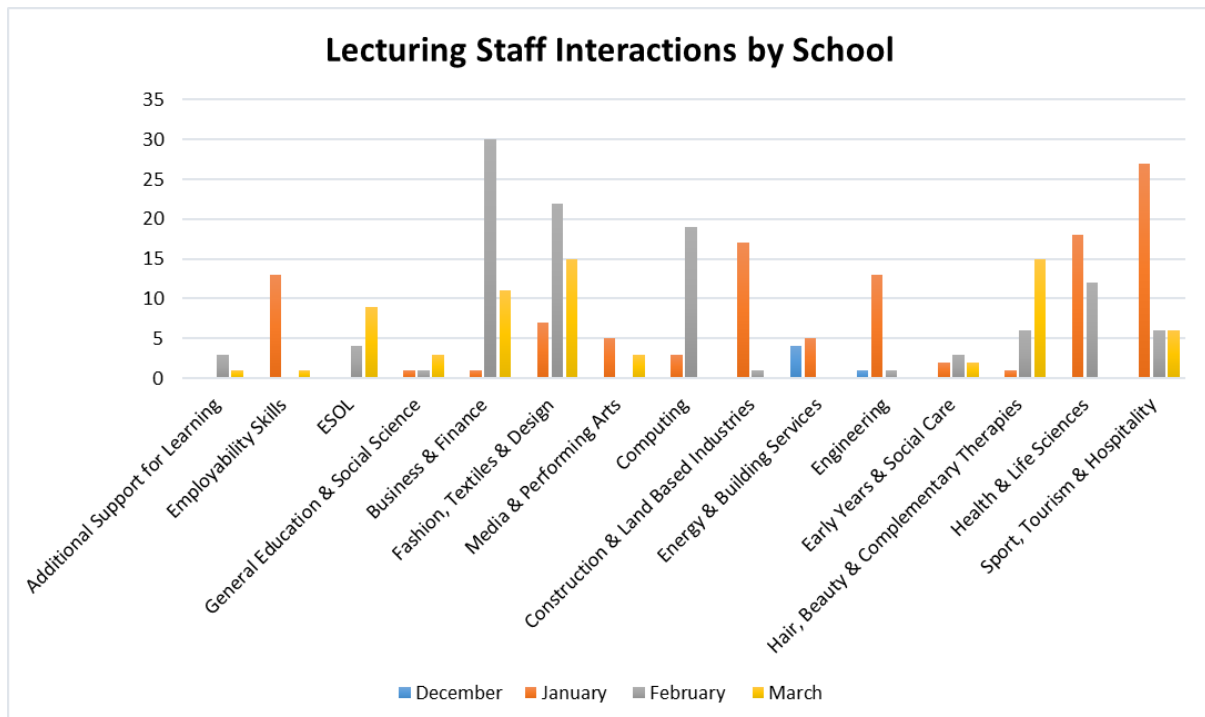
Lecturing Staff Interactions with DELTA

These charts reflect the **number of interactions** that have taken place with a DELTA Technologist for input on Canvas.

By Faculty:



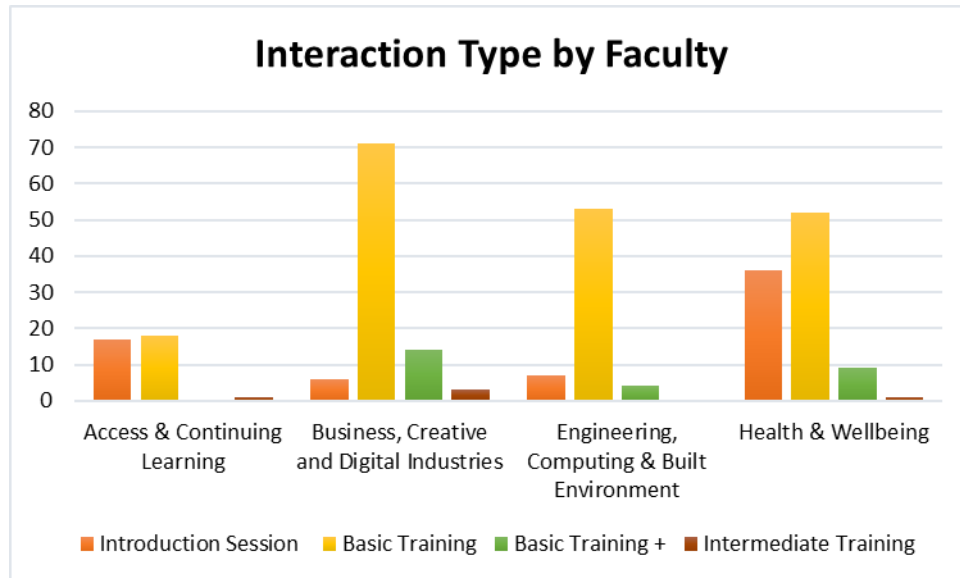
By School:



