

LEARNING AND TEACHING COMMITTEE

5 May 2021 at 4.30pm

A meeting of the Learning and Teaching Committee will be held on Wednesday 5 May 2021 at 4.30pm. The meeting will be held remotely due to COVID 19 restrictions.

A G E N D A

21.14	Welcome and Apologies		G McGuinness
21.15	Declarations of Interests		G McGuinness
21.16	Draft Minute of the Meeting held on 10 February 2021	P	G McGuinness
21.17	Matters Arising Action Grid	P	G McGuinness
21.18	Care Experienced Learners	P	D Marshall
21.19	AY 20/21 Arrangements for Assessment/ Certification	V	E Brownlie
21.20	Post Pandemic Teaching and Learning	P	E Brownlie
21.21	Arrangements for AY 21/22	V	B Hughes
21.22	Student President Report	P	S D Rasmussen
21.23	Student Experience Update and Report	P	D Marshall
21.24	Internal Audit Student Support Report (from IA meeting 3 rd March 2021)	P	D Marshall
21.25	Credits Update	P	B Hughes
21.26	Equalities Impact Assessment on Decisions Made		G McGuinness
21.27	Review of Papers (including Disclosable Status)		G McGuinness
21.28	Any Other Business		G McGuinness
DATE OF NEXT MEETING 10th NOVEMBER 2021 at 4.30pm			

Learning & Teaching Committee Meeting

Date of Meeting	5 May 2021
Paper Title	Care Experienced Learner Report
Agenda Item	21.18
Papers	21.18
Responsible Officer	David Marshall, Assistant Principal Student Experience
Status	Disclosable
Action	Noting

1 REPORT PURPOSE

The purpose of this report is to provide an overview of Care Experienced Learner progress.

2 RECOMMENDATIONS

The Learning and Teaching Committee notes the paper.

3 INTRODUCTION

Under the Children and Young People (Scotland) Act 2014 (the Act), Glasgow Clyde College has supported the needs of our Care Experienced learners. Since the publishing of the Corporate Parenting Plan, significant development has taken place to ensure that care experienced learners are afforded the opportunity to study without being disadvantaged by the circumstances surrounding their care status.

Glasgow Clyde College has worked on a regional basis to provide a framework for the delivery of support to care experienced learners. We have developed a data sharing agreement with local authorities, schools and SDS to identify Care Experienced people by the Glasgow Colleges Corporate Parenting Forum (GCCPF). We have regional agreements with SDS, MCR Pathways, Action for Children and local councils. This allows for the identification of CE young people but also to liaise with these partners to ensure individual support and advocacy on behalf of the young person.

4 CARE EXPERIENCED SUPPORT

Glasgow Clyde College provides a support network specifically for our care experienced learners. All Care Experienced learners are given multiple opportunities to identify as being care experienced. This includes application, enrolment, induction and guidance sessions. Students have become more willing to disclose over the past 2 years. This is partly due to the increase in opportunities to disclose, the availability of named contacts who will offer support and the access to care experienced bursaries, which has encouraged many students to disclose their care experience background. In addition, we work closely with partner agencies to support the student journey of any care experienced applicants and ensure that their transition to College is Enhanced working with the CE support agencies and advocates by Named Advisers.

As a result of having a Named Contact and the introduction of the CE Bursary - local school careers officers and guidance tutors are in regular contact with the Campus named person to highlight the status of the CE young people they are working with. Such contact allows us to support these students coming from school to college – support including course choice, funding and extended learning support where necessary. There are many different agencies and bodies working on behalf of CE young people and it is worth noting that when representatives from these agencies contact the College having a ‘named person’ makes it much easier (and quicker) for Reception staff and Administration staff to direct the enquiry.

In academic session 2019/20, a partnership was established between Glasgow Colleges Regional Board and Action For Children. This resulted in a full-time worker being based in Glasgow Clyde College to work with Care Experienced learner. Specifically, the key worker would support those Care Experienced learners who encountered some of the most complex and significant barriers to attending College, staying in College and being successful at College. The partnership agreement allowed students to access bespoke support as well as the ability to participate in other Action for Children support schemes including welfare, money management, mental health support and employability. During the current pandemic, the College has been able to prioritise access to ICT for many of our Care Experienced learners. This has been done either directly through the College or through one of our external partner including Glasgow City Council, Action For Children and Connecting Scotland.

5 EVIDENCE

	Enrolled	Early WD	Further WD	Partial Success	Success
2017/18					
Care Exp	101	13	12.9%	22	21.8%
Non CE	13,599	969	7.1%	1,679	12.3%
2018/19					
Care Exp	151	12	7.9%	38	25.2%
Non CE	13,914	847	6.1%	1,538	11.1%
2019/20					
Care Exp	742	54	7.3%	81	10.9%
Non CE	12,896	814	6.3%	1,023	7.9%

6 SUMMARY

The table above highlights the improvements in relation to disclosure, retention and attainment:

- The number of students disclosing as care experienced has increased from 0.7% of all students in 2017/18 to over 5%;
- Early withdrawal amongst CE learners has reduced from 12.9% to 7.3% in 2017/18 to 7.3% in 19/20;
- Further withdrawal amongst CE learners has reduced from 21.8% in 2017/18 to 10.9% in 19/20;
- Partial success amongst CE learners has reduced from 14.9% to 10.2% in 19/20;
- The overall attainment gap of 21.1% in 2017/18, this has been reduced to 5.8% in 19/20.

It is clear there is still work to be done to improve the experience of our Care Experienced learners to ensure that they are not disadvantaged by their care status but significant progress has been made. The refresh of the Corporate Parenting Plan is being finalised and will be published in the coming months.

Submitted by:

David Marshall

Assistant Principal Student Experience

LEARNING AND TEACHING COMMITTEE MEETING

Date of Meeting	5 May 2021
Paper Title	Post Pandemic Learning, Teaching and Assessment
Agenda Item	21.20
Paper Number	21.20
Responsible Officer	Eric Brownlie, Assistant Principal Quality and Performance
Status	Discosable
Action	For Discussion

1. Report Purpose

This paper is informed by feedback from a range of teaching and support staff, learners and also discussion at the college's Innovation and Transformation Committee. Clearly, it's a wide ranging topic and it's unlikely that 'post-pandemic' will be a sudden transition. The paper is designed to stimulate discussion, highlight priorities and help shape our strategic response to ensure the college delivers a high-quality learning experience over the next 3 to 5 years.

2. Recommendations

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

HAVE TEACHING AND ASSESSMENT APPROACHES CHANGED FOREVER?

Some propositions and questions for the post 16 landscape:

- Teaching and assessment approaches will need to meet rapidly evolving student expectations.
- This will involve a new balance between physical and digital learning – greater flexibility will be expected to balance an individuals' study, family and work needs.
- Greater personalisation of learning will be required – like other services – to provide more flexible pathways – eg course design; the teaching calendar; the way we timetable may all need to change
- The changing role of the educator requires more facilitating and mentoring
- Systematic and sustained training, support and practice sharing for staff in delivering effective online learning may be one of the key distinctions that can set GCC apart from other learning providers.
- There remains a need for human interaction and face-to-face experience.
- The experiences of the last year mean we should evaluate our portfolio offer. Is our curriculum responsive to the changing times?

- The ongoing emotional and mental health support for students and staff is critical – how do we strengthen our systems of student support?
- The notion of lifelong or ‘continual’ learning may become more popular – does our learning model and portfolio reflect this?
- There are significant commercial opportunities in this way of working – are we engaging with learners remotely (no visas) to maximise opportunities?

3. Discussion Points

Three high level themes have been identified that summarise emerging feedback:

- Approaches to Teaching and Assessment
- Staff Support and Training
- Student Experience

3.1 Approaches to Teaching and Assessment – introducing blended and hybrid models

1. A one-size-fits-all approach to teaching models will not be appropriate.
2. Some courses will and **should remain partially online**.
3. The pre-pandemic mistrust – where lecturers saw on-line as a threat to their traditional skills and senior management probably had some doubts as to the effectiveness of teaching and learning from home – has gone - which should allow us to move forward from a position of trust.
4. There is a real need to try and **create space and time for staff** to explore and prepare bespoke materials.
5. Overcoming digital disadvantage for learners is essential.
6. If some core activity can remain online it frees up rooming, it reduces our carbon footprint, it improves digital literacy of students and staff and it offers a better work-life balance for students and staff. Many learners prefer the blended model and attendance and submission of work is up in many courses.
7. The College should require a proportion of teaching and learning to be delivered remotely using Teams and Canvas.
8. We need to focus on Teaching **and** Assessment approaches (Teaching + Assessment = Learning). We need to support staff in designing and delivering effective and valid online assessment,
9. Planning should start now about which hybrid teaching models are required for **each course**. A more **decentralised** approach to **course design** will help develop ownership and provide local solutions.
10. Dialogue with SQA and other awarding bodies to help re-shape courses.
11. We need to develop better intelligence across the College of the range of approaches being used – and their advantages and disadvantages.
12. Support around blended and hybrid approaches should be an **ongoing, sustained project over the next 3 years** to help share practice, develop approaches and use trial and error.

