LEARNING AND TEACHING COMMITTEE

10 November 2021 at 4.30pm

LEARNING AND TEACHING COMMITTEE

A meeting of the Learning and Teaching Committee will be held on Wednesday 10th November 2021 at 4.30pm. The meeting will be held remotely using Zoom.

A G E N D A

21.29	Welcome and Apologies		G McGuinness
21.30	Declarations of Interests		G McGuinness
Minutes of Previous Meeting			
21.31	Minute of the Meeting held on 5 May 2021	P	G McGuinness
21.32	Matters Arising Action Grid	P	G McGuinness
Items for Discussion			
21.33	Progress Visit- Education Scotland	V	Peter Connolly
21.34	Quality & Performance Report	P	E Brownlie
21.35	Student Experience Report	P	David Marshall
21.36	Curriculum and External Environment	P	John Rafferty
21.37	Learning and Teaching KPI report	P	Jon Vincent
Items for Noting			
21.38	Learning and Teaching Committee Remit and Schedule of Work	P	C McConnell
21.39	Any Other Business		G McGuinness
Date of Next Meeting: 9th FEBRUARY 2022 at 4.30pm			

LEARNING AND TEACHING MEETING

Date of Meeting	10 November 2021
Paper Title	Quality and Performance Update
Agenda Item Paper Number	21.34
Responsible Officer	Eric Brownlie, Assistant Principal Quality and Performance
Status	Disclosable
Action	For Noting

1. Report Purpose

The purpose of the attached report is to provide an update and summary on relevant Quality and Performance issues at this time.

2. Recommendations

The committee are asked to discuss the report.

3. Issues

The attached report summarises three main areas:

(1) Performance Indicators 2020-21 and recent trends
(2) College Leaver Destinations 2019-20
(3) External Verification 2020-21

4. Risk Analysis

Maintaining and improving strong retention, attainment and progression performance levels are an important indicator for attracting potential learners, appealing to external stakeholders and the college's reputation. We will continue to place a high priority on improving FE and HE attainment levels. Ensuring our quality assurance processes are valid and reliable for all awarding bodies is critical to the successful certification of our learners.

5. Legal Implications

There are no specific legal implications.

6. Financial Implications

Meeting our credit target is becoming increasingly challenging and continuing to reduce Early Withdrawal is critical for our overall credit funding and remains a high priority.

7. Regional Outcome Agreement Implications

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

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

No

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Learning and Teaching Committee - Quality and Performance Update

1. **Performance Indicators**

The college has been successfully improving PI trends for a number of years across the four main modes of delivery. Session 2019-20 was affected from March to June and PI data was only published in May 2021. This revealed GCC as the highest performing large college for HE Full Time attainment (77%) and the second highest performing large college for FE Full Time attainment (70%). Whilst PI data for this session should be treated with some caution it was encouraging to see where Glasgow Clyde College had reached in the two tables below.