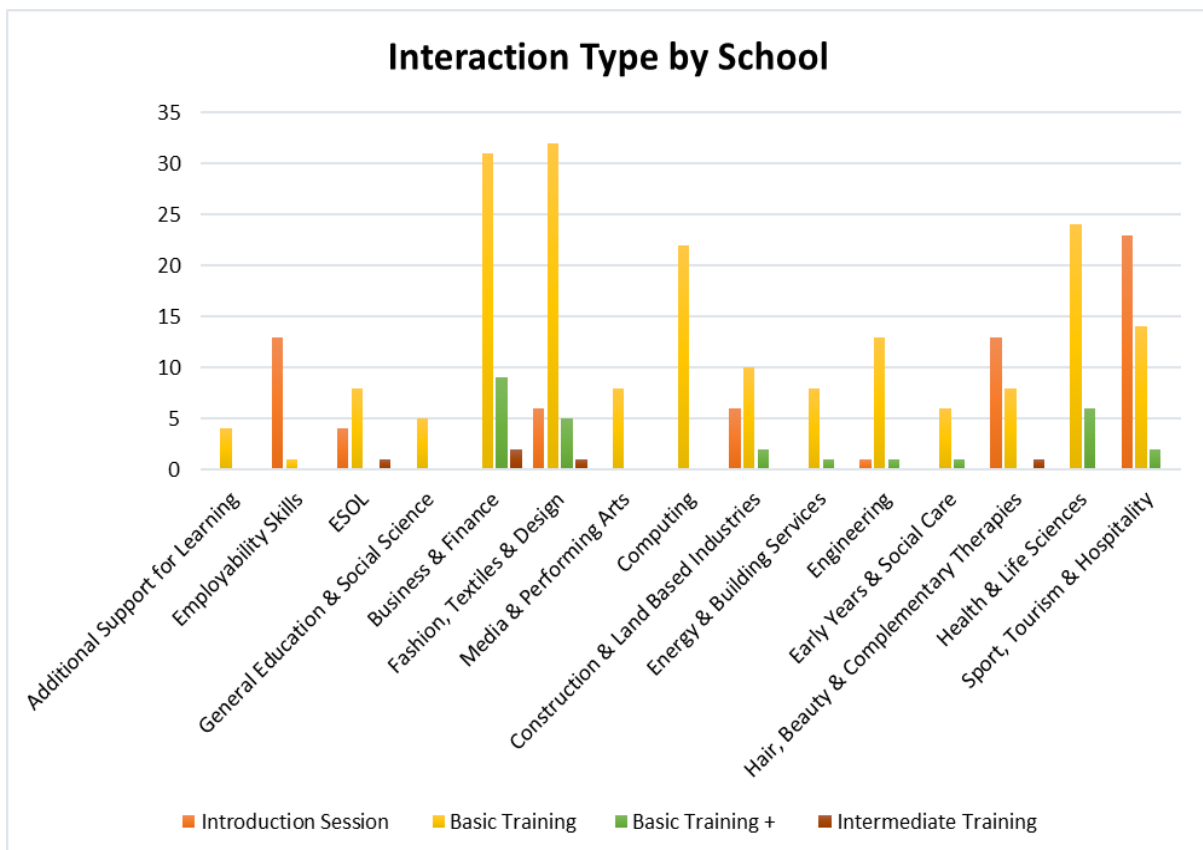
Interaction Types

These charts reflect the **number and type of interactions** that have taken place with a DELTA Technologist for input on Canvas.

By Faculty:



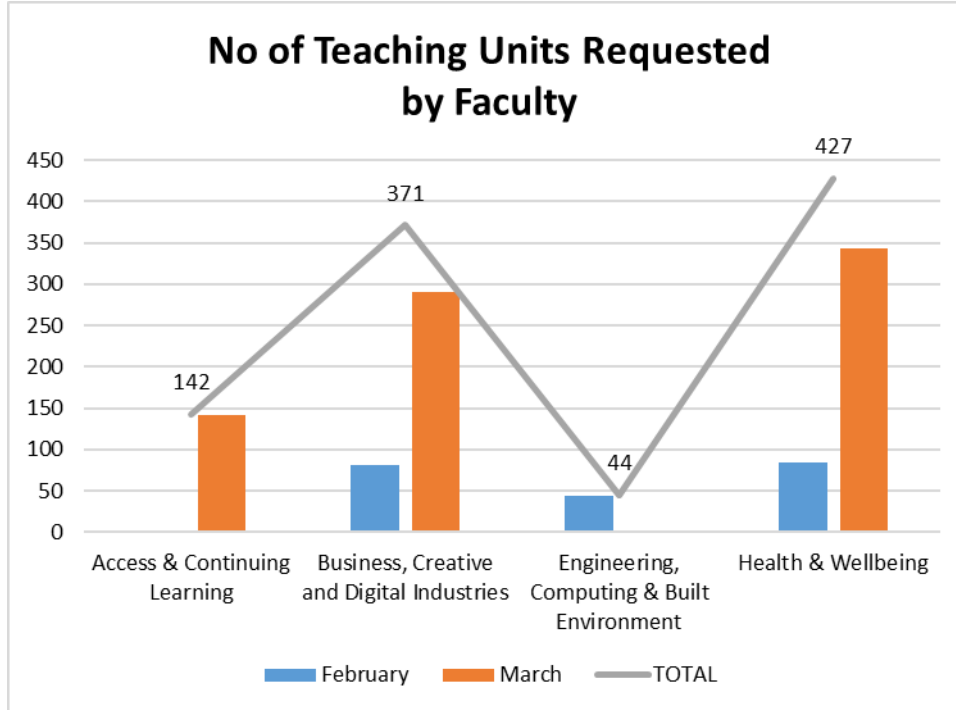
By School:



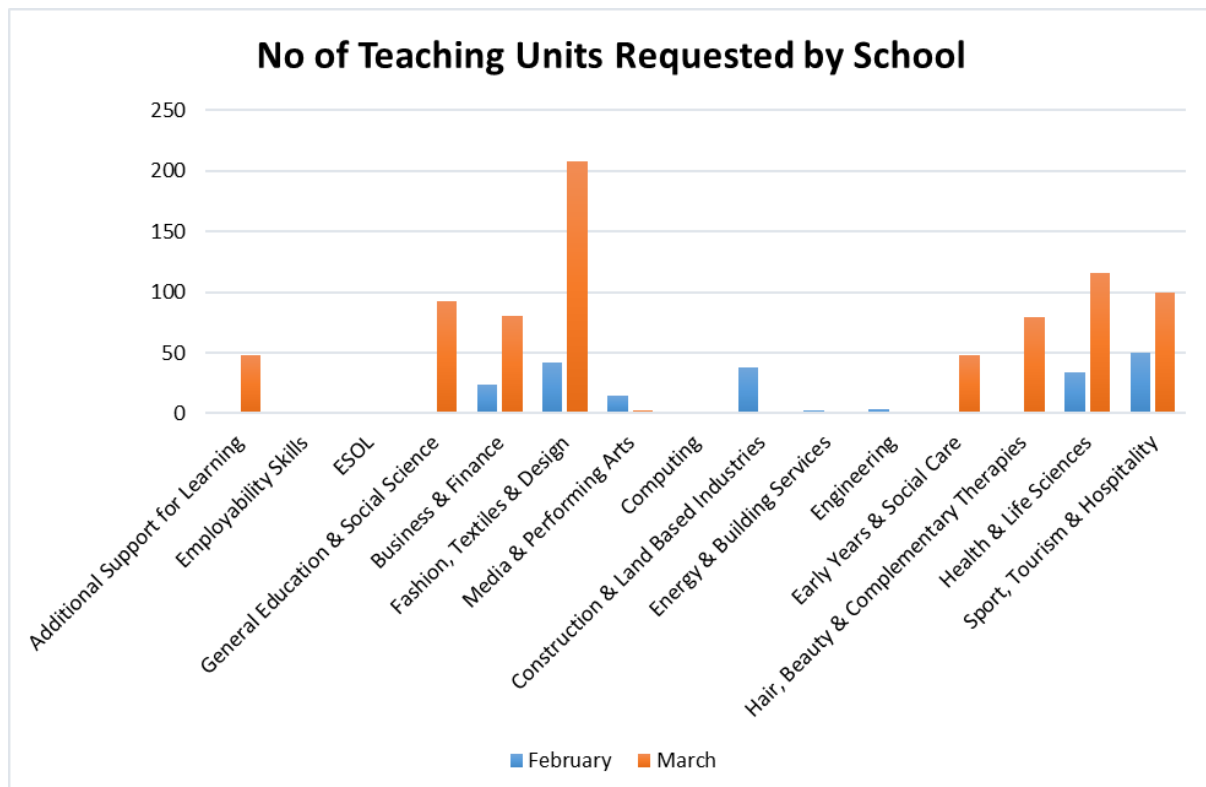
Teaching Units Requested for Canvas

These charts show the **number of units** identified as ready to move from the current VLE to Canvas in preparation for next academic year.

By Faculty:

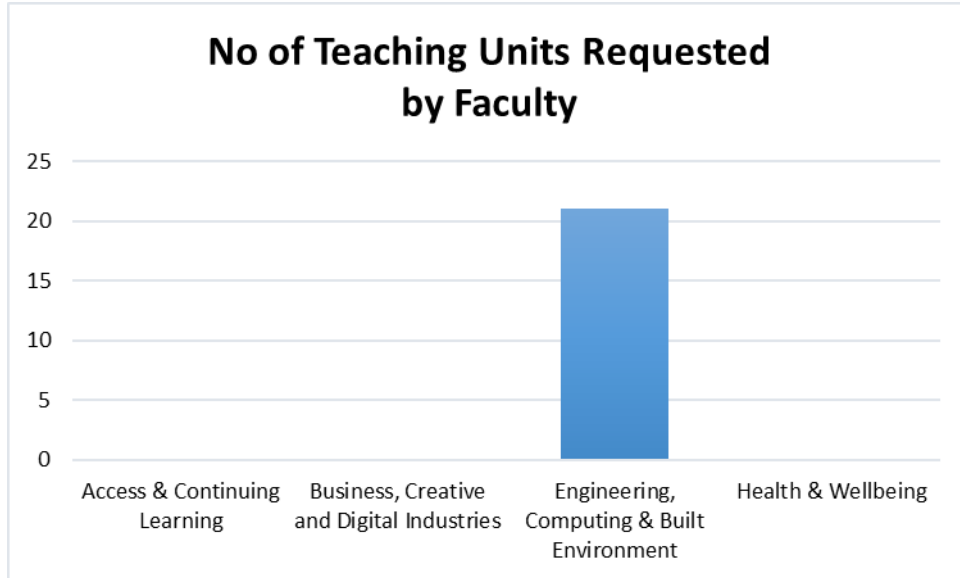


By School Teaching Units Requested for Canvas

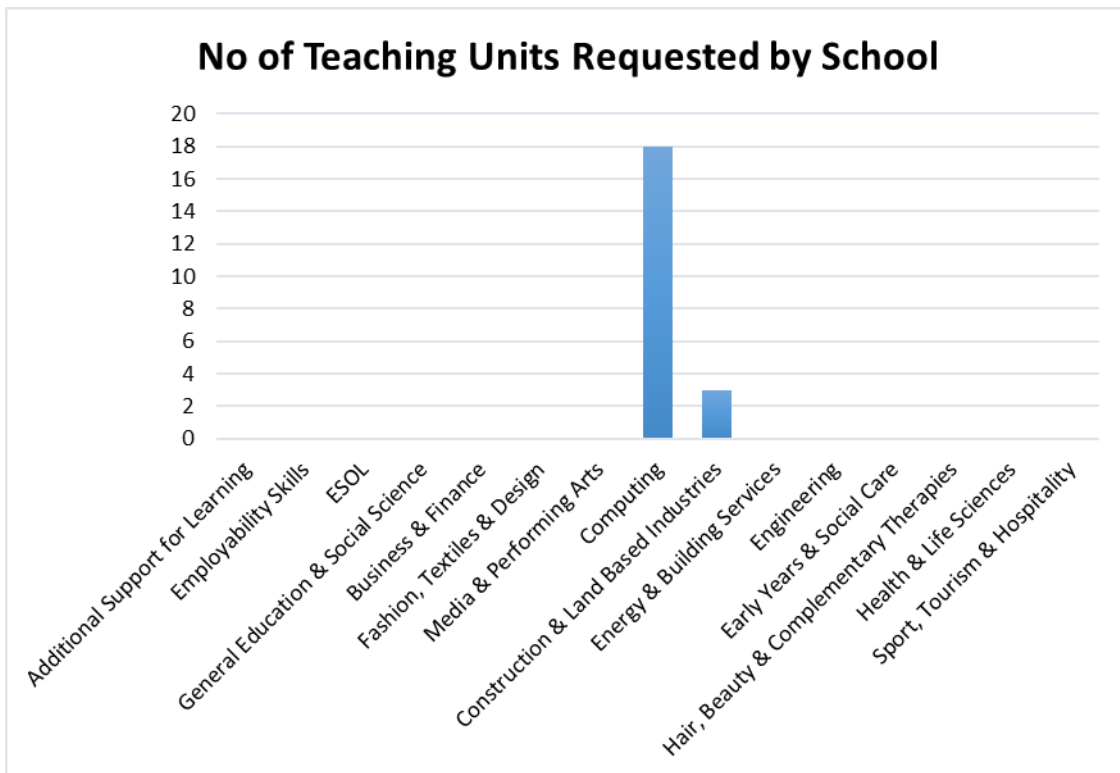


These charts show the **number of units** identified by lecturers as ready to move from the current VLE to Canvas in preparation for next academic year.

By Faculty:



By School:



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LEARNING & TEACHING COMMITTEE MEETING

Date of Meeting	6 May 2020
Paper Title	Committee Terms of Reference
Agenda Item	20.12
Paper Number	20.12
Responsible Officer	Christine McConnell
Status	Disclosable
Action	Recommend

1 REPORT PURPOSE

The Purpose of this report is to ask the Committee to consider its Terms of Reference as requested by the Board of Management at its meeting on 18th March 2020

2. RECOMMENDATION

The Committee review its Terms of Reference and make recommendations to the Board at its meeting on 10th June 2020.

3. BACKGROUND

3.1 As a matter of good governance, the Board should annually review each Committee's Terms of Reference. At its meeting on 18 March 2020 the Board asked that each of its Committees consider its Terms of Reference and provide a recommendation on any changes to the Board at its meeting on 10th June 2020. The Learning & Teaching Committee's current Terms of Reference are contained in Appendix 1.

3.2 The Board specifically asked that the Committee has regard to the following when preparing its report to the Board: -

- Is the existing quorum appropriate and practical?
- Should the balance between non- executive and executive members be expressly defined?