13. We will need to find new and more effective ways of tracking and monitoring student progress eg what does 'attendance' mean now?

3.2 Staff Support and Training

1. Professional isolation is a significant challenge and staff are less aware of what others are doing, and of approaches that colleagues are adopting to deal with common challenges. However, there is a thirst for learning amongst many staff.
2. There is great diversity across the College and within teams in terms of **lecturer confidence, expertise and perceptions** of the advantages and disadvantages of teaching online.
3. We still have a range of staff with very limited digital/ICT skills – and a more systematic and sustained training model and troubleshooting facility is required.
4. A **sustained and systematic programme** of targeted training and support around blended and online teaching approaches is required. Supporting the new Curriculum Managers with sustained CPD is essential to lead in this space. We shouldn't return to the 'old' model of solitary 'digital champions' expected to support other staff.
5. The work of the Research and DELTA teams has been a significant factor in supporting staff, sharing good practice, mentoring, delivering webinars and providing evidence-based improvement. Developing relationships and building 'communities of practice' will help to support continued improvement – **we need to sustain these capacity building resources.**
6. Implement an updated **Professional Pathway** for staff. A refreshed *Teaching Essentials* programme with digital components would be valuable for many staff. We should embed the **Professional Standards** across our CPD activities and have clear expectations for all staff.

3.3 Student Experience

1. IT resources have been the biggest issue - some students at a disadvantage while waiting on Laptops/Wifi. This could be identified through the application process and more quickly fulfilled when the student enrolls.
2. **Digital skills** should be built into **all courses** going forward.
3. The online enrolment process was an excellent example of a swift shift in operational processes.
4. A project managed approach where a cross college team evaluate and enhance the full student '**onboarding**' experience is critical. This would include the full digital entry requirements - from enrolment, joining instructions, advice/guidance, Canvas, Office 365, devices, induction etc. The notion of a single Digital Hub for learners would provide a focal point for support and development.

5. We should make the possession of a digital device a desirable requirement for doing **all** our courses, even if they are onsite, and then help those who can't get one. We need to explore bursary funding and other approaches with an ambition of BYOD without disadvantaging any learners - and the IT support may need rebalancing to shift to this model of digital support.
6. We need to take the 'best bits' from the last 12 months and consider how we incorporate these into our more established structures and practices. How disruptive do we need to be? Use evidence to inform changes. The Business Improvement project and resources should consider the new ambitions that have emerged from the last 12 months. 'De-cluttering' processes will also help to improve the learning experience.
7. We need to think of the bespoke needs of different cohorts – school pupils, ASN, ESOL etc.
8. We need to re-evaluate how we offer student support services.
9. We need to prepare for a potentially huge increase in mental health issues amongst students – links to re-shaping course design/content.
10. Access to staff (teaching and support) may need to change in the new teaching models. Attendance may need to become a new concept.

4. Risk Analysis

A wide range of risks including recruitment, attainment, portfolio design, credit delivery, estates and student and staff wellbeing need to be considered at a strategic level.

5. Legal Implications

There are no specific legal implications.

6. Financial Implications

A range of financial issues are tied into the planning process for teaching delivery.

7. Regional Outcome Agreement Implications

Regular discussions continue at regional level to consider shared approaches.

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

No

LEARNING AND TEACHING COMMITTEE MEETING

Date of Meeting	5 th May 2021
Paper Title	Student President Report
Agenda Item	21.22
Paper Number	21.22
Responsible Officer	Sissa D Rasmussen
Status	Disclosable
Action	Noting

1 Report Purpose

The purpose of this report is to inform the Board about the work and progress of the Student Association.

2 Recommendations

The Board is recommended to note the paper and is welcome to ask questions.

3 Update

3.1 Strikes

The recent EIS-FELA/Colleges Scotland dispute has resulted in strikes, which has been devastating to students. We had more interruptions to learning and teaching, in an already very disrupted year. Students lost out on many hours of teaching – especially in practical classes, due to the restrictions, and have now lost even more hours, as they are trying to catch up.

We have received several complaints from students about these strikes, and the loss of learning and teaching. Students are very frustrated.

3.2 Fighting Gender-Based Violence (GBV)

3.2.1 White Ribbon

As part of our continuing work towards White Ribbon Status, the GCCSA Team met with Chris Stephens, who is the MP for Glasgow South West. Chris was very interested in what we had to say and in our project, and has put forward an Early Day Motion around our campaign. You can see it here: [Chris Stephens - Early Day Motion - GCCSA](#)

We are also linking in with one of the curriculum areas, to work closely with the students there, and possibly provide training for them.

Also, as part of our pursuit of White Ribbon Status, we have asked Principal Jon Vincent to become a White Ribbon Ambassador, which has now been confirmed.

3.2.2 Emily Test

Glasgow Clyde College and the GCCSA has been selected as the college for the pilot of the Emily Test's brand new charter.

The Emily Test is a Scottish charity that works to "improve prevention, intervention and support concerning gender-based violence in further and higher education".

They are currently working on creating their own Gender Based Violence charter and asked for applications to select 1 college and 1 university to participate in the pilot and help create the charter. Glasgow Clyde College has been selected as the college participant, and we are very excited to help form and influence the charter.

"The Charter is a framework based on evidence, student voices and best practice in the sector. It sets out policy and practice standards and guidance to help institutions start or enhance their work in preventing, responding to and supporting people affected by GBV."

The pilot will run from May until November.

You can find out more about the Emily Test on emilytest.co.uk.

3.3 Lockdown legends

As mentioned in earlier meetings, we have set up our own awards, to highlight and reward staff and students who have stood out in this challenging year.

The deadlines for students to nominate staff is the 23rd of April, but, due to strike action days and the Easter holidays, we have decided to move the staff nominating student deadline to the 30th of April.

We are currently deciding on the prizes, but they will likely be a medal/certificate and a Love2Shop voucher.

3.4 Environmental projects

The team want to think of and create more environmentally sustainable solutions. To this end, we met with John Clark (Catering and Cleaning Services Manager) to talk about existing initiatives, and what we can do moving forward.

3.5 Easter activity

During the Easter break, we had a few activities arranged for students to participate in.

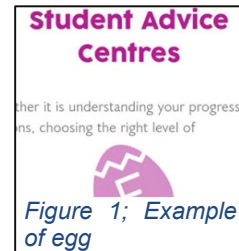
On the 3rd of April, we had 30 tickets available for students to attend the Des Mclean's Comedy Club in your Front Room ... with Zoom.

We presented this to the GCRSE (Glasgow Colleges Regional Student Executive/Experience), and we are now looking into creating a regional student comedy night, for after the exam period.

We also had an Egg Hunt on the college website. The objective was to encourage students to get to know the website and where the support information is. We had colourful eggs with a letter hidden around different pages, and students had to find them, and figure out the word they spelled out. We had roughly 30 students participating.

We picked a winner at random from the correct submissions, and the winner is ...Rochelle

We plan to do something similar in the future with Canvas but will have to wait, as it is currently undergoing updates.



We also had a creative competition. Students were encouraged to bake, design, draw, etc., in a theme related to Easter and/or Spring, to show their creative side.

Our aim with this was to give students something fun to do over the break.

The team had a vote on the submissions and the winner is ...

Kirsty who created this Easter bonnet with her family.



3.6 Election

The election for the Student Officer Team 21/22 has now concluded.

As the committee will know, we had to do it slightly differently this year, and therefore had an almost month-long campaign process. The voting ended on the 22nd of April and the results are now in.

We had 1 Presidential Candidate and 8 Vice Presidential Candidates.

The winners are...

President Johanna Thompson

Vice President Amie Logan

Vice President Motwakil Muhammed

Vice President Gosia Zych

Learning and Teaching Committee

Date of Meeting	5 May 2021
Paper Title	Student Experience Update
Agenda Item	21.23
Papers	21.23
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 Student Experience activity.

2 **RECOMMENDATIONS**

The Learning and Teaching Committee notes the paper.