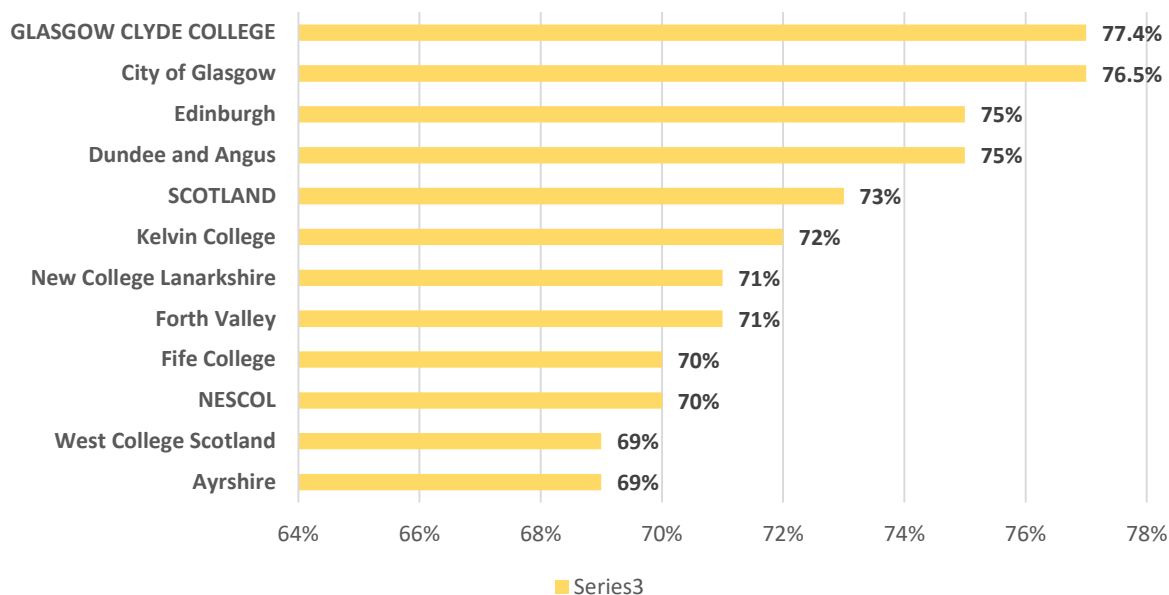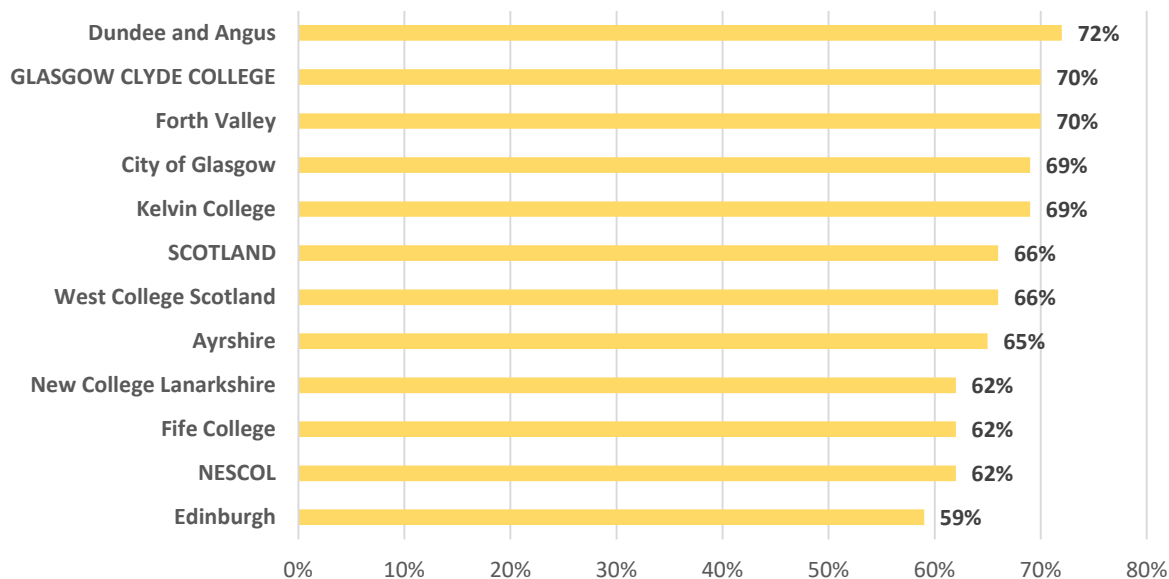**Table 1. HE Full Time Attainment 2019-20 (large colleges)**

College	Attainment
GLASGOW CLYDE COLLEGE	77.4%
City of Glasgow	76.5%
Edinburgh	75%
Dundee and Angus	75%
SCOTLAND	73%
Kelvin College	72%
New College Lanarkshire	71%
Forth Valley	71%
Fife College	70%
NESCOL	70%
West College Scotland	69%
Ayrshire	69%

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Table 2. FE Full Time Attainment 2019-20 (large colleges)

College	Attainment
Dundee and Angus	72%
GLASGOW CLYDE COLLEGE	70%
Forth Valley	70%
City of Glasgow	69%
Kelvin College	69%
SCOTLAND	66%
West College Scotland	66%
Ayrshire	65%
New College Lanarkshire	62%
Fife College	62%
NESCOL	62%
Edinburgh	59%

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The continuing impact of the pandemic meant that the teaching delivery model for session 2020-21 was more significantly impacted and many of our learners had very limited or no access to face to face teaching throughout the year. This has resulted in a drop in performance across all four modes of delivery as table 3 highlights. The changes to individual subject attainment across FE and HE Full Time programmes can also be seen in tables 4 and 5 below.

2019-20	Block 1 On Campus	Block 2 On Campus	Block 3 Online	Attainment rose

2020-21	Block 1 Online/Blended	Block 2 Online/Blended	Block 3 Online/Blended	Attainment dropped