4. RISK ANALYSIS

There are no risks associated with this Review.



5. LEGAL IMPLICATIONS/ FINANCIAL IMPLICATIONS/ REGIONAL OUTCOME AGREEMENT IMPLICATIONS

Addressing the Terms of Reference meets the requirements of the College's governance arrangements. Ensuring that that the College complies with Good Governance requirements meets the expectations of the Scottish Funding Council, Scottish Government, GCRB, OSCR and other relevant stakeholders.

**6. HAS AN EQUALITY IMPACT ASSESSMENT BEEN CARRIED OUT
N/A**

APPENDIX 1

REMIT OF COMMITTEE

These functions are delegated by the Board of Management to the Learning and Teaching Committee

REMIT

To provide assurance to the Board that all activities related to achieving excellence in learning, teaching and assessment are effective and support the overall strategic direction of the College.

To fulfil this function the Committee will

Be kept apprised of those aspects of the external and internal environments that affect the portfolio and learning experience of our students and how the College proposes to respond

monitor the College's achievement of its portfolio target and oversee relevant external reporting

monitor and advise on College performance indicators, self- evaluation outcomes, benchmarking and external verification feedback

be kept apprised of proposed improvements to the learning experience of our students and offer constructive challenge

consider cross-College activities that impact on learning and teaching such as overall approach to learning and teaching, eLearning, community learning, additional support for learning To be kept apprised of opportunities and uptake of staff training and development and the contribution it makes to improving learning and teaching



Consider the cross-college activities that impact on quality and development of learning, teaching and assessment throughout the college

receive reports from Student Board Members and representatives from the student body relevant to their experience of learning and teaching

where required take appropriate action in all matters pertaining to student affairs, including welfare and discipline and student appeals

make recommendations to the Board on major policy matters but have devolved powers to deal with time urgent matters, seeking the Chairman of the Board's approval where appropriate

consider and act on any other information it deems appropriate in the conduct of its business

MEMBERSHIP

The membership of the Committee is a minimum of six members of the Board of Management, of which one will be the Student Member plus the Principal and staff representative. The Committee should be chaired by a Board Member, other than the Chairman of the Board. The Chair of the Committee is elected by the Board and the Vice Chair is elected by the Committee. The Board reviews the membership every four years. The Vice Principal, Curriculum and External Relations, the Assistant Principal for Student Experience, the Assistant Principal for Quality and Performance, the Secretary to the Board and from time-to-time a representative from the Curriculum Assistant Principals attend the Committee as advisers. The Committee meets three times per year.

QUORUM

The quorum set by the Committee is three members.

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Deleted: ¶

Deleted: ¶

Glasgow Clyde College

Quality

Internal Audit Report No: 2020/03

Draft issued: 14 February 2020

Final issued: 14 February 2020

LEVEL OF ASSURANCE

Good

Contents

		Page No.
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Section 2	Main Findings and Action Plan	4 - 8

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:

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

Action Grades

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

Management Summary

Overall Level of Assurance

Good	System meets control objectives.
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Risk Assessment

This review focused on the controls in place to mitigate the following risks on the Glasgow Clyde College ('the College') Strategic Risk Register:

- O3 - Failure to achieve acceptably high standard quality of teaching delivery and support for students and suitable student experience (risk rating: amber).

Background

As part of the Internal Audit programme at the College for 2019/20 we carried out a review of the College's quality 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.

During 2017, new and significantly revised quality arrangements and an associated framework were introduced for colleges in Scotland. The framework, How Good Is Our College? (HGIOC?), builds on the existing effective internal quality arrangements within colleges and aligns with Education Scotland quality arrangements for other sectors. Through the use of HGIOC?, colleges and their stakeholders identify what is working well and what needs to improve. The framework is based on the four high level principles (which in turn are underpinned by challenge questions and quality indicators):

- Leadership and quality culture;
- Delivery of learning and services to support learning;
- Outcomes and impact; and
- Capacity for improvement.

In responding to these principles, each college produces an Evaluative Report and an associated Enhancement Plan. These describe the methodology and approaches taken to evaluation and the context in which the evaluation was carried out. Evidence gathered is used to evaluate the accuracy and appropriateness of the college-devised Evaluative Report, Enhancement Plans and associated proposed grading outcomes. Submitted reports are subject to independent scrutiny and endorsement procedures. Individual college reports and associated endorsement statements are published on the Education Scotland website.

Quality

Scope, Objectives and Overall Findings

This audit considered the systems in place within the College to review compliance with the College's quality procedures by Faculties and also reviewed the progress the College is making to implement the actions identified within its Enhancement Plan.

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

Objective	Findings		
	1	2	3
The specific objectives of this audit were to obtain reasonable assurance that:			
1. The College's quality procedures are being adhered to in key areas	Good	0	0
2. Progress is being made with implementation of the actions identified in the College's Enhancement Plan.	Good	0	0
		0	0
Overall Level of Assurance	Good	System meets control objectives	

Audit Approach

We held meetings with the Assistant Principal, Quality and Performance, the Quality Co-ordinators in the Quality Team, the Assistant Principal, Faculty of Health and Wellbeing, the Head of Management. Information Services (MIS) and the Programme Leader, Research and Development Programme / Teaching Fellow in the Research and Development Team to discuss the College's approach to quality and the impact this has in supporting learning and teaching across the College .

