

## LEARNING AND TEACHING COMMITTEE

A meeting of the Learning and Teaching Committee will be held online on Wednesday 3 September 2025, from 4.30pm.

## AGENDA

|       |                                            |              |
|-------|--------------------------------------------|--------------|
| 25.13 | Welcome and apologies                      | M McKenna    |
| 25.14 | Declarations of interest                   | M McKenna    |
| 25.15 | Minute of the meeting held 5 Feb 2025      | M McKenna P  |
| 25.16 | Matters arising action grid                | M McKenna P  |
| 25.17 | KPI report                                 | J Rafferty P |
| 25.18 | Curriculum and external environment report | J Rafferty P |
| 25.19 | Student experience report                  | D Marshall P |
| 25.20 | Student association report                 | M Kanwal V   |
| 25.21 | Quality and performance report             | J Rafferty P |
| 25.22 | Schedule of work 2025/26                   | J Hunter P   |
| 25.23 | Any other business                         | M McKenna    |

**Date of Next Meeting 28 January 2026**

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## LEARNING AND TEACHING COMMITTEE MEETING

|                 |                                              |
|-----------------|----------------------------------------------|
| Date of Meeting | 03/09/25                                     |
| Paper Title     | KPI Report: Retention and Attainment 2024/25 |
| Action          | For Discussion                               |
| Prepared by     | J Rafferty                                   |
| Agenda Item     | 25.17                                        |
| Status          | Disclosable                                  |

### 1. PURPOSE OF THE REPORT

This paper provides members with an update on the college's current position in respect to a number of KPIs, relevant to the reporting period of the Committee Meeting.

### 2. ACTION FOR THE BOARD

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

### 3. BACKGROUND INFORMATION

The KPIs relevant to the current reporting period are Retention and Attainment for session 2024/25.

### 4. WITHDRAWAL IN SESSION 2024/25

**4.1 Early Withdrawal** was previously reported in February 2025, but minus the Jan start early withdrawal data. Now that all courses are complete, we can see that the part-time modes finished with slightly higher early withdrawal data than predicted, but still below the 8.5% planning assumption. 3 out of 4 modes of study in 2025 reported withdrawal rates lower than in 2024, which all set new records for the college. Only PT FE was higher than the previous year, and only by 0.8%.

| Early Withdrawal | 22/23  | 23/24 | 24/25 |
|------------------|--------|-------|-------|
| FE Full-time     | 11.90% | 7.30% | 5.30% |
| FE Part-time     | 8.10%  | 6.50% | 7.30% |
| HE Full-time     | 8.90%  | 4.60% | 3.70% |
| HE Part-time     | 7.60%  | 9.50% | 6.80% |

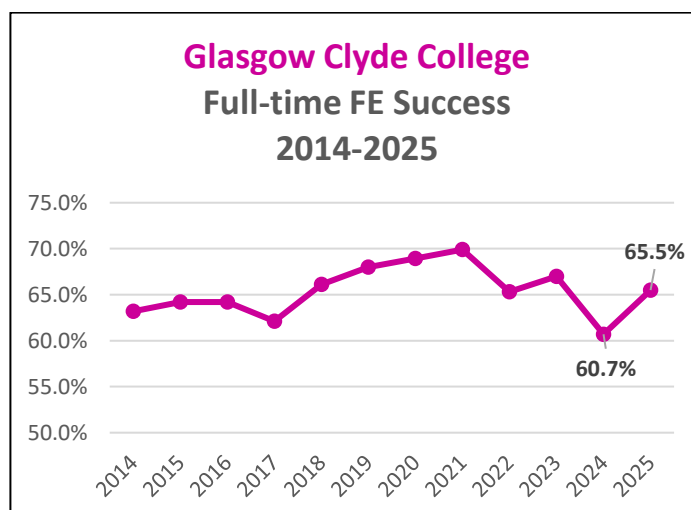
**4.2 Further Withdrawal** rates in 2025 show that both full and part time HE withdrawal have improved by 4%. However, full-time FE withdrawal has increased by 1% to reach a concerning 3 year high.