Table 3. High Level PI Trends
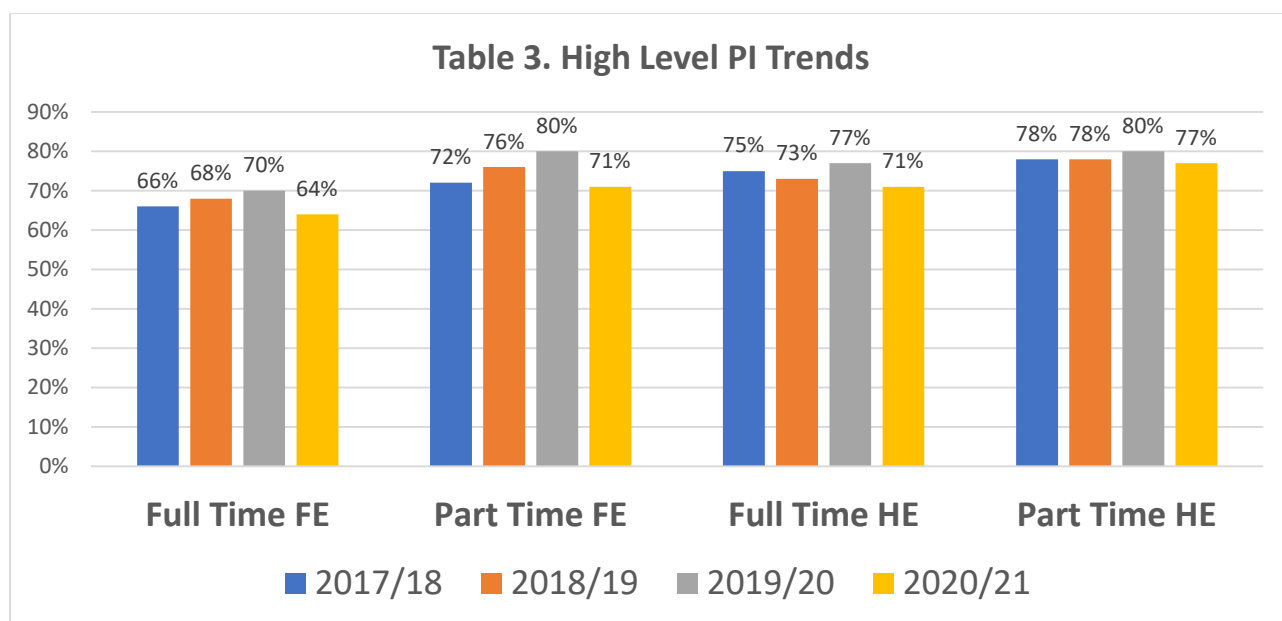
Table 4: Impact on FE Learners (19/20 – 20/21 Attainment)

Full-time FE Change	HMIE Subject Grouping
+5%	Special Programmes
-2%	Science
-3%	Art and design
-3%	Social subjects
-3%	Care
-4%	Performing arts
-5%	Languages and ESOL
-9%	Land-based industries
-11%	Construction
-14%	Hairdressing, Beauty and Comp Therapies
-14%	Business, Management and Administration
-14%	Computing and ICT
-15%	Engineering
-20%	Hospitality and tourism
-24%	Sport and Leisure

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Table 5: Impact on HE Learners (19/20 – 20/21 Attainment)

Full-time HE Change	HMIE Subject Grouping
+18%	Social subjects
+4%	Media
0%	Care
-2%	Performing arts
-3%	Business, Management and Admin
-8%	Art and design
-12%	Sport and Leisure
-12%	Hospitality and tourism
-13%	Science
-14%	Computing and ICT
-17%	Construction
-18%	Hairdressing, Beauty and Comp Therapies
-26%	Land-based industries
-31%	Engineering

2. College Leaver Destinations 2019-20

College leaver destination data is collected externally by SFC and shows nearly 4000 GCC college students were contacted of which 86% are in confirmed destinations. Of those destinations that were confirmed, 82% went on to further study (down 1%) and 14% entered employment (down 1%). In relation to the overall figures for Scotland, the college has more learners progressing to further study and slightly less moving into employment.

	Glasgow Clyde College			Scotland
	2019-20	2018-19	2017-18	**2019-20**
Total Qualifiers	**3979**	4096	4146	45911
Confirmed Destinations	**3425**	3309	3430	40996
% in positive destination from total	**86%**	79%	83%	89%
Percentage of <u>confirmed</u> destinations in:				
A positive destination	**96%**	97%	97%	94%
Employment	**14%**	15%	15%	15%
Further Study	**82%**	83%	83%	79%

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3. External Verification 2020-21

The annual summary of External Verification (EV) activity reviews engagement undertaken by awarding bodies for which Glasgow Clyde College delivers qualifications. Due to the pandemic, all EV activities were conducted remotely and SQA significantly reduced the number of verification activities. Overall, Table 1 indicates that 32 verification reports were received during academic year 2020-21, compared to 34 in 2019-20 (in normal years this figure could be c90).