We reviewed the progress dashboard on the College Enhancement Plan 2018/19, together with a raft of information provided around student focus groups, student satisfaction, performance dashboards, external verification reporting, the Senior Lecturer evaluation report, complaints and the updating of College policies and procedures. We also reviewed a number of research papers produced through the Research and Development Programme, which is funded by the Glasgow Clyde Education Foundation.

Quality

Summary of Main Findings

Strengths

- The College has an established quality assessment process, which has been developed in line with Scottish Funding Council guidance;
- The use of performance data allows an intelligence led approach to be taken, with a specific focus placed on underperforming HE and FE programmes;
- 'Programmes under review' have been introduced for academic year 2019/20, which allows those programmes, where additional interventions are deemed necessary, to be formally recorded and tracked;
- From a quality perspective there are two main student surveys undertaken annually;
- A schedule of Learning and Teaching Focus Groups is in place with a standard approach delivered by the independent Quality Team;
- A Research and Development programme is in place which is funded by the Glasgow Clyde Education Foundation;
- A class representative system is in place across the college with direct linkages to the Student Association;
- A Professional Pathways programme has been implemented to support achievement of the Teaching Qualification in Further Education (TQFE) and reskilling under TQFE;
- The Quality Team has a key role in overseeing the process to update policies and procedures across the College;
- The Quality Team produce a Complaints Handling Procedure Annual Report;
- The College approach is set out within an evaluation cycle with standard templates in place to develop the Evaluative Report and Enhancement Plan (EREP); and
- In September each year the College Principal chairs evaluation validation meetings where each of the Heads of Curriculum reports to a panel which considers and evaluates an action plan for improvement and the outcome of this process supports the information shown in sections 3.1 and 3.2 of the College's Enhancement Plan.

Weaknesses

- There were no weaknesses identified during our review.

Acknowledgements

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

Main Findings and Action Plan

Objective 1: The College's quality procedures are being adhered to in key areas

The College has an established quality assessment process, which has been developed in line with the Scottish Funding Council guidance 'Arrangements for assuring and improving the quality of provision and services in Scotland's colleges' and HGIOC?

We confirmed that the use of performance data allows an intelligence led approach to be taken, with a specific focus placed on underperforming HE and FE programmes (full time and part time courses). A RAG rating system is used with trend reports to track three year trends in attainment with any course performing at less than 65% attainment categorised as red, attainment between 65% and 79% categorised as amber and attainment above 80% categorised as green. This allows the impact of any interventions made by the Quality Team to be monitored to ensure effectiveness. Our review of the Summary Grades for outcomes and impact demonstrated the detailed information which is available in a visual format which allows underperforming courses to be identified and appropriate action taken.

'Programmes under review' have been introduced for academic year 2019/20. This process allows those programmes, where additional interventions have been deemed necessary, to be formally recorded and tracked. The Assistant Principal, Quality and Performance leads on any programme intervention, with the support of the relevant Curriculum Assistant Principal. Each programme intervention involves a face to face meeting with the relevant Senior Lecturer and their line manager. In 2019/20 the evaluation process to identify the programmes for intervention was carried out prior to Christmas with follow up meetings scheduled for February. However, we were advised that in future the evaluation exercise will be completed earlier in the academic year so that the meetings can be scheduled earlier.

Through discussion with the Head of MIS we established that significant resource had been directed to data cleansing and making sure that the relevant checks have been completed to ensure that the data contained within the monitoring reports, which are distributed to a range of staff across the college, is robust. These reports provide an early warning to staff where performance has dipped below predetermined levels. This is supplemented by a credit monitoring report which is produced for each course and is accessible via the College intranet. The onus rests mainly on Heads of Curriculum to discuss any anomalies arising from these datasets with the relevant Senior Lecturer and to agree corresponding strategies to improve performance. Protected time is set aside each Wednesday afternoon for Senior Lecturers to hold a weekly workshop to examine quality assurance activity.

Quality

Objective 1: The College's quality procedures are being adhered to in key areas (Continued)

Credit monitoring is a standing agenda item for the fortnightly Senior Leadership Team meetings. In the intervening weeks there are Curriculum Assistant Principals (CAPs) meetings which are chaired by the Vice Principal, Curriculum and External Relations. These meetings are also attended by the Assistant Principal, Quality and Performance; the Assistant Principal, Student Experience; and the Head of MIS. These meetings allow a specific focus on credits monitoring but also have a clear focus on quality and performance. The dashboard information is also made available through the dedicated SLT section on the intranet.

In addition, benchmarking has been undertaken to compare College performance against national benchmarks. This provides a like for like comparison with attainment on similar courses in any given academic year (recognising that attainment can fluctuate depending on the type of course).