3 **KEY ACTIVITIES**

Development work is currently taking place to draw together across all units to update student engagement opportunities. Current information is being reviewed and refreshed in preparation for the next session and a new structure is being developed within Canvas to support improved access for students and staff.

All unit areas are participating in the work which is being supported by the e-learning team.

LEARNING INCLUSION

Learning Inclusion staff continue to support students at the different levels of lockdown and modes of attendance. This includes some of the most vulnerable individuals and many with complex and often challenging barriers to overcome.

Where required, an on-campus support is being provided though as with learning and teaching, the majority of support is being delivered on an online basis. The support takes a number of forms including in-class/online support, proof reading, study skills sessions and 1-2-1 mentoring. The activity and support for each individual is reviewed by a learning inclusion adviser who carries out progress reviews and liaises

with teaching staff as appropriate. They will act as an advocate for students where required and agree the nature of support and assistive technology interventions that will remove barriers to learning and progression.

Development work is now being undertaken to improve the experience for student engaging with Learning inclusion. Changes to registration, progress reviews and activity monitoring are being developed using MS Forms and potentially MS Bookings. This will make services more accessible for students and will also support enhanced reporting. The team are currently investigating the implementation of a tiered system to reflect the level and complexity of support required by students to enhance planning, and to provide best value from resources.

To improve management of the service, a new online system is being developed in conjunction with Systems Development to provide more robust data relating to financial forecasting and monitoring, as well as supporting self-evaluation of service delivery.

STUDENT ADVICE

Each Student Advice Centre is currently working remotely but is able to provide services to students and members of the public as required. Many requests involve sharing of information but the majority of interactions involve planned and structured support for students. This will cover a number of areas including employability, careers, UCAS applications, CV development, welfare / funding information and support and targeted support for some of the most vulnerable learners including care experienced learners, carers and veterans.

In terms of careers and employability, between October and December, Student Advice staff supported the applications of 970 to UCAS through group sessions, 1-2-1 interviews and personal statement support. In addition, staff are currently piloting careers initiatives in partnership with SDS, Globalbridge and our teaching staff.

In terms of information and welfare, Student Advice staff have been developing information surrounding new residency guidance, supporting care experienced learners and carers to maintain their College places and signpost them to external agencies where required. The wider welfare role of Student Advice staff has seen them link extensively with our internal mental health and counselling provision, work in partnership external agencies including social work, the voluntary sector and advocacy bodies to ensure students are fully supported during their studies.

The college currently works with Action For Children who have 2 staff working within Glasgow Clyde to support the transition of Glasgow City

Council pupils into further education at Clyde, and to support the most vulnerable Care Experienced learners through dedicated 1-2-1 support and mentoring.

Student Advice are currently developing resources for session 2021/22 to ensure that students will be able to access the most up-to-date information and advice through Canvas as part of wider Student Experience development.

MENTAL HEALTH

The current delivery of up to 60 counselling sessions per week continues to be offered to students as well as the availability for the mental health helpline Monday – Friday, 1pm – 4pm. Over 100 students have already utilised the helpline and we are currently rebranding the helpline as ‘Time to Talk’ to attempt to counter possible reticence to call a mental health helpline and to reassure students that there are qualified staff available to discuss concerns they may have regarding their health & wellbeing.

Weekly debriefs are being led by the counselling coordinator who has linked in safeguarding officers as well as mental health first aiders to ensure full awareness of services that are available to share good practice.

A wide range of self-help resources have been developed through the GCRB funded partnership with the Charlie Waller Memorial Trust and this project has allowed training to be delivered to both students and staff promoting positive mental health.

The College still hosts TogetherAll through GCRB allocated funds which provides students with an online community and a suite of self-help resources designed to support positive mental health and wellbeing.

GCCSA

Additional funding has been allocated to the Student Association which has enabled them to target a number of additional initiatives to promote student engagement, wellbeing and sustainability. GCCSA are currently working closely with a internal and external partners to provide additional, and sustainable engagement.

More recently, GCCSA have conducted a successful election in very challenging circumstances and a new sabbatical team have been elected.

Overall, GCCSA continue their excellent work to support students both individually and collectively to ensure that the voice of students are clearly heard.

EQUALITIES

Our Equality Lead has been finalising the PSED Reporting for the 30th April deadline. This part of the cycle has involved significant research and development to not only report on progress, but crucially to identify new Equality Outcomes for the next 4 years.

The College successfully bid to be involved in the SFC-funded Anti-Racism project with Advance HE. After initial training for a core team, a working group, including many with lived experience of racism, is currently developing a race action plan which will enable the College to promote an anti-racism message for students and staff.

Significant work has taken place in relation to GBV. As part of the Fearless Glasgow Group, Glasgow Clyde has signed up to the Culture Shift Report & Support platform to allow individuals to report instances of GBV but this will also allow for the reporting of wider issues concerning racism and hate crime. In addition, we have recently been selected as one of 2 FE Colleges to participate in the GBV Charter pilot with EmilyTest.

The Glasgow Regional Equality Group (the 3 Glasgow Colleges) has been working collaboratively to produce Trans Guidance for staff and students which is currently being considered prior to implementation.

E-LEARNING

The delivery of planned webinars has continued with a suite of Spring Webinars recently completed. In all, over 2000 attendees have participated in the webinar sessions this session with almost 450 staff receiving additional bespoke training from the team. A new initiative called Two-Minute Tuesday is provided short, targeted tips to support staff working and delivering online. The topics are informed by data harvested from the e-learning service desk and feedback from staff and Learning Technology Coordinators.

The focus of the team is now on development for next session whilst maintaining ongoing support for staff. Planning for enhanced CPD, a new reporting system and new training resources for staff and students have been advanced whilst a project to enhance the presence of support services on Canvas is progressing.

NURSERIES

Both College nurseries have continued to offer childcare through the latest period of lockdown with priority initially for vulnerable children and children

of key workers. More recently the Nursery has fully reopened and staff are finding an increasing number of children are returning as lockdown eases, as more classes attend the campus and as library services reopen for study and ICT access.

STUDENT ICT

The ongoing provision of devices continues with over 1700 devices in total. Development work is now underway to procure devices for session 2021/22 where there is significant lead time for delivery. A new process is currently being designed to support the return of devices, the application for access to devices, the allocation of devices and the monitoring of progress.

LIBRARY SERVICES

Each Library has recently reopened to provide access to students to study spaces and ICT. We are currently operating a booking system and pre-arranged access to a click and collect service whilst maintaining the necessary controls for health and safety. Initial uptake has been slow as we anticipated but we expect demand to increase as we move through the coming weeks.

Work is currently taking place to identify greater involvement of library services in digital support for students and a consolidation of ICT resources from libraries, ICT, learning inclusion, digital champions, e-learning and Faculties is now underway in preparation for session 2021/22.

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

n/a

8. HAS AN EQUALITY IMPACT ASSESSMENT BEEN CARRIED OUT

n/a

Glasgow Clyde College

Student Support

Internal Audit Report No: 2021/03

Draft issued: 23 February 2021

Final issued: 24 February 2021

LEVEL OF ASSURANCE

Satisfactory

Contents

		Page No.
Section 1	Management Summary	1
	<ul style="list-style-type: none"> • Overall Level of Assurance 1 • Risk Assessment 1 • Background 1 - 2 • Scope, Objectives and Overall Findings 2 • Audit Approach 3 • Summary of Main Findings 3 - 4 • Acknowledgements 4 	
Section 2	Main Findings and Action Plan	5 - 17
Appendix 1	Status of Actions from Student Support Business Process Review, May 2018	18 - 19
Appendix 2	Detailed Status Update of High Rated Actions 'In Progress' from Student Support Business Process Review, May 2018	20 - 23

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.

Student Support

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

Satisfactory

System meets control objectives with some weaknesses present.

Risk Assessment

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

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

Background

As part of the Internal Audit programme at the College for 2020/21, we carried out a review of the support services available to students, concentrating on the role of Student Advice Centre and Learning Inclusion Team staff.

Satisfactory student experience, as well as ensuring teaching activity targets are met by the College, has been identified by management as one of the key mitigating actions for the strategic risk of failure to reduce the College cost base on a managed basis to meet the requirements of the three-year financial forecast. Ensuring reasonable wellbeing, financial and academic support is available to students and is reasonable is therefore essential.

When seeking support, students can access two key groups – Student Advice and Learning Inclusion. Both teams have hubs at each of the three campus sites and report into the Assistant Principal for Student Experience. Together with Faculty staff and the College's Student Association, students can be directed to these teams or wider support teams such as the Funding Team who support the funding application and eligibility process, onsite mental health and counselling services, ICT, e-learning support, as well as other external partnership organisations or charities.