Table 1. Scope and Results
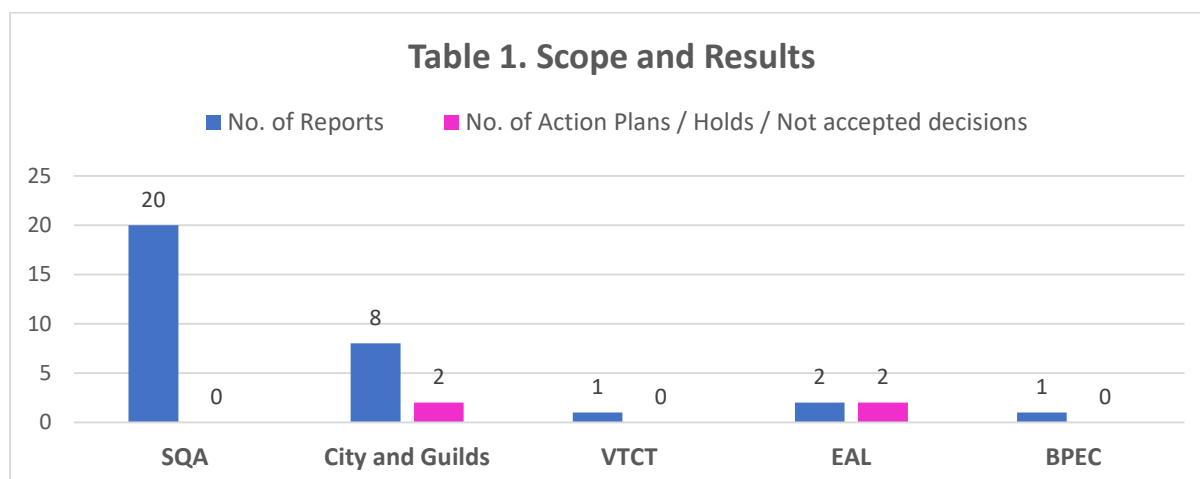
Curriculum Areas where EV resulted in a Hold

The number of reports resulting in action plans / holds / not accepted decisions was four, one less than the previous year. These were a result of some maladministration and non-compliance in relation to course registrations and quality processes. All were resolved with actions leading to certification of all candidates.

Engineering, Computing and Built Environment	No of SQA reports			No of Non SQA reports	No of Holds
School	NQ	HN / SVQ	Graded Unit		
133 Engineering	0	0	0	3	2
135 Construction and Land Based Industries	1	3	0	3	2

During 2020-21, there were 33 recommendations/development points made by External Verifiers/External Quality Assurers compared to 61 during 2019-20. Recommendations continue to be predominantly in relation to internal assessment/verification and included:

- useful of labels/headings to indicate the unit(s) particular pieces of work are providing evidence for; consider ongoing review of portfolio work with progress comments; although verbal feedback was provided; detailed written feedback would benefit both candidates and verifiers and centre devised checklists must support and evidence candidate participation

41 examples of good practice were highlighted, and these included:

- scheduled drop-in sessions excellent for allowing candidates to have access to their assessors; excellent use of internal verification records which not only captured the assessment decisions but also the rationale behind the decisions taken; excellent level of constructive feedback; guidance and support provided; excellent assessment documentation used to a high standard; resources developed to support the delivery of the qualification are excellent allowing students to access the resources remotely when completing lessons from home.

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BOARD MEETING

Date of Meeting	10 November 2021
Paper Title	Student Experience Update
Agenda Item	21.35
Papers	21.35
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**

STUDENT ADVICE

Student Advice are currently delivering the majority of their services on an online and telephone basis. Approximately 75% of learning and teaching is being delivered on an online basis and this mode of delivery provides the widest reach for our students. This online approached is complemented by 2 or 3 days on-campus presence per week to enable staff to support campus based students as well as deal with pre-course enquiries from members of the public and prospective students.

The Student Advice team continue to work closely with the Student Funding team to support students and we have coordinated on-campus services to provide a presence on each campus over the course of the week.

The preparatory and support work for UCAS is in full flow with a combination of online and face-to-face group sessions being enhanced by targeted 1-2-1 sessions where required. The UCAS deadline has been extended toward the end of January and staff will continue to work with faculty colleagues and students to provide applicants with the required information and support to engage with the UCAS system.

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Care Experienced Learners

Student Advice named advisers continue to support and advocate for our cohort of care experienced learners. As numbers continue to grow and the complexity of individual cases presents increasing challenges for staff, we continue to work in partnership with Action for Children. We have a dedicated support worker who supports some of the most challenged care experienced learners we have. In addition, Action for Children have been successful in an application to the Robertson Trust which will result in an additional 2 support workers who will support not only care experienced learners, but also with a wider cohort of vulnerable learners to support retention, attainment and progression.

MENTAL HEALTH

The College continues to identify the best way to support the students within the College. SFC funding to provide counselling services is continuing to support 1-2-1 and group sessions as well as the 'Time to Talk' helpline which we will shortly be extending. Additional funding has been provided to support wider mental health activity and we have recently appointed a Mental Health Lead on a 1 year contract to drive provision and support forward. This will be complemented by a Health and Wellbeing Officer for staff which is currently recruiting. This will allow us to develop the College Community approach to mental health we have been working on over the past 5 years.

LEARNING INCLUSION

A new, online registration and needs assessment tool have been developed by staff to identify student needs and implement the required reasonable adjustments. The majority of support is being provided on an online basis and all study skills support has been developed into an online tool, supported by the Learning Inclusion Team.
The online support is being complemented by daily on-campus support on each campus to allow those studying on campus to receive the appropriate support and to ensure that where required, learners can access their named adviser.