| Further Withdrawal | 22/23  | 23/24  | 24/25  |
|--------------------|--------|--------|--------|
| FE Full-time       | 16.30% | 18.10% | 19.30% |
| FE Part-time       | 10.40% | 8.20%  | 8.30%  |
| HE Full-time       | 15.30% | 16.10% | 12.70% |
| HE Part-time       | 8.40%  | 10.20% | 6.00%  |

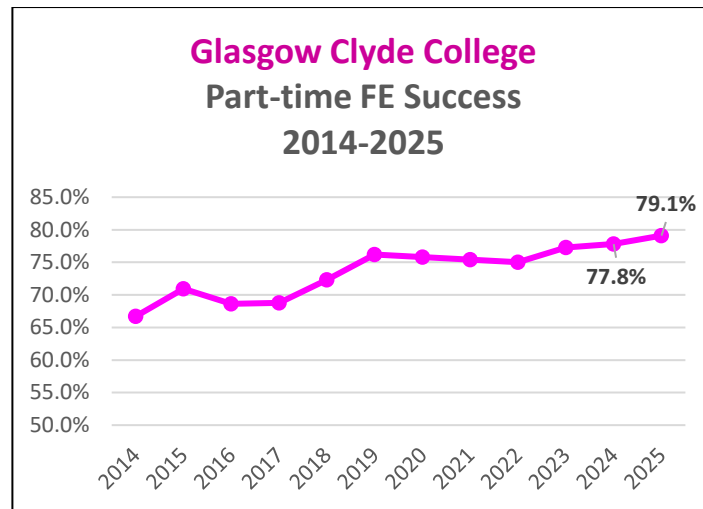
It is possible that the significantly improved early withdrawal figures have simply left more students in the system to withdraw later in the year. However, an examination of net FE withdrawal across the year reveals that if we take early and further withdrawal rates together, they have collectively improved 1% overall. It is nonetheless notable that this FE figure is significantly less than the 4-5% improvement in withdrawal rates seen in HE. It remains the case in FT FE, that despite these improvements, nearly 1 in 4 students withdraw from their course.

## 5. ATTAINMENT IN SESSION 24/25

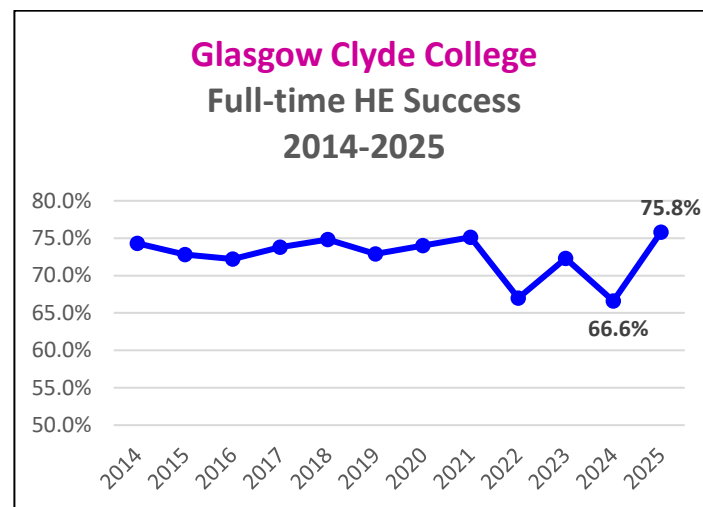
**5.1** At the time of writing, 97.7% of results were known and it was already evident that all modes of study in 2025 have improved on the 2024 results. However, given that intensive strike action in 2024 delivered the lowest FE and HE pass rates in the college's history, a better measure of improvement would be returning to, or building on, the levels enjoyed in 2023.