Board responsibilities for oversight are delegated to the Learning and Teaching Committee who receive Learner Experience updates from the Assistant Principal for Student Experience as a standing agenda point.

We reviewed the way in which this framework of support has adapted to the changing support needs of students during the global COVID-19 pandemic and how the College has progressed digital accessibility and supporting remote learning of its 17,000 students.

Student Support

Background (continued)

The review also included a follow-up on the actions taken to address the areas for investigation or improvement identified as part of the Student Support Business Process Review undertaken in 2017/18 (report 2018/05, finalised 9 May 2018).

Scope, Objectives and Overall Findings

The objective of our audit was to obtain reasonable assurance that there is appropriate provision of advice and support to new students, students experiencing financial or other hardship, and students with disabilities or special needs.

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

Objective	Findings				
To ensure that there are processes and controls in place to be reasonably assured that students are		1	2	3	Actions already in progress
1. orientated appropriately at the beginning of the year.	Satisfactory	-	-	2	✓
2. identified and provided with support if struggling financially.	Good	-	-	-	
3. identified and provided with support if struggling academically.	Good	-	-	-	
4. given adequate support if they have a disability or other special needs.	Satisfactory	-	-	1	
5. assessed for digital exclusion based on the needs for their learning, and support targeted where practicable.	Satisfactory	-	-	1	✓
6. made to feel part of the College community.	Good	-	-	-	
Overall Level of Assurance	Satisfactory	-	-	4	System meets control objectives with some weaknesses present.

Student Support

Audit Approach

We assessed whether these objectives have been met by meeting with the Assistant Principal of Student Experience, and managers from Student Advice, Learning Inclusion, Funding Team, Student Association, and ICT and e-Learning (CANVAS support).

We reviewed the design of controls and effectiveness of those controls around the new student onboarding process (enrolment and induction), and leavers student support for key categories of students noted as vulnerable, and the walkthrough of the funding approval process for hardship or digital device loans.

We also reviewed the status of actions stemming from the Student Support Business Process Review, May 2018 through discussions with management and review of current controls noted in this review. Meetings were completed remotely using Microsoft Teams.

Summary of Main Findings

Strengths

- There is significant work underway within the College to support the student experience and deliver positive outcomes in the learning environment. The COVID-19 pandemic over 2020/21 has required staff to be innovative in their delivery of academic content online and support staff exploring new ways to onboard new students and enrol them into the College community.
- Student enrolment and induction ultimately remained unchanged. Ensuring staff and student safety during the pandemic, processes around enrolment and induction that traditionally required face to face meetings were adapted to be hosted online.
- Student Advice and the Student Association have worked closely to align their schedule of activities to coincide with key events and ensuring messaging around support is consistent during the virtual Freshers Week, Induction Day, wellbeing days and key festivals and World Days.
- Learnings from the Summer start cohort and review of Early Intervention Surveys resulted on support services, such as Student Advice and Learning Inclusion, adapting their messaging by attending online classes for the January 2021 new starts.
- Partnership working has also continued ensuring that individuals, such as students who are Care Experienced get the support they need from application. Work is ongoing to review and update the College's Corporate Parenting Plan to ensure it meet its statutory requirements as a corporate parent.
- Funding options for individuals experiencing hardship and digital exclusion are established, and the College has developed a process to supply approximately 500 laptops and Wi-Fi dongles to students at the start of 2021.
- Academic review of attendance and student engagement also allows students to be identified who are struggling academically. Through Designated Guidance class contacts, study plans are developed, or the student referred to Learning Inclusion for additional support needs.
- The College has rolled out Office 365 and a new virtual learning environment (VLE) platform, Canvas to students during the academic year, supporting remote learning. E-Learning has also developed support for Canvas users with 'how-to' videos on the public website and intranet sites. Recognising resource constraint, management developed a new ICT student Help desk to support students.
- Despite national restrictions, all student services have remained open. Learning Inclusion supports approximately 400 students at each campus site and has a centralised database for storing student study plans. All Care Experienced students have a designated Learning Inclusion adviser.

Student Support

Summary of Main Findings (continued)

Strengths (continued)

- There is a College-wide consciousness around the impact of the pandemic and long-term remote working on students, particular vulnerable cohorts of students. The College has ensured there is online guidance around wellbeing and access to safe areas in Libraries for people who cannot work from home. Other support teams, such as Student Advice, Learning Inclusion, Student Association, and permanent on-campus mental health support. Work is also ongoing by management to understand the impact remote learning has had on students attending practical courses as national restrictions continue.
- There is oversight of arrangements by the Learning and Teaching Committee with reporting on Learner Experience a standing agenda point.
- Review of key issues raised by staff from the Student Support Business Process Review, May 2018 noted progression of actions with 13 out of the 35 actions still in progress (see Appendix 1). There are five high priority rated actions in progress as noted in Appendix 2.

However, we also noted the following areas requiring review to enhance arrangements:

Weaknesses

- The College's Corporate Parenting plan is currently under review. However, the Corporate Parenting Group, with a remit to review the status of actions, has not met due to the COVID-19 pandemic and management reprioritisation over the last 12 months. Completion of the draft plan has stalled due to ongoing work with external partnerships. However, it requires to be updated with information regarding governance arrangements and monitoring on the key performance indicators noted. Activities around digital inclusion for Care Experienced students also should be documented.
- Guidance detailing enrolment instructions for staff should be updated to capture the procedures around remote enrolment and the standards for staff around checks to be completed remotely. Good version control practices should also be adopted.
- There are no procedures documented to guide Learning Inclusion staff on the process involved in the assessment and management of students experiencing additional barriers to learning, such as the management of referral waiting lists and caseloads, risking the consistency to which students are advised.
- Due to national restrictions and safety concerns over physically signing, Terms and Conditions for Loan of Student Devices acceptance forms have not been completed by students for the 500 laptops distributed. Without accountabilities and communication of requirements, the College risks devices not being returned or returned in reasonable condition.

Acknowledgements

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

Main Findings and Action Plan

Objective 1: There are processes and controls in place to be reasonably assured that students are orientated appropriately at the beginning of the year.

The College's key focus is to enhance the overall wellbeing and opportunities for success for all students in their studies, contribute to the quality of the learner experience, and support their retention and progression in their career or into higher education. The Student Experience is underpinned by five key policies (dated 2017 due for review in March 2022) as follows:

- 5.2 on Student Advisory and Support;
- 5.3 on Extended Learning Support Services;
- 5.4 on Student Admissions and Inclusion;
- 5.5 on Student Care and Guidance; and
- 5.7 on Student Engagement.

The College's website documents the network of support available to students. The key groups are as follows:

- **Student Advice (SA) Centres** –SA have hubs at each College campus. The service is open year-round and supports students throughout their College journey, from pre-application to progressing into high education or employment. They run a 'Keeping Warm' service that allows current students to access support during non-term time. Advisers provide advice around the application process, course choice, funding options, and any issues that can arise. They have a public website that easily directs students to the team, who have worked remotely throughout the COVID-19 pandemic. A calendar of events and key activities is managed by the Senior Adviser, ensuring timely communication of key information to students, such as funding or UCAS applications.
- **Learning Inclusion (LI)** – LI has hubs at each College campus, and these are open all year round. The team is involved when the student self-identifies that they have learning support needs through the application or enrolment process. Students can also be referred to the team from Faculty and Student Advice. They work with students to create an Extended Learning Support Agreement (ELSA) that is shared with the senior faculty team to help support the student with their learning. They can also offer advice around wellbeing and mental health support and are linked to external agencies, such as social services.

Student Support

Objective 1: There are processes and controls in place to be reasonably assured that students are orientated appropriately at the beginning of the year (continued)

- **The College's Students Association** – has a role in ensuring issues raised by students are reviewed and communicated to the necessary management team. With full time, permanent development staff support, the new Students Association team gains student feedback through attending Class Representative / Faculty Meetings and reviews student feedback from surveys or focus groups held by the Quality team. It has regular meetings with the College's senior management team and attends meetings of Board and Committees of the Board. The Students Association can also direct students to the key support teams and works closely with Marketing and the Student Advice Centre to ensure that their calendar of activities dovetail.