GCCSA

The Student Association continue to lead student engagement within the College. Continued emphasis upon the class representation system has been complemented by a range of activities including LGBT Charter, Freshers, Cycling, Sustainability, mental health, student peer mentoring and support and promotions.

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EQUALITIES

The new Equality Outcomes are currently being embedded within the new College strategies. This will allow us to develop a consistent message for planning, implementation and evaluation which links strategy and operation.

E-LEARNING

The E-Learning team continue to support learning and teaching within the College and are currently finalising the implementation of a software application to support the data analytics currently used within Canvas which will enable staff use of Canvas and the nature of that use to be interrogated. Staff CPD is continuing apace with a combination of webinars, bespoke training and 2-minute Tuesday as we continue to improve the digital confidence and confidence of staff.

NURSERIES

College nurseries continue to prioritise student children to ensure they can fully engage with their course programmes, confidence in the level and quality of childcare education that is being provided. The day-to-day numbers are reduced as students work on a blended basis but overall registration numbers remain high within both Nurseries.

STUDENT ICT

Over 1000 devices have been provided to students to support blended learning this session. These include laptops, Chromebooks and wi-fi dongles. The process is being supported by a dedicated Student ICT helpdesk.

LIBRARY SERVICES

All College libraries remain open for student access and have been able to provide access to ICT and wi-fi for students bringing a devices as well as the traditional range of library services. There has been a lesser demand for library inductions given the limited numbers of students attending campus but these have been provided on a face-to-face and online basis.

Library staff have embraced an expectation to provide more digital support for learners. This includes supporting log-in, canvas use and application use. They are currently partnering with GCCSA to offer student peer ICT support as a pilot project.

Gender Based Violence (GBV)

The College continues to heavily engage in work related to GBV. We are currently working with EmilyTest on the GBV Charter and have recently launched the Report & Support Platform as part of a Fearless Glasgow project that allows students and staff to report instances of GBV (and other concerns including bullying, harassment, hate crime, etc.) and be provided with, or signposted to support mechanisms.

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

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LEARNING AND TEACHING COMMITTEE

Date of Meeting	10/11/21
Paper Title	Curriculum and External Environment
Agenda Item	21.36
Paper Number	5
Responsible Officer	J Rafferty
Status	Disclosable
Action	For Discussion

1. Report Purpose

This paper provides members with an update on the college's current position in respect of its credit targets for the current session (2021/22) as well as highlighting any key policy or other developments in the external environment relevant to the college curriculum.

2. Recommendations

Members are asked to **DISCUSS** this paper.

3. Background

This is the first Learning & Teaching Committee which receives a more detailed credit position paper at each meeting.

Credit Activity 2021/22

Attached is a snapshot of our credit monitoring report at 2nd November 2021. The overall Credit target for 2021/22 is higher than last session due to additional bundles of credits now allocated to colleges. These are:

- An allocation of credits for 1st year Foundation Apprenticeships for session 21/22 only (after which they will be absorbed into the college core credit target.)
- An allocation of 'Deferred Credits', provided to allow colleges to allow students to complete their courses who were disrupted by the pandemic last session.
- Along with existing ESF and core credits allocations, this leads to a new target of 129,329 credits in total, comprising 121,354 Core + 4,998 ESF + 672 FAs + 2,304 Deferred Credits.

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A 5th allocation of credits has also been made available to the region through the National Transitions Training Fund (NTTF) and the Young Person's Guarantee (YPG). These allocations are only redeemable if the core college credit target is met. We have notified GCRB that at this time we are not in a position to take any NTTF/YPG credits as we would run a serious risk of paying for provision that we would not meet the conditions to be funded for. Most colleges who receive ESF funding are in a similar position. GCRB may be able to set aside some credits centrally for us to pick up at a later date, however this possibility is still under discussion. Regardless of the outcome however, the college will be participating in other NTTF/YPG activity which is not funded through credits in partnership with other organisations (e.g. in cyber security and science technician training.)

As can be seen in the sheet, the current forecast in the row (**Current Credit Estimate + Credits to start + Credits not enrolled**) ranges from an outturn of -5.5% to potentially -8% against target. There has been a significant amount of work done to date to identify where and how this shortfall is occurring and further analysis will take place. These include:

- General under-enrolment against target in a range of courses. In most areas of the college we have viable groups but groups that are below target. (e.g. 18 in a class as opposed to 24.)
- Significant shortfall in initial recruitment in some identifiable subject areas (e.g. Beauty Therapy, Business and Construction.)
- Higher than normal early drop out in areas which had initially met target (e.g. Sport)
- Lower than usual recruitment in SCQF level 8 provision.
- An overestimation in the credits allocated for 'Deferred' students. We are over 1000 credits short of the anticipated demand for students to come back and complete programmes, and this allocation has placed our target higher than it would normally be.