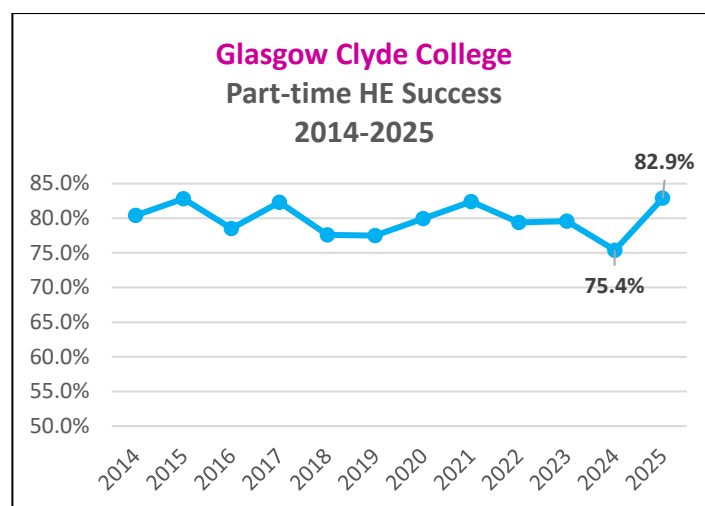
**5.2** Full-time FE, which accounts for just under 3000 learners, has improved almost 5% on last year, with 2.2% still to be resulted. This means that the 2023 figure of 67% (which is also the national average) could still be overtaken this year. However, this has been entirely achieved by reducing partial attainment rather than by reducing withdrawal, which is still relatively high. Lowering further withdrawal in FE should be a primary college target in the new session.



**5.3** Part-time FE success for 2025 currently stands at 79.1% with an 80% figure still in play (which is also the national average.) This modest improvement is a college record for part-time FE attainment for Clyde, and a 3<sup>rd</sup> consecutive year of improvement, in a mode of study which accounts for almost 6000 learners. However, doing significantly better than the national average on this metric will be difficult, given Clyde's part-time FE portfolio mix, which is light on high-attaining apprenticeships and heavy on low-attaining Highers.



**5.4** By contrast, the Full-time HE pass rate has improved by a staggering 9%, with a further 1% still in play. This mode of study accounts for fewer than over 2000 of our learners. This is a genuine marquee result for Clyde: 75.8% is not only the highest FT HE pass rate in Clyde's history but is also higher than any other college in Scotland recorded last year. This restores Clyde's longstanding reputation as the college of choice for HNCs and HNDs, and has been won by driving down partial attainment whilst also reducing withdrawal.



**5.5** The Part-time HE pass rate has also improved dramatically, by 7.5%, with a further 2.8% still in play. This is also a college all-time record and is above the national average. This has mainly been fuelled by low partial attainment and low withdrawal, combined with a PT HE portfolio focused on upskilling courses such as part-time PDAs and advanced apprenticeships, delivered to a largely employed clientele. This mode of study accounts for fewer than 1000 of our learners however.

## 6. BENCHMARKING

**6.1** When we set these figures against the 2024 national benchmarks we can see the difference in improvement levels across the different modes of study, with HE improvement being much more marked than that of FE.

|      | Full-time HE Pass Rates in Scottish Colleges 2024 | Pass rate |
|------|---------------------------------------------------|-----------|
| 1st  | Glasgow Clyde College (2025)                      | 75.8%     |
| 2nd  | Dundee & Angus College                            | 74.4%     |
| 3rd  | Edinburgh College                                 | 74.1%     |
| 4th  | North East Scotland College                       | 72.7%     |
| 5th  | West Lothian College                              | 72.4%     |
| 6th  | Dumfries & Galloway College                       | 72.3%     |
| 7th  | South Lanarkshire College                         | 72.2%     |
| 8th  | Forth Valley College                              | 68.8%     |
| 9th  | Borders College                                   | 67.6%     |
| 10th | Glasgow Clyde College (2024)                      | 66.6%     |
| 11th | City of Glasgow College                           | 65.2%     |
| 12th | Ayrshire College                                  | 63.3%     |
| 13th | Fife College                                      | 62.3%     |
| 14th | New College Lanarkshire                           | 62.2%     |
| 15th | West College Scotland                             | 61.6%     |
| 16th | Glasgow Kelvin College                            | 59.1%     |