The 2020/21 academic year has brought additional challenges for the College with global COVID-19 pandemic and national restrictions impacting on approximately 17,000 students studying online and accessing learning materials via the new remote teaching platform – Canvas. To support students, the first two weeks of the new term were dedicated to introducing students to a new way of learning and meeting classmates online. Daily online calls with lecturers and support teams such as Student Advice and Learning Inclusion, and the Students Association hosted a Virtual Freshers Week. In September 2020, the College hosted a virtual Induction Day to bring awareness to students around the support services available and management joined virtual classes to familiarise students with the staff.

Management is aware of the impact that remote learning may have on more vulnerable students. For students experiencing difficulties at home, the College opened safe spaces in the libraries on each campus that are fully equipped with ICT equipment and space for quiet learning. The College has also received funding to support part-time counsellors and a mental health helpdesk.

Process for Onboarding and Supporting New Students during COVID-19

The application and enrolment processes remained unchanged for the 2020/21 cohort. Flexibility to allow remote interviews and meetings were brought into parts of the processes that traditionally required face to face meetings with students, such as enrolment. The January 2021 new starters completed their onboarding remotely.

The Student Advice Centres have remained in place and continued to work with the Student Funding Team to secure funding for students prior to courses starting or hardship funds during the term.

LI services have also remained in place during the pandemic. The process of referring students to the LI Team has not changed - students requiring additional support with their learning can self-identify on course application forms, at course interview, and enrolment stages. Faculties have also continued to refer students via their Designated Guidance Contacts. Students agreeing to register with the Learning Inclusion Team were offered one-to-one meetings to develop an ELSA and have a designated adviser who will support them throughout their College experience.

Induction was led by individual Academic faculties however the College developed guides and templates to ensure consistent messaging around support provided to students.

Student Support

Objective 1: There are processes and controls in place to be reasonably assured that students are orientated appropriately at the beginning of the year (continued)

Care Experienced Students

All Care Experienced students have a dedicated contact on each campus who support the individual, advise on support that is available and act as an advocate if required to support the learning journey of the student. The College application form contains a section where Care Experienced, and young carers, can self-identify ensuring that the College can support their needs as early as possible, such as applying for appropriate funding. The LI Team assigns a learning adviser who meets with the student regularly as part of their case load and who works with faculties to monitor attendance, wellbeing and progression.

The College's Corporate Parenting Plan is currently under review to ensure that it is meeting its responsibilities as a corporate parent as required by the Children and Young people (Scotland) Act 2014. The draft is due to be reviewed by Named advisers and partners before being taken through the Senior Leadership Team for publishing on the College website. The review of the draft Corporate Parenting Plan against the Scottish Government guidance noted alignment of activities to each corporate parenting duty and there are nine key performance indicators that will be used to measure impact of this work.

Management recognises the increasing concern over the welfare of Care Experienced students during the COVID-19 pandemic. It was reported that the meeting of the Glasgow Colleges' Corporate Parenting Forum (GCCPF) in February 2021 agreed action that the Chair write to the Corporate Parenting SQA Lead to discuss the growing concerns for Care Experienced student progression and access to learning, in light of the pandemic.

Early Intervention through Survey

The Early Intervention Survey (October 2020) provides management with insight to the enrolment and induction process. In October 2020, over 4,000 students provided feedback and reports were generated allowing insight from students with protected characteristics (age, gender, ethnicity, sexual orientation, gender identity, disability, carer responsibilities). While results were positive, there was a downward trend compared to 2019 and 2018, reflective of the difficulties brought in communicating information virtually to students. Management reported that any cohorts identified as having lower satisfaction were contacted by the Quality Team and asked to attend Focus Group meetings. The e-Learning Team which supports the students online learning platform Canvas, also reviewed results and an action plan around further support needs by students, and Student Advice / LI adopted new ways of communication for the January 2021 new starters by joining initial classes held virtually to ensure that students were aware of the services provided.

Student Support

Objective 1: There are processes and controls in place to be reasonably assured that students are orientated appropriately at the beginning of the year (continued)

Observation	Risks	Recommendation	Management Response
<p>Review of the draft Corporate Parenting Plan noted that it did not document the governance arrangements around its management and roles and responsibilities of management involved in its ongoing monitoring.</p> <p>In practice, a Corporate Parenting group was established and attended by named advisers, a member of the Social Care teaching staff, Student Funding, and the Students Association. However, it has not met during the COVID-19 pandemic due to management reprioritisation.</p> <p>There is intention to resume the group during 2021, however, this is dependent on the progress of refreshing the plan which has been stalled due to the College's ongoing work with Action for Children as part of a GCRB funded project.</p> <p>We noted the plan did not identify the activities currently underway to support digital inclusion requirements of Care Experienced students. However, we have been advised by the Assistant Principal Student Experience that Action for Children have provided access to both devices and wi-fi for Care Experienced learners and the college has received specific funding through Connecting Scotland to provide devices and wi-fi for Care Experienced learners.</p>	<p>Activities are not progressed in line with expectations impacting on the effectiveness of change required to support Care Experienced students.</p> <p>Our discussions have noted significant work has progressed. The rating is reflective that management are aware of gaps in the group meeting and the work underway to update the draft Corporate Parenting plan.</p>	<p>R1 The Corporate Parenting Plan should be enhanced with detail included around the governance arrangements for approval of the Plan and for ongoing monitoring.</p> <p>The Corporate Parenting Group should resume activities to ensure there is at least annual review of the Plan in line with statutory guidance. The status of activity should be frequently updated and target dates for activities monitored by the group.</p> <p>Management should consider documenting actions around Care Experienced students experiencing digital exclusion.</p>	<p>The draft plan will be reviewed by the group and published as per SG guidance.</p> <p>To be actioned by: AP Student Experience</p> <p>No later than: 30 June 2021</p> <p>Grade 3</p>

Student Support

Objective 1: There are processes and controls in place to be reasonably assured that students are orientated appropriately at the beginning of the year (continued)

Observation	Risks	Recommendation	Management Response		
<p>Due to national restrictions, enrolment was progressed remotely for students starting in January 2021. Students were provided with guidance for enrolment within invite emails and in the self-service software.</p> <p>However, documented procedures for staff provided related to performing face to face enrolment with students and entry of information on the College's Management Information System (MIS). However, they had not been updated to the checks to be completed by staff on information provided by students remotely.</p> <p>They also did not adopt good version control to demonstrate that management had reviewed them as appropriate for the current academic year.</p>	<p>The consistency of checks and information on MIS is at risk without documented procedures around remote enrolment for staff.</p>	<p>R2 Guidance detailing enrolment instructions for staff should be updated to capture the procedures around remote enrolment and the standards for staff around checks to be completed remotely. Robust version control practices should also be adopted.</p>	<p>Existing guidance will be formalized and version control monitored by our Quality team.</p> <p>To be actioned by: Head of MIS</p> <p>No later than: 31 May 2021</p>		
			<table border="1"> <tr> <td>Grade</td> <td>3</td> </tr> </table>	Grade	3
Grade	3				

Student Support

Objective 2: There are processes and controls in place to be reasonably assured that students are identified and provided with support if struggling financially.

Student Funding staff work within the parameters of Scottish Funding Council (SFC) guidance but work closely with Student Advice, the Students Association, and the faculties to provide the most appropriate funding packages for our FE and HE students. Students should arrange their finances before starting their course. The College has set instructions and guidance for the funding applications on its public website and Student Advice direct students to the Student Funding Team who support the application processes.

The College has also set up arrangements for students who are experiencing financial hardship through Hardship funds or Discretionary Loans for housing. Hardship funds have no deadline date and can be requested anytime.

Funding options are dependent on several factors and all options are presented on the College's public website. Advice is primarily sought through Student Advice or the Funding Team.

A student can be referred to the Funding Team through Student Advice, the Students Association, or from their Faculty and Designated Guidance Contacts who work closely with the student.

Assessments are recorded centrally through the funding database, TeQUIOS, by the Student Funding Manager and team. TeQUIOS records all decisions made, supporting documentation, and audit trail of communications with the student.

Student Advice and the Students Association also run money matter events at key times of the year with external providers, such as Christmas period when students may experience additional hardship.

The funding application processes did not change over 2020/21 and no issues were noted from our walkthrough of controls and documentation around funding assessments on TeQUIOS.

Student Support

Objective 3: There are processes and controls in place to be reasonably assured that students are identified and provided with support if struggling academically.

Students who are struggling academically are identified through the faculties who monitor:

- Attendance – this is monitored as poor attendance impacts the funding status of students. There is policy around attendance on Canvas and available online and is part of the Student Code of Conduct. Attendance is monitored by the Learning and Teaching Committee;
- Engagement on the course by the student; and
- Completion of course material.