Possible reasons for lower than normal recruitment and retention might be:

- An increase in school pupils staying on at school.
- A saturated training landscape for young people when numerous agencies have been funded to offer opportunities to young people.
- An increase in funded university places.
- Lower recruitment and attainment last session yielding fewer internally progressing students.

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- An expectation that more learning would actually take place on campus than has actually been possible, due to ongoing COVID restrictions in the college sector.)
- A job seekers' market for entry level jobs in retail and hospitality.

Plans are already in place for an expanded winter programme and enhancing our existing portfolio with added value elements. This is a regular and ongoing standing item at both SLT and CAP meetings.

Other Environmental and Sectoral Developments

School College Partnerships

These have been subject to a new report the Research and Enhancement Centre called *Co-Creating the Learner Journey: School-College Partnerships and Effective Skills Pathways*   This explores the development and delivery of School-College Partnerships and makes a series of recommendations for colleges to take forward. This report anticipates a doubling of senior phase activity (to 100,000 school pupils in Scotland) and recommends increased sector level analysis and development of this provision. (*School-College-Partnership-Report-2.pdf (cdn.ac.uk)*)

Single Quality Framework for Tertiary Education

Following the *SFC's* Review of Coherent Provision and Sustainability - phase 3 (sfc.ac.uk), the SFC have already begun engagement with college VPs on the development of a single quality framework which will replace the existing *'How Good is Our College?'* arrangements with Education Scotland. They have seconded Debra McFarlane from QAA who with work with Kathryn O'Loan from SFC who will engage with Universities and Colleges to put in place a single framework for session 2023/24. The college will take the opportunity for individual and collective input into this process.

Government response to the SFC Review

The Scottish Government have issued a response to the *SFC Review of Coherent Provision and Sustainability*, which has far-reaching implications for the college sector. In this they say that:

- The SFC should lead the development of an associated National Impact Framework that sets out the outcomes and impact expected from colleges and

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universities, whilst connecting with the Scottish Government's National Performance Framework.

- The Cabinet Secretary plans to publish a multi-year resource spending review framework for public consultation alongside Budget 2022-23. This signals a possible move away from the single year financial models that colleges currently work within.
- The Scottish Government will work closely with the SFC and the sector on the assumptions that should underpin future funding models, including "an exploration of the way we set targets…"
- SFC and the SDS should work more closely on skills alignment and that there will be Tertiary Provision Pathfinders to create a more seamless journey for learners. Colleges and universities tasked with playing a bigger role in regional collaborative.
- Foundation and Graduate Apprenticeships will remain a valued part of the system, although probably outside a commissioning model, and the SFC will explore funding 'micro-credentials.'
- They strongly support the greater involvement of colleges in innovation and knowledge exchange and colleges and universities working together on this.
- The Lanarkshire regional body will be dissolved and the Glasgow Colleges' Regional Board and assigned colleges explore "*other organisational options that secure pan-regional planning, further efficiency gains, the financial viability of the constituent colleges, and retain a Glasgow 'front door' for students, employers and stakeholders*" with the Scottish Government expecting this should now move forward to conclusion with a recommendation made from the SFC to the Scottish Government as soon as possible."

This signals an imminent and significant period of change for the college sector, both regional and nationally, which cuts across matters of curriculum, finance, quality assurance and governance. Members are invited to discuss this.

4. Risk Analysis

As identified in (3) above, there is currently a risk that the college will fail to achieve its Credit target for the 2021/22 Academic Year. Steps are being taken to mitigate that risk.

5. Legal Implications

There are no specific legal implications relating to this paper.

6. Financial Implications

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The highest risk to the college budget in relation to Credits is the failure to fully achieve our ESF activity. At the year-end, credits which have been achieved are counted firstly as Core before additional funding streams, such as ESF, are counted. The SFC have been asked to treat the current Academic Year also as an exceptional "emergency year" meaning that failure to achieve Core Credits would not result in a funding clawback. This risk is being incorporated into the financial forecasts.

7. Regional Outcome Agreement Implications

Our Credit target is agreed at the level of the ROA and therefore our contribution to meeting the Glasgow Region figure is vital to the region's ability to meet its required outputs. GCRB will have close regard to the extent to which each of the three Glasgow colleges contributes towards the overall Regional targets.