|      | Part-time HE Pass Rates in Scottish Colleges 2024 | Pass rate |
|------|---------------------------------------------------|-----------|
| 1st  | Ayrshire College                                  | 89.5%     |
| 2nd  | Dumfries & Galloway College                       | 89.1%     |
| 3rd  | West Lothian College                              | 88.7%     |
| 4th  | Glasgow Clyde College (2025)                      | 85.7%     |
| 5th  | Edinburgh College                                 | 85.3%     |
| 6th  | Forth Valley College                              | 85.3%     |
| 7th  | Dundee & Angus College                            | 84.6%     |
| 8th  | Fife College                                      | 84.0%     |
| 9th  | Borders College                                   | 82.3%     |
| 10th | North East Scotland College                       | 80.6%     |
| 11th | New College Lanarkshire                           | 77.9%     |
| 12th | City of Glasgow College                           | 76.7%     |
| 13th | West College Scotland                             | 76.0%     |
| 14th | Glasgow Clyde College (2024)                      | 75.4%     |
| 15th | Glasgow Kelvin College                            | 74.6%     |
| 16th | South Lanarkshire College                         | 66.9%     |

The FT HE would secure No. 1 spot if colleges posted similar rates to last session and the PT HE would occupy a top 5 position.

**6.2** However, best case scenarios at FE level would only edge Clyde into the top 10.

|      | Part-time FE Pass Rates in Scottish Colleges 2024 | Pass rate |      | Full-time FE Pass Rates in Scottish Colleges 2024 | Pass rate |
|------|---------------------------------------------------|-----------|------|---------------------------------------------------|-----------|
| 1st  | West Lothian College                              | 93.3%     | 1st  | South Lanarkshire College                         | 77.5%     |
| 2nd  | Dumfries & Galloway College                       | 90.5%     | 2nd  | West Lothian College                              | 72.7%     |
| 3rd  | Forth Valley College                              | 89.4%     | 3rd  | Dumfries & Galloway College                       | 71.3%     |
| 4th  | SRUC                                              | 85.5%     | 4th  | North East Scotland College                       | 71.3%     |
| 5th  | North East Scotland College                       | 85.2%     | 5th  | Dundee & Angus College                            | 70.8%     |
| 6th  | Fife College                                      | 85.0%     | 6th  | Edinburgh College                                 | 70.5%     |
| 7th  | Borders College                                   | 81.9%     | 7th  | SRUC                                              | 70.40%    |
| 8th  | South Lanarkshire College                         | 81.6%     | 8th  | Borders College                                   | 70.0%     |
| 9th  | Ayrshire College                                  | 81.0%     | 9th  | Forth Valley College                              | 69.2%     |
| 10th | Glasgow Clyde College (2025)                      | 80.7%     | 10th | Glasgow Clyde College (2025)                      | 67.9%     |
| 11th | City of Glasgow College                           | 79.8%     | 11th | Ayrshire College                                  | 67.9%     |
| 12th | New College Lanarkshire                           | 79.6%     | 12th | Glasgow Kelvin College                            | 67.8%     |
| 13th | Edinburgh College                                 | 78.3%     | 13th | West College Scotland                             | 67.3%     |
| 14th | Dundee & Angus College                            | 78.1%     | 14th | Fife College                                      | 62.6%     |
| 15th | Glasgow Clyde College (2024)                      | 77.8%     | 15th | Glasgow Clyde College (2024)                      | 60.7%     |
| 16th | Glasgow Kelvin College                            | 74.8%     | 16th | City of Glasgow College                           | 59.0%     |
| 17th | West College Scotland                             | 65.7%     | 17th | New College Lanarkshire                           | 56.3%     |

(N.B. UHI institutions have been excluded from this benchmarking because they do not publish HE data and their FE levels of delivery can be extremely small, e.g. Orkney College has only 99 FE students.)

## 7. COMPARISON AT SUBJECT LEVEL

**7.1** When we look at individual HMI subject groupings, we can see some strong performances within individual departments. At FE level, Sport, Horticulture, Tourism, Media, Hair and Beauty compare very favourably with the 10 other large colleges in Scotland.

| FE Outcomes               | Scotland Average 23/24 | Clyde 2025 | Kelvin | City | West | NCL | Ayrshire | Forth | Edinburgh | Fife | Dundee | NESCOL | Clyde v Scotland | Clyde Rank out of 11 largest colleges |
|---------------------------|------------------------|------------|--------|------|------|-----|----------|-------|-----------|------|--------|--------|------------------|---------------------------------------|
| 1 Sport and Leisure       | 71%                    | 80%        | 58%    | 55%  | 73%  | 63% | 79%      | 59%   | 72%       | 74%  | 65%    | 71%    | 9.5%             | 1                                     |
| 2 Land-based industries   | 79%                    | 84%        | -      | -    | -    | 66% | 85%      | -     | -         | -    | 84%    | 68%    | 4.1%             | 2                                     |
| 3 Hospitality and Tourism | 68%                    | 80%        | 76%    | 55%  | 65%  | 59% | 73%      | 70%   | 83%       | 66%  | 79%    | 58%    | 11.3%            | 2                                     |
| 4 Media                   | 67%                    | 79%        | 61%    | 63%  | 63%  | 63% | 71%      | 60%   | 69%       | 66%  | 75%    | 80%    | 11.7%            | 2                                     |
| 5 Hair and Beauty         | 69%                    | 73%        | 63%    | 69%  | 63%  | 64% | 77%      | 72%   | 72%       | 63%  | 68%    | 63%    | 4.3%             | 2                                     |
| 6 Performing arts         | 67%                    | 81%        | 49%    | -    | 74%  | 51% | 83%      | -     | 66%       | 36%  | 78%    | 82%    | 13.8%            | 3                                     |
| 7 Computing and ICT       | 63%                    | 71%        | 58%    | 55%  | 59%  | 39% | 79%      | 88%   | 66%       | 62%  | 53%    | 67%    | 7.8%             | 3                                     |
| 8 Construction            | 84%                    | 86%        | 82%    | 72%  | 85%  | 65% | 86%      | 84%   | 93%       | 74%  | 78%    | 86%    | 2.1%             | 4                                     |
| 9 Languages and ESOL      | 80%                    | 81%        | 84%    | 80%  | 78%  | 82% | 65%      | 53%   | 77%       | 74%  | 92%    | 88%    | 0.8%             | 5                                     |
| 10 Care                   | 66%                    | 66%        | 55%    | 73%  | 51%  | 54% | 71%      | 62%   | 63%       | 76%  | 69%    | 65%    | 0.3%             | 5                                     |
| 11 Business, Mgmt & Admin | 65%                    | 65%        | 64%    | 60%  | 53%  | 56% | 63%      | 75%   | 61%       | 69%  | 66%    | 85%    | 0.4%             | 5                                     |
| 12 Art and design         | 73%                    | 71%        | 57%    | 63%  | 82%  | 57% | 82%      | 63%   | 77%       | 73%  | 80%    | 68%    | -1.8%            | 6                                     |
| 13 Engineering            | 78%                    | 77%        | 61%    | 65%  | 78%  | 66% | 82%      | 91%   | 83%       | 77%  | 77%    | 85%    | -1.6%            | 8                                     |
| 14 Social Subjects        | 59%                    | 52%        | 43%    | 54%  | 59%  | 43% | 75%      | -     | 58%       | 62%  | 60%    | 73%    | -6.4%            | 8                                     |
| 15 Science                | 55%                    | 53%        | 58%    | 82%  | 62%  | 58% | 41%      | 57%   | 63%       | 69%  | 38%    | 62%    | -2.7%            | 9                                     |
| 16 Special Programmes     | 76%                    | 73%        | 66%    | 81%  | 80%  | 75% | 79%      | 87%   | 75%       | 81%  | 84%    | 83%    | -3.7%            | 10                                    |

The figures quoted for Clyde here do not include 'unknown results' yet to be entered at the time of writing, which could further boost the outcomes for Engineering by up to 10%.

**7.2** The only anomalous results are Science and Social Science. This is partly because the large Highers programme, which has comparatively poor levels of attainment, drives down the overall FE attainment in these subjects at Clyde. The science area also incorporates the PI for mathematics which explains the low national benchmark for this area too. Removing these two factors raises the Clyde performance for science to around 60% and for social science to around 65% - the college average.

**7.3** At HE Level, these improvements are even more noticeable, with Hair and Beauty, Care, Computing, Business and Social Science all vying for best in sector titles. Again, the performance in science is anomalous with pass rates 26% below the national average. This is currently subject to further ‘deep dive’ scrutiny. Sport has also had a disappointing year at HE level, possibly explained by the piloting of HN NextGen Qualifications in this area.

| HE Outcomes               | Scotland Average 23/24 | Clyde 2025 | Kelvin | City | West | NCL | Ayrshire | Forth | Edinburgh | Fife | Dundee | NESCOL | Clyde v Scotland | Clyde Rank out of 11 largest colleges |
|---------------------------|------------------------|------------|--------|------|------|-----|----------|-------|-----------|------|--------|--------|------------------|---------------------------------------|
| 1 Hair & Beauty           | 74%                    | 85%        | -      | 79%  | 65%  | 66% | -        | 70%   | 73%       | 73%  | 75%    | 72%    | 10.6%            | 1                                     |
| 2 Land-based industries   | 81%                    | 85%        | -      | -    | -    | -   | -        | -     | -         | -    | -      | -      | 4.1%             | 1                                     |
| 3 Care                    | 73%                    | 82%        | 77%    | 68%  | 72%  | 55% | 68%      | 63%   | 80%       | 74%  | 78%    | 73%    | 9.5%             | 1                                     |
| 4 Computing and ICT       | 66%                    | 81%        | 67%    | 55%  | 66%  | 58% | 52%      | 74%   | 78%       | 62%  | 75%    | 76%    | 14.8%            | 1                                     |
| 5 Business, Mgmt & Admin  | 68%                    | 73%        | 72%    | 67%  | 48%  | 57% | 72%      | 79%   | 70%       | 69%  | 70%    | 67%    | 5.4%             | 2                                     |
| 6 Social subjects         | 55%                    | 73%        | 54%    | 52%  | 47%  | 44% | 51%      | 85%   | 57%       | 49%  | 54%    | 72%    | 18.2%            | 2                                     |
| 7 Media                   | 72%                    | 78%        | 71%    | 69%  | 60%  | 72% | 73%      | 71%   | 76%       | 65%  | 89%    | 80%    | 6.3%             | 3                                     |
| 8 Hospitality and tourism | 53%                    | 69%        | -      | 45%  | 34%  | 59% | -        | 59%   | 61%       | 62%  | 82%    | 80%    | 16.1%            | 3                                     |
| 9 Art and design          | 75%                    | 82%        | 58%    | 74%  | 74%  | 74% | 77%      | 87%   | 86%       | 70%  | 84%    | 67%    | 6.8%             | 4                                     |
| 10 Engineering            | 68%                    | 80%        | 56%    | 59%  | 38%  | 79% | 80%      | 80%   | 81%       | 80%  | 68%    | 66%    | 11.8%            | 4                                     |
| 11 Performing arts        | 77%                    | 79%        | 55%    | 83%  | 74%  | 85% | 66%      | -     | 76%       | 66%  | 90%    | 81%    | 2.6%             | 5                                     |
| 12 Construction           | 71%                    | 77%        | 67%    | 57%  | -    | 68% | 86%      | 86%   | 93%       | 81%  | 77%    | -      | 6.3%             | 6                                     |
| 13 Sport and Leisure      | 70%                    | 63%        | 48%    | 72%  | 60%  | 63% | 77%      | 78%   | 71%       | 59%  | 88%    | 83%    | -6.5%            | 7                                     |
| 14 Science                | 71%                    | 44%        | 60%    | -    | 89%  | 75% | 47%      | 67%   | 78%       | 47%  | 81%    | 76%    | -26.4%           | 10                                    |

*Again, late results in construction could boost their HE figure by up to 12%, earning a top 2 placing.*

## 8. RISKS AND MITIGATIONS

It is clear that despite positive progress in all modes of study, there is still much to do to make further inroads into FE attainment. Having largely won the battles against early withdrawal and partial attainment, the final challenge is reducing our levels of further withdrawal in FE, and this should be the focus of our interventions this year – particularly in science and social science.

This year has also shown the impact of strike action on attainment, where we delivered historic low levels of attainment in 2024 which were worse than those experienced by the rest of the sector. This suggests that Clyde’s attainment outcomes are significantly more vulnerable to this than other colleges, a factor which could rear its head again in subsequent academic