Through Designated Guidance Contacts, the College can support the student by identifying:

- The factors outside of the College impacting their academic work;
- Barriers;
- The best way to keep them on the course;
- Study options and study plans; and
- Intervention.

During the pandemic, staff have required to be innovative in how they teach students (Innovation and good Practice Report to the Learning & Teaching Committee, June 2020). Any issues identified by class guidance staff are highlighted to Student Advice or Learning Inclusion Teams.

However, management reported that engagement from students during remote learning has been more difficult to assess during periods of lockdown as students may not switch on video links or engage on phone calls. The long-term impact of the pandemic on student welfare and academic progression is being reviewed currently by management.

No further issues were noted from this review.

Student Support

Objective 4: There are processes and controls in place to be reasonably assured that students are given adequate support if they have a disability or other special needs.

There is a Learning Inclusion Base at each campus where students can drop in for study skills, advice or attend for regular one to one meetings if recommended on their ELSA.

An ELSA is an agreement written by Learning Inclusion Advisors which collates all the information and recommendations that the student and advisor agree upon during the Needs Assessment process. Learning Inclusion staff can provide specialist support for students who still face specific barriers to their learning despite the inclusive approach of the College. This may include, but is not limited to the following:

- Students with disabilities and / or additional support needs;
- Students with identifiable assessment needs;
- Students who are care-experienced / care givers / care leavers;
- Students who experience multiple deprivation; and
- Students who are adult returners.

The type of support provided may include, but is not limited to:

- Liaison with academic staff;
- Training / provision relating to assistive technology;
- Study skills support;
- Proofreading;
- In-class support;
- Extended access to printing and library resources; and
- Alternative Assessment Arrangements.

Linking with Student Advice - Study skills support provided to individuals and small groups of students who are experiencing difficulties with their studies, despite being provided with on-course guidance and support, may include, but is not limited to:

- Organising time and materials;
- Revision techniques;
- Note taking techniques;
- Research;
- Writing assignments;
- Exam technique; and
- Using technology.

Student Support

Objective 4: There are processes and controls in place to be reasonably assured that students are given adequate support if they have a disability or other special needs (continued)

Students require to self-identify if they require any additional support through learning needs or disability through the following processes:

- Interview – where an interview referral form is completed;
- Application - where an ELS-1 report is sent to the LI team;
- Enrolment– where not previously declared, an ELS-7 report is provided to the LI team; and
- Teaching staff will also refer through Designated Guidance Contact, and students can be referred by family or external agencies such as Kibble, Social Work or their GP.

All one-to-one assessments are completed on the ELSA system, which record the personal information, their support plan and a full audit trail of contact made by LI and teaching staff with the student. Senior teaching staff have access to support plans only. Depending on needs, the plans and progress of plans are reviewed periodically however, as a minimum, before the end of a block and start of a new block. Reports are generated by the system on the number of learners registered at any time, costs occurred for types of support, funding streams and is accessed live by the Assistant Principal of Student Experience.

LI works closely throughout the term with Teaching staff, Student Funding Team, the Student Advice Centre, ICT, and the Library. LI regularly links in with the Student Funding Team to check status of funding, bursary / EMA for individual learners.

Coordinators also attend Head of Curriculum / Senior Lecturer team meetings to discuss any questions from teaching staff about individual students. LI also has a weekly team meeting with all core staff members to discuss caseloads and two meetings per term with classroom assistants.

For learners who are studying at HN level and have evidence of a diagnosed disability / support need, they can apply for Disabled Student Allowance (DSA) via SAAS funding. The process begins at ELSA stage whereby advisers complete the DSA needs assessment form that may request support in terms of equipment, study skills, proofreading, in-class support, BSL interpreter, and transport requirements. This is completed by the Student Funding Team as noted above.

Student Support

Objective 4: There are processes and controls in place to be reasonably assured that students are given adequate support if they have a disability or other special needs (continued)

Observation	Risks	Recommendation	Management Response		
<p>There are no procedures documented to guide Learning Inclusion (LI) staff on the process involved in the assessment and management of students experiencing additional barriers to learning, such as the management of referral waiting lists and caseloads.</p> <p>Therefore, waiting list management standards are not clearly documented, risking inconsistencies in the management of students who, for example, fail to appear for interview multiple times.</p> <p>While we did not evidence issues with the management of waiting lists, the LI Team has a policy that students who fail to attend interviews three times are removed from the list - albeit should they wish further would review in the future there is an open-door policy.</p>	<p>Without procedures documented, there is risk around the consistency to which student support needs are assessed by the College.</p>	<p>R3 Using the summary detailing the steps around student support by the LI Team, a set of procedures should be developed, and version controlled to ensure they continue to align to current ways of working.</p>	<p>The summary guidance will be formalised into procedures and monitored by our Quality team.</p> <p>To be actioned by: AP Student Experience</p> <p>No later than: 30 April 2021</p>		
			<table border="1"> <tr> <td>Grade</td> <td>3</td> </tr> </table>	Grade	3
Grade	3				

Student Support

Objective 5: There are processes and controls in place to be reasonably assured that students are assessed for digital exclusion based on the needs for their learning, and support targeted where practicable.

With COVID-19, approximately £205,000 was awarded to the College by the SFC via GCRB to support students experiencing digital inclusion issues during the pandemic. The SFC sets out its digital funding criteria in its announcement 'Additional capital funding to support digital provision in AY 2020-21' (August 2020).

The guidance sets out requirements by colleges to:

- Allocate digital equipment to those most in need using a fair and equitable approach. To access eligibility using financial information around household income, receipt of discretionary or hardship funding, any other social benefits, residential eligibility;
- Students who have DSA, ASN or Connecting Scotland Initiative funding are not eligible as their funding provides them with digital support; and
- Support for students should also not exceed £350 per student.

Management produced an outline report to the SFC in line with the guidance on 30 November 2020 detailing that £181,747 was spent on 522 laptops. Due to the process of funding being allocated through GCRB, and some delays in the supply chain, there was an outstanding delivery of 431 laptops in December 2020 that were in the process of distribution to January 2021 new starts at the time of our audit in February 2021. The ICT Manager worked with approved suppliers to source suitable hardware.

All students who received the loan of a laptop to support their learning have been referred by their Faculty team as needing digital support through a Master Spreadsheet and then have been means tested as per student funding discretionary guidelines prior to allocation of a loaned laptop. This initiative was complemented by additional processes such as DSA and bursary funding as appropriate, and by sourcing external funding and utilising College resources to ensure that no students are digitally excluded regardless of protected characteristic or SIMD profile. Overall approval of the loan is made by the Assistant Principal of Student Experience before ICT distribution of devices.

Our testing of 20 students that received laptops and Wifi dongles over 2020/21 noted no issues in the funding assessment, and distribution is being monitored daily by ICT. Issues around student addresses being different to that on their College application forms were identified by ICT; However, faculties are now working with students so that current addresses are documented and communicated to ICT. ICT managed an asset register for all items distributed, which is up to date.

e-Learning Support

In January 2020, the College implemented Canvas, the new virtual learning environment (VLE), for staff. It was rolled out to students in August 2020 where resources focused primarily on walking students through the log in process. Access to the e-learning platform was compounded by a new @Myclyde domain as part of the roll out of Office 365 at that time impacting on all new and established required access to Canvas. Management was quick to identify constraints in resource and the new ICT Student Helpdesk was developed in October 2020. This allowed students to resolve issues raised through ICT Service Tickets and Canvas log on. The enrolment process was refined for January 2021 so that all new starts were aware and guided through the log on process using videos and self-help guides.

Student Support

Objective 5: There are processes and controls in place to be reasonably assured that students are assessed for digital exclusion based on the needs for their learning, and support targeted where practicable (continued)

There is currently no reporting / data over the use of Canvas by faculties, courses, students to determine usage or whether there are areas not utilising the platform effectively. However, management has actions to develop reports to inform and target areas not utilising the VLE after it has been used for one year.

Most staff were engaged on the training, and management will assess how faculties are using Canvas to influence any further staff training requirements. The Quality Team helps support data to drive training requirements and feedback from My Staff Survey.

A review of the October 2020 Early Intervention Survey was also completed by the e-Learning Manager and reported to SLT. No further issues were noted from this review.