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

N/A

Credits Monitoring Report AY2021-2022 - College Summary

Faculty	School	Frozen Portfolio Credit Target - as at 18/10/21	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	15,498	1,044	60	185	800	10,179	-34%	2,226	-23%	0	10,010	-35%
	123 Media & Performing Arts	7,854	633	2	33	598	7,578	-4%	280	0%	0	7,212	-8%
	125 Fashion, Textiles & Design	9,909	813	62	83	673	9,306	-6%	444	-2%	0	9,183	-7%
		33,261	2,490	124	301	2,071	27,062	-19%	2,949	-11%	0	26,405	-21%
130 Engineering, Computing & the Built Environment	113 Computing	9,045	998	73	139	791	7,822	-14%	776	-5%	0	7,651	-15%
	131 Energy & Building Services	7,206	657	14	30	614	4,900	-32%	1,388	-16%	0	4,657	-35%
	133 Engineering	6,713	603	0	35	568	5,484	-18%	0	-18%	59	5,219	-22%
	135 Construction & Land Based Industries	6,760	594	6	49	539	5,933	-12%	174	-10%	179	5,659	-16%
		29,724	2,852	93	253	2,512	24,139	-19%	2,338	-12%	238	23,185	-22%
140 Health & Wellbeing	115 Sport, Tourism & Hospitality	5,613	432	11	63	359	4,130	-26%	1,433	-1%	0	4,096	-27%
	141 Early Years & Social Care	12,546	1,207	24	105	1,079	11,678	-7%	448	-3%	88	11,405	-9%
	145 Health & Life Sciences	10,679	804	10	68	726	10,190	-5%	307	-2%	0	9,862	-8%
	149 Hair, Beauty & Complementary Therapies	6,290	550	1	84	465	4,618	-27%	661	-18%	0	4,531	-28%
		35,128	2,993	46	320	2,629	30,616	-13%	2,849	-5%	88	29,894	-15%
160 Access & Continuing Learning	161 ESOL	12,356	1,475	0	170	1,305	7,836	-37%	4,658	2%	68	7,674	-38%
	165 Additional Support for Learning	4,668	505	0	5	500	4,788	3%	0	3%	0	4,441	-5%
	167 Employability Skills	6,559	708	3	69	636	3,006	-54%	2,858	-19%	38	2,971	-55%
	169 General Education	8,827	692	2	98	593	8,324	-6%	321	-2%	0	8,002	-9%
		32,410	3,380	5	342	3,034	23,953	-26%	7,837	-3%	107	23,089	-29%
Total		130,523	11,715	268	1,216	10,246	105,771	-19%	15,974	-8%	432	102,573	-10.5%
.	SFC Target Credits	129,328 (Core 121,354 + ESF 4,998 + FA 672 + DEFER 2304)						-18.2%					-20.7%
	Current Credit Estimate + Credits to Start						121,745	-5.9%				118,547	-8.3%
	Current Credits Estimate + Credits to Start + Credits Not Enrolled						122,177	-5.5%				118,979	-8.0%

Category	Target	Credits Estimate	Credits To Start	Credits Not Enrolled
COVID Catch-Up	2,304	1,337	0	0
Foundation Apprenticeship Year 1	672	665	0	0

Credit Movement History

Credit Risk

Schools Credits

7-day Credit Change

10 November 2021

YPG/NTTF	1			

Price Group	Credits Estimate	Credits To Start	Credits Not Enrolled
1	14,338	1,563	31
2	61,229	7,968	88
3	18,927	2,123	238
4	1,979	0	0
5	9,298	4,320	76
Total	105,771	15,974	432

Economic Sector	Credits Estimate	Credits To Start	Credits Not Enrolled
Administration, Financial and Business Services	15,632	1,830	0
Creative and Cultural Industries	17,198	736	51
Energy, Engineering, Construction and Manufacturing	13,522	1,473	187
Food, Drink, Tourism, Hospitality and Leisure	12,241	2,943	0
Health, Care and Education	18,988	902	88
Land-Based Industries	2,482	77	0
Life and Chemical Sciences	6,477	176	0
Transition and Supported Learning	19,232	7,837	107
Total	105,771	15,974	432

LEARNING AND TEACHING COMMITTEE

Date of Meeting	10 November 2021
Paper Title	LEARNING AND TEACHING KPI REPORT
Agenda Item	21.37
Paper Number	21.37
Responsible Officer	Jon Vincent, Principal and Chief Executive
Status	Disclosable
Action	For Discussion

1 **REPORT PURPOSE**

1.1 The purpose of this report is to provide Committee members with a draft set of Key Performance Indicators (KPIs) for monitoring by the Learning and Teaching Committee on an on-going basis.

2 **RECOMMENDATION**

2.1 Committee members are requested to discuss the proposed KPIs and suggest any amendments.

3 **BACKGROUND**

3.1 At the Board of Management development event, held on 8 September 2021, discussion took place regarding the role of the Board's Committees in monitoring KPIs. It was agreed that the Committees would monitor an agreed set of KPIs at each meeting and report, by exception, any which are worthy of note to the next meeting the Board of Management. This report proposes a set of KPIs which the Learning and Teaching Committee may wish to monitor on an ongoing basis.