We reviewed the latest available papers for the Learning and Teaching Committee and noted that reports were discussed on student engagement activity, learner withdrawal and also the summarised outcomes of the Learning and Teaching Focus Groups delivered by the Quality Team. Reports are also presented to the Board Development Days which provide performance data, improvement actions and reflections on the progress made in delivering agreed actions. These reports are presented for discussion by the Board Members, without any fixed solutions being proposed in relation to the data presented. This approach is designed to encourage input from Board Members in developing approaches and making suggestions for future actions. Workplans are in place for the Learning and Teaching Committee (and other Board committees) to ensure that standard reports are programmed into the annual committee cycle.

From a quality perspective there are two main student surveys undertaken annually. The first survey undertaken is an "early impressions" survey which is carried out across all cohorts and focuses on the pre-entry process; the interview stage; the induction process; and the early teaching experience. The second survey is undertaken in March/April each year and contains the ten core questions laid down by the SFC. In recent years this survey has become much more targeted (having previously contained a variety of other supplementary questions). The target set by the college is to achieve a return rate in excess of 50% and broadly speaking this has been achieved for FE and HE full time cohorts. This equates to an annual response in the region of 4,000 students. The results of this survey are routinely reported to the SFC in April/May each year.

The data extracted from this survey is analysed by the Quality Co-ordinators who share the findings with staff in Student Admissions. This allows any issues relating to specific courses to be highlighted and appropriate action taken and also to explore whether there are any generic issues across HE/FE or full time/ part time courses or if there are campus specific trends emerging. This "early impressions" survey is undertaken in October each year with the data gathered published by the end of Block 1. This information is shared with all Heads of Curriculum and with Support Managers. The outcomes of the survey are also reported to the CAPs meeting and to the Senior Leadership Team. The student survey is available on the student intranet and can be completed individually or as a class group. Lecturers are encouraged to discuss the completion of the survey with their class groups.

Quality

Objective 1: The College's quality procedures are being adhered to in key areas (Continued)

The other student feedback route is via the Learning and Teaching Focus Groups referenced earlier. These are meetings facilitated by one of the three Quality Co-ordinators without the Lecturer present. A standard set of questions has been prepared to capture the student perspective on the quality of their learning and teaching experience. After each Focus Group session, the findings are collated and fed back to the students to sense check them. They are then forwarded to the relevant Senior Lecturer and to the relevant Head of Curriculum. If the feedback is critical of the teaching of a specific member of staff, then the onus is placed on the Senior lecturer and the relevant Head of Curriculum to deal with this appropriately. The Focus Groups are selected based on a risk assessment informed by the data. There is also an inherent link to the Programmes under Review highlighted above and all courses selected as part of that process would automatically be subject to a Focus Group.

Where individual lecturers have flagged that they require additional support then this is available through a small team of Teaching Fellows who provide targeted support around "Classroom Essentials" for all unqualified staff before they commence teaching. The achievement of the Teaching Qualification for Further Education (TQFE) is the accepted target for all lecturing staff and all staff must demonstrate that they are working towards this level. The research programme is funded by the Glasgow Clyde Education Foundation and revolves around individual one to one coaching and mentoring with a focus on delivering improved student outcomes. This programme has been in place for around a year and forms part of a range of learning opportunities presented to teaching staff such as facilitated workshops, development papers and podcasts. We reviewed a number of the research papers produced by the teaching fellows and this body of work demonstrates a structured and rigorous approach to improving student recruitment and retention and crucially building capacity across the College to sustain the work which has been progressed. We also reviewed the independent evaluation of the Research and Development programme which examined the first phase of what is a 30 month programme from December 2018 to June 2021. The independent evaluation report concluded that the first two aims of the programme, around building capacity among senior lecturers and developing effective collaborative relationships, are beginning to be achieved and that "the programme is having an impact on Senior Lecturers understanding of self-evaluation and factors that can influence student retention and attainment".

Work has commenced within the College to put in place a more formal framework of peer review of learning. Whilst there are currently informal arrangements in place the need to develop a more formal approach has been recognised by senior management and collaborative discussions with the other colleges in the Glasgow region are already underway. The new terms and conditions for teaching staff includes the requirement for "learning observation" and the work already underway will seek to develop a team of qualified observers with the capability to go into classroom settings and share their experience through peer learning.

A class representative system is in place across the college with direct linkages to the Student Association. The Student President sits on the Learning and Teaching Committee to ensure that there is a strong student voice around the learner experience. Class representatives meet regularly with Student Engagement Officers

The discussions at the CAPs meetings, and the use of College data, informs curriculum planning and discussions around the viability of the portfolio of courses. This is enhanced by the attendance of the Vice Principal, Curriculum and External Relations on the Regional Learning and Teaching Group, which includes representation from the Glasgow Colleges Regional Board and the SFC.

We noted that the reporting line for the three Quality Co-ordinators is directly to the Assistant Principal, Quality and Performance and whilst the current structure does not appear to hamper the ability of the team to deliver, we would suggest that this arrangement should be reviewed periodically to ensure that the existing structure continues to meet the needs of the College.