Observation	Risks	Recommendation	Management Response
<p>Prior to the current national restrictions (December 2020 to audit), students could collect digital devices loaned by the College in person. They signed a terms and conditions form to evidence their awareness around the use of the devices and the condition for which it is to be returned.</p> <p>Due to national restrictions and safety concern, devices have been distributed remotely since January 2021. It was noted that documented Terms and Conditions for the Loan of Student Devices were not provided relying on faculties to update students on the arrangement around the loan.</p> <p>On inspection of the College website, there is no website detailing Digital Loan process and terms and conditions in line with good practice.</p>	<p>Devices are not returned or returned in the condition expected.</p>	<p>R4 Management should consider ways to communicate the terms and conditions of devices loaned, such as an email to all students provided with devices, supported by a website or page on Canvas detailing this requirement and which is linked to other College policies around appropriate use of equipment. Students should be required to provide email confirmation of receipt of the devices and agreement to the terms and conditions.</p> <p>Management are already progressing work on this issue through discussions with ICT and faculty staff.</p>	<p>We will investigate how best to engage with learners who have been in receipt of devices and ensure that T&Cs can be fully understood and agreed.</p> <p>To be actioned by: AP Student Experience</p> <p>No later than: 30 April 2021</p> <p>Grade 3</p>

Student Support

Objective 6: There are processes and controls in place to be reasonably assured that students are made to feel part of the College community.

Student engagement planning is noted in the College's development plan and supporting students is at the heart of the College's function.

The College implements surveys that allows feedback from students on their wellbeing and feelings of being part of the College community. This has included early intervention survey, annual student satisfaction survey (due in February / March 2021), and Leavers Destination Survey. Feedback is also obtained through Students Association attendance at Class Representative meetings and Faculty staff meetings and their review of end of class surveys reports. The Students Association also meets with the Principal and Deputy Principals every six weeks to highlight issues, attend Board and Sub-Committee meetings.

Management reported that 2020/21 has been a difficult year with relation to the global COVID-19 pandemic and over the winter 2021, feelings of isolation by students, and staff, have increased. College management, with the Students Association, work to promote the support services. This includes onsite mental health counselling services and a team available to take calls.

As noted under Objective 1, issues arising from surveys are highlighted to the Quality Team who complete focus group meetings with cohorts involved to understand root causes. No further issues were noted from this review.

Appendix 1 Status of Actions from Student Support Business Process Review, May 2018

As part of the Internal Audit programme at the College for 2017/18 we facilitated a business process review of the work delivered by the College's Student Advice Team. This included the work they do regarding:

- Pre-entry guidance, including career and course guidance for individuals thinking of studying at the College, as well as attending events at schools. This encompassed advice to students on whether they will meet the requirements to have their fees paid and to receive a bursary or EMA;
- On course support, including provision of advice; giving assistance with UCAS applications; and helping with care experience students; and
- Pre-exit guidance, including progression and career guidance, and assistance with CV writing and job interview preparation.

The review identified several areas for investigation or improvement and all the identified actions were designed to enhance efficiency and effectiveness. The key areas for investigation or improvement noted during the review (from the 35 potential improvement points suggested by Student Advice staff) were:

- Making improvements to the website to answer queries at source and therefore reduce the volume of enquiries that Student Advice and other departments receive. A new website was developed, and our current review noted information provided was in good practice.
- Ensuring that the processes around the use of the 'Referral Form' are more efficient and are applied consistently across the College. This form is completed by lecturers who undertake pre-entry interviews as a way to identify those students who would benefit from help from Student Advice. The key aims of the 'Referral Form' are: a) to identify when advice is required by students on whether they will have their fees paid and receive any student funding; b) to gather information about assistance required to meet the individual student's needs (e.g. Core skills, disability, other assistance); and c) to use this information to flag to MIS, Learning Inclusion, and Faculties the information gathered in order that they can take follow-up action, as appropriate. A standard referral form is used by faculty.
- Implementing improvements to the way in which Student Advice promote and provide careers guidance, employability related activities and pre-entry guidance. As reported earlier, this has evolved over 2020/21 in response to the global COVID-19 pandemic and work is underway with the Student Association and other internal and external partners to ensure the right information is provided at the right time, and
- Gathering information on service provision and conducting analysis of this data to identify trends to inform future service provision. This remains in progress with management completing a structural review of the Student Experience teams during 2021.

Student Support

The table below details the status of the 35-actions identified. Out of the 11 actions that were rated high priority by management, we noted five remain in progress. Their detailed status is reported in Appendix 2.

Overall, management has made progress with the actions with eight completed and 14 either superseded by new processes or part of business-as-usual activity. However, much work remains with 12 actions in progress and dependent on the review of the restructuring of the Student Experience directorate which is currently underway. Only one action had not yet been started.

Stage/ Area	Total Number of original recommendations	Number of Original Recommendations Completed	Number of Original Recommendations In progress	Number of Original Recommendations Not Yet Started	Number of Original Recommendations not longer applicable or superseded by new processes	Number of original Recommendations action part of business as usual
Calls and answering queries before the start of August courses	7	2	1	-	-	4
Referral Form	5	-	-	-	4	1
Induction	4	2	1	-	1	-
UCAS	2	2	-	-	-	-
Appointments	2	-	1	-	1	-
Careers Guidance / Employability / Pre-entry guidance	5	1	2	-	-	2
Counselling	1	-	-	-	1	-
School Events	2	1	1	-	-	-
Branding of SA and Improved Signage at SA locations	1	-	-	1	-	-
Outlook Calendars, Information Capture, and Analysis of Information	2	-	2	-	-	-
Feedback processes	1	-	1	-	-	-
Other	2	-	2	-	-	-
Team Structure	1	-	1	-	-	-
Total recommendations per stage	35	8	12	1	7	7

Appendix 2 Detailed Status Update of High Rated Actions ‘In Progress’ from Student Support Business Process Review, May 2018

Issue/ Potential Action	Priority	Progress as at February 2021
<p>Employability offering - We note that there is a project being undertaken on CEAIG and that this is a work in progress. However, we noted there is inconsistency across the three campuses as to what is offered for employability, how this is promoted and arranged, and how this is delivered.</p> <p>There would be benefit in agreeing the offering and working to standardise the content (while also enabling the presentations / delivery to be tailored to the individual course groups involved).</p>	<p>High Priority - Linked to work MIS doing</p>	<p>The Model of Delivery is under review. In the short term, there are two teams providing advice around career, employability, and welfare. There is also Career Education Advice Information Guidance documented.</p> <p>In the long term, management are restructuring the Student Support Services and a proposal has been documented and is to be reviewed by SLT.</p> <p>There is a website promoting career support from the Student Advice Centres and around Vocational progression pathways (https://www.glasgowclyde.ac.uk/about-us/glasgow-colleges-progression-pathways). On review of the content, we noted the pathways document attached to the website was from 2015/16 and should be updated for the current offering.</p> <p>This action is in progress.</p>

Student Support

Issue/ Potential Action	Priority	Progress as at February 2021
<p>Job Boards - Job Boards are used on campuses. Significant time can be spent by SA staff in finding jobs and updating the boards. Consideration should be given to using the VLE, emails and electronic noticeboards for highlighting job sources and tools for searching these.</p> <p>One comment raised was that the students don't look at the student intranet so it is not so effective to put this information there.</p>	<p>High Priority - Linked to work MIS doing</p>	<p>The method that Job Boards have been used has had to evolve over 2020/21 due to the COVID-19 pandemic. Students are no longer on campus. Student Advice has been working with the Students Association on how best to promote Job Boards using the new VLE, Canvas. The aim being having a single point of information in a portal.</p> <p>This action is in progress.</p>
<p>Resourcing - There is not an overarching strategy as to which events should be attended, and who should go to the events that the College wishes to attend. This leads to inconsistency. It was considered that as this is a very important external facing role that EMT should discuss this and agree on what the strategy should be and who should resource attendance at school events.</p>	<p>High Priority</p>	<p>School events have not progressed in person over 2020/21 due to the COVID-19 pandemic. Previously, the strategy was to target schools that had the largest number of applications. However, the College has now changed the events to one Virtual Open day event for which feedback obtained from staff was positive. Decisions are to be made on the format moving forward, however, virtual open days look to continue for 2021/22 academic year.</p> <p>This action is in progress.</p>

Student Support

Issue/ Potential Action	Priority	Progress as at February 2021
<p>Gathering and reporting information - Staff have Outlook calendars but these are used differently, with some not using these very much, and others using them to record all the activities they have been undertaking. Some staff use the activity information from their Outlook calendar to collate activity statistics for themselves using a set of activity categories they have derived. Others use the weekly activity sheet for recording activity, and others have altered the standard sheet as they do not consider the categories are appropriate. There has not been any central collation of the activity data, or analysis of this for trends and consideration as to whether there needs to be a change in strategy / procedures to counter any negative trends. Furthermore, staff are not always completing the activity sheets as they see no point in doing this if the information is not being analysed, not being considered during self-evaluation, and not being acted upon.</p> <p>Consideration needs to be given to:</p> <ul style="list-style-type: none"> - what information is important for the SA service (which should be determined through discussion amongst SA staff) - how this should be captured (which could be through a variety of means, such as people noting on their Outlook calendar what they did and then transferring this onto a spreadsheet or noting activities down on a weekly activity sheet and then transferring the totals onto a spreadsheet). - how to report this information, to whom, and how frequently and - how trends from the information will be identified and interpreted, and how actions will be agreed on in response to any negative trends. <p>We note that an electronic system for recording information is being considered and the above should be considered as part of this electronic system</p>	<p>High Priority</p>	<p>Events remain in outlook calendars and in hard copy within the office. During remote working Outlook has remained the main platform around scheduling key events by Student Advice. There is also work underway to link the Student Advice calendar of events with marketing and the Student Association event calendar.</p> <p>Through the Business Transformation programme, there is work underway to restructure the tools for gaining content that will feed other activities around gender-based violence or hate crimes. However, management require to complete the restructuring work within Student Advice and LI teams to allow better business process design and the data required for reporting.</p> <p>This action is in progress.</p>

Student Support

Issue/ Potential Action	Priority	Progress as at February 2021
Information Classification - Once the types of information to be gathered are agreed then definitions should be drawn up for each of the classifications.	High Priority	Linked to work progressing above. This action is in progress

Aberdeen

45 Queen's Road
Aberdeen
AB15 4ZN

T: 01224 322100

Dundee

The Vision Building
20 Greenmarket
Dundee
DD1 4QB

T: 01382 200055

Edinburgh

Ground Floor
11-15 Thistle Street
Edinburgh
EH2 1DF

T: 0131 226 0200

Glasgow

100 West George Street
Glasgow
G2 1PP

T: 0141 471 9870

MHA Henderson Loggie is a trading name of Henderson Loggie LLP, which is a limited liability partnership registered in Scotland with registered number SO301630 and is a member of MHA, an independent member of Baker Tilly International Ltd, the members of which are separate and independent legal entities.

LEARNING AND TEACHING COMMITTEE

Date of Meeting	05 May 2021
Paper Title	Credit 2020/21 Progress Update
Agenda Item	21.25
Paper Number	21.25A
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 an updated snapshot of the progress being made towards achieving our Credit target for session 2020/21.

2. Recommendations

Members are asked to NOTE the report.

3. Background

Both Board and L&T committee are provided with regular updates on the college's forecast Credit outturn against the Credit target which is agreed with GCRB.

The attached snapshot, as at 26th April 2021, identifies that there is very little movement in the forecast year-end position from those reports provided most recently to both full Board and L&T committee.

If the current position remains until the end of the academic year then the college would be declaring an activity level of circa 125,256 Credits against a target of 126,446 Credits, a shortfall of -0.9%. Efforts have been made over the past months to improve this position but the continued uncertainty of the operating arrangements with limited on-campus activity continue to impact negatively on our ability to attract additional activity to increase the Credits. Until w/c 19th April 2021, we were restricted to offering a maximum on campus activity of circa 5% of our total capacity. This limit effectively prohibited us from bringing some groups of learners onto campus, resulting in them being withdrawn from our planned activity. This was particularly acute in relation to our work with students with additional support needs.

As at 26th April, the college is bringing additional student numbers back on to campus in line with Scottish Government announcements which prioritise the curriculum areas of Construction, Engineering and Hair&Beauty. Given that most of

these classes are already enrolled with us however, their on-campus attendance is unlikely to increase the Credits further.

In my report to the Board meeting in June, I will bring the final forecast for the year and provide an analysis of where the Credits have been significantly impacted in comparison with previous years.

4. Risk Analysis

The current volatility and continued lack of on-campus activity due to prolonged lockdowns means that the element of risk in our ability to achieve our credit target is significantly heightened. Whilst we continue to monitor our credit activity on a very regular basis, accurate forecasting has been greatly impacted when compared to previous years. There is significant anxiety across the sector with many colleges in a similar position to Glasgow Clyde. We do not yet have a complete picture of the likely outturn at a sector level but anecdotal evidence from the Vice Principal network suggests that many colleges will fail to meet their targets this year.

5. Legal Implications

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

6. Financial Implications

If we fail to meet our overall target then it is likely that there will be an impact on the number of ESF Credits that we can claim. These Credits are funded in addition to our Core Credits and therefore our ability to draw down our full ESF funding will be negatively impacted. This has been covered in previous Board reports and we have built this assumption into our Management Accounts for 2020/21 by a percentage reduction in our income projections.

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	Portfolio Credit Target - as at 01/12/20	Total Enrols	Non-Funded Enrols	Not Meeting 25% Date	Current Funded Enrols	Current Credits Estimate	Variance on Target	Credits To Start	Variance on Started Target	Credits Not Enrolled	Credits Forecast (combines real and estimated retention)	Variance on Target (based on forecast)
120 Business, Creative & Digital Industries	111 Business & Finance	9,763	995	69	187	747	9,395	-4%	0	-4%	0	9,395	-4%
	123 Media & Performing Arts	8,197	726	24	53	650	8,576	5%	0	5%	0	8,576	5%
	125 Fashion, Textiles & Design	10,240	895	70	81	749	10,071	-2%	0	-2%	0	10,071	-2%
		28,200	2,616	163	321	2,146	28,042	-1%	0	-1%	0	28,042	-1%
130 Engineering, Computing & the Built Environment	113 Computing	7,868	1,146	98	132	922	8,213	4%	0	4%	0	8,213	4%
	131 Energy & Building Services	6,816	766	14	63	689	6,244	-8%	0	-8%	0	6,244	-8%
	133 Engineering	6,940	837	5	63	769	6,132	-12%	0	-12%	0	6,132	-12%
	135 Construction & Land Based Industries	7,224	698	0	65	633	6,774	-6%	24	-6%	0	6,774	-6%
		28,848	3,447	117	323	3,013	27,363	-5%	24	-5%	0	27,363	-5%
140 Health & Wellbeing	115 Sport, Tourism & Hospitality	11,884	1,137	11	139	987	11,372	-4%	0	-4%	0	11,372	-4%
	141 Early Years & Social Care	11,919	1,070	92	172	814	9,999	-16%	0	-16%	0	10,000	-16%
	145 Health & Life Sciences	10,357	925	59	106	771	10,782	4%	0	4%	0	10,778	4%
	149 Hair, Beauty & Complementary Therapies	6,365	516	0	90	426	5,114	-20%	0	-20%	0	5,114	-20%
		40,525	3,648	162	507	2,998	37,267	-8%	0	-8%	0	37,263	-8%
160 Access & Continuing Learning	161 ESOL	11,433	2,785	11	159	2,615	12,507	9%	0	9%	22	12,507	9%
	165 Additional Support for Learning	4,438	315	0	13	302	4,150	-6%	0	-6%	0	4,150	-6%
	167 Employability Skills	6,593	2,021	3	276	1,742	5,555	-16%	205	-13%	84	5,542	-16%
	169 General Education	8,614	959	9	120	830	10,037	17%	0	17%	0	10,037	17%
		31,078	6,080	23	568	5,489	32,249	4%	205	4%	107	32,236	4%
Total		128,651	15,791	465	1,719	13,646	124,920	-3%	229	-3%	107	124,904	-2.7%
	SFC Target Credits	126,446 (Core 120,556 + ESF 5,890)						-1.2%					-1.2%
	Current Credit Estimate + Credits to Start						125,149	-1.0%				125,133	-1.0%
	Current Credits Estimate + Credits to Start + Credits Not Enrolled						125,256	-0.9%				125,240	-1.0%

Price Group	Credits Estimate	Credits To Start	Credits Not Enrolled
1	23,827	205	69
2	76,833	0	37
3	22,255	24	0
4	2,007	0	0
Total	124,920	229	107

Economic Sector	Credits Estimate	Credits To Start	Credits Not Enrolled
Administration, Financial and Business Services	18,324	0	0
Creative and Cultural Industries	19,546	0	0
Energy, Engineering, Construction and Manufacturing	15,947	24	0
Food, Drink, Tourism, Hospitality and Leisure	16,471	0	0
Health, Care and Education	18,839	0	0
Land-Based Industries	2,707	0	0
Life and Chemical Sciences	7,092	0	0
Transition and Supported Learning	25,995	205	107
Total	124,920	229	107

[Credit Movement History](#)

[Credit Risk](#)

[Schools Credits](#)

7-day Credit Change