4 **PROPOSED KEY PERFORMANCE INDICATORS**

4.1 The following KPIs are proposed for ongoing monitoring by the Learning and Teaching Committee at each meeting. Each KPI is a 'leading indicator' which can be meaningfully reported to each meeting and will allow Committee members to review the performance of the College.

4.1.1 **Student Experience**
- percentage of students satisfied with their learning experience;
- percentage of students who would recommend the College to a friend;
- percentage of students who identify as having a sense of belonging;

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- percentage of students who 'strongly agree' that their time at College has helped develop knowledge and skills for the workplace;
- percentage of students satisfied that GCCSA influences change for the better (from SFC annual survey);
- percentage of students who agree that staff regularly discuss their progress with them;
- percentage of learners who strongly agree that CANVAS (VLE) is used well to support their learning; and
- unique student complaints received regarding quality of learning, teaching, assessment, or support.

4.1.2 Student Performance
- student attendance rates;
- student engagement rates (remote learning);
- students' withdrawal motives;
- student retention rates (by age group, mode of study, SIMD, Care Experience);
- student achievement rates (by age group, mode of study, SIMD, Care Experience);
- level of usage of the College VLE; and
- positive student destinations.

4.1.3 Community and Economic Engagement
- percentage of Credits delivered in each of the Region's Economic Sectors;
- percentage of Credits delivered to residents of SIMD 10 and 20 postcodes;
- percentage of Credits at SCQF levels 1-4;
- MA recruitment; and
- FA recruitment.

4.1.4 External Stakeholder Engagement
- percentage of employers who are satisfied with the service they receive from the College;
- percentage of employers who would recommend the College;
- percentage of external stakeholders that strongly agree they are satisfied with the quality of the service they receive;
- percentage of external stakeholders that strongly agree the College is responsive to the needs and priorities of their organisation; and
- percentage of successful External Verification visits from Awarding Bodies.

5   RISKS

5.1   The proposed model of KPI reporting is intended to act as a mitigation measure to reduce the likelihood and severity of key risks.

6   LEGAL IMPLICATIONS

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6.2   There are no legal implications arising from the content of this report.

7   **FINANCIAL IMPLICATIONS**

7.1   There are no direct financial consequences arising from the content of this paper.

8   **REGIONAL OUTCOME AGREEMENT IMPLICATIONS**

8.1   There are no implications for our contribution to the Regional Outcome Agreement arising from this paper.

9   **EQUALITY AND DIVERSITY**

9.1   There are no direct equality and diversity implications arising from the content of this report and thus an impact assessment has not been undertaken.

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GLASGOW CLYDE COLLEGE

LEARNING AND TEACHING COMMITTEE MEETING

Date of Meeting	10 November 2021
Paper Title	Learning and Teaching Committee Remit and Schedule of Work 2021/22
Agenda Item	21.38
Paper Number	21.38
Responsible Officer	Christine McConnell, Clerk to the Board
Status	Disclosable
Action	For Noting

1   **REPORT PURPOSE**
        The purpose of this report is to ask the Committee to note:-
           (1) the Committee's Remit contained in Appendix 1;
           (2) the Schedule of Work for the forthcoming session as contained in Appendix 2; and
           (3) the recommendation in the Board Development Plan 2021/22 that each Committee should consider using co-opted members.

2.   BACKGROUND
2.1   In accordance with the College's Articles of Governance, each Committee must act in accordance with detailed Terms of Reference. The Learning and Teaching Committee's current Remit is attached at Appendix 1.
2.2   The Schedule of Work attached at Appendix 2 has been prepared to programme the Committee's workload for the forthcoming session. This schedule is, of course, subject to change, in line with the Board and Committee's priorities.
2.3   In accordance with the recommendation from the externally facilitated review of the College's governance arrangements completed in April 2021 which has been incorporated into the Board Development Plan for 2021/22, each of the Board's Committees is asked to consider using co-opted members.

3.   ACTIONS FOR COMMITTEE
        The Committee is asked to note the Remit and Schedule of Work and also to consider the use of co-opted members for future meetings**.**

4.   RISK ANALYSIS
        N/A

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

Ensuring that the Committee remit is accurate is essential to ensure competency of decisions.

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

APPENDIX 1

LEARNING AND TEACHING COMMITTEE

REMIT OF COMMITTEE

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

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 appraised 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 appraised 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 appraised 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

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- 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.

APPENDIX 2

Learning and Teaching Committee

Schedule of Work 2021/22

10th November 2021
Performance Indicator Data 2020/21
Student Satisfaction Results 2020/21
External Verification Annual Report 2020/21
College Leaver Destinations 2019/20
Early Impressions Student Survey 2021
Credits 2021/22 Progress
9th February 2022
Student Experience Update and Report
PI data
Credit Progress 2021/22
January Start Courses 2022 Update
18th May 2022
AY 21/22 Arrangements for Assessment/ Certification
Student Experience Update
Credits Update

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