Quality

Objective 1: The College's quality procedures are being adhered to in key areas (Continued)

It is clear from our discussions and review of documentation that the arrival of the Principal has coincided with a renewed focus around "celebrating success" and this is demonstrated by the fortnightly request for nominations for staff who have made a special contribution. The College also recognises the benefit of taking part in awards processes, whilst also recognising that the time commitment to develop proposals and the cost of attending these awards ceremonies must be balanced with the benefits accruing for the College.

Our review of the reports presented to the Learning and Teaching Committee demonstrates that a plethora of performance information on learning and teaching outcomes is reported throughout the academic year. However, the current format of reporting means that performance against ROA measures is not readily identifiable within the range of performance data presented. There are plans in place to explore the possibility of revising the current reporting framework so that the linkages with ROA measures are more transparent.

Good Practice Points

A Professional Pathways programme has been implemented to support achievement of TQFE and reskilling under TQFE. This work is led by the three Teaching Fellows in collaboration with colleagues in research and development and organisational development.

The Quality Team has a key role in overseeing the process to update policies and procedures across the College in line with the procedure document 'College Policy and Procedure Development, Approval and Review' which sets out the agreed approach. This approach recognises the importance of robust, up to date policies in improving and sustaining quality across the College so we would highlight the role of the Quality Team in this regard as a good practice point which we have not encountered in any other College setting.

The Quality Team also has a key role in dealing with complaints and produce a Complaints Handling Procedure Annual Report which summarises the complaints dealt with during each academic year and describe any lessons learned.

Quality

Objective 2: Progress is being made with implementation of the actions identified on the College's Enhancement Plan.

The College approach is set out within an evaluation cycle with standard templates in place to develop the Evaluative Report and Enhancement Plan (EREP) which all Colleges in Scotland are required to submit. Therefore, although there are no formal College procedures in place for evaluation there is a structured approach with guidelines and standard documentation and a schedule of activities which supports the production of the Enhancement Plan and links with the operational planning process. The main cohort of staff involved in the evaluation cycle are the Senior Lecturers who are required to complete the evaluation forms in June each year. These are then supplemented by a second report which is developed once specific data is made available as the academic year progresses. The evaluation reports are signed off by one of the 15 Heads of Curriculum (HoC). We reviewed the template form used for the HoC Evaluation Report and enhancement Plan undertaken in August 2019 and noted that this document captured the progress made in taking forward high level actions from the October 2018 Validation Meetings; a review of the 2018/19 performance indicators; evaluation of key themes arising from stakeholder feedback received during 2018/19 improvements planned for 2019/20; evaluation of recruitment against target by course and strategies for improving recruitment (as required); and the identification of an overall grade for each School in relation to Outcomes and Impact for each mode of study. The overall grade covers HE and FE and full time and part time students and is supported by a detailed description for each of the six grades (which range from Excellent to Unsatisfactory).

In September each year the College Principal chairs evaluation validation meetings where each of the HoC reports to a panel which comprises of the Principal, the Vice Principal, Curriculum and External Relations, the Assistant Principal, Quality and Performance, the Assistant Principal Student Experience and the relevant Curriculum Assistant Principal (in their role as line manager). The discussion at these evaluation validation meetings is informed by a comprehensive performance dashboard which provides the functionality to drill down into performance information on student retention and attainment. The dashboard allows data to be broken down to individual Senior Lecturer level and covers HE and FE courses and full time and part time courses. Our review of the dashboard information confirmed that live data is made available on the number of enrolments, the number of withdrawals, credits and achievement. An action plan for improvement is presented for consideration and evaluation by the panel and the outcome of this process supports the information shown in sections 3.1 and 3.2 of the College's Enhancement Plan.

The EREP for 2018/19 was shared with the Student Association and we were advised that there will be a specific focus around consultation with the student body going forward in shaping future iterations of the EREP reports. Work is currently ongoing to reshape the Enhancement Plan for 2019-20 with a specific focus around identifying the actions on the EREP which go beyond one year and to align lead responsibility for each action to a named individual in the 2019/20 iteration of the Enhancement Plan. This recognises that 2018/19 is the first year of the framework and that the arrangements are still evolving.

The Evaluation Activity scheduled for academic year 2019/20 includes a specific milestone for the production of a report (Report 1) in December 2019 which captures the progress made on actions from SL Evaluation Report 2 and Enhancement Plan 2018/19. This will be supplemented by a second report (Report 2) in May 2020 which will evaluate the actual or projected performance for all 2019/20 courses (i.e. the 'Success' or 'Unknown' column) against 2018/19 data, and where applicable, reflect on the interventions and actions for improvement put in place for low performing courses detailed in Report 1.

From our review of the progress dashboard on the College Enhancement Plan 2018/19 we noted three specific areas for improvement under the Inclusion and Equality heading. The College has taken a targeted approach to addressing equalities issues and a separate report on Equalities outcomes is now produced annually with information provided by the Heads of Curriculum and the Support Managers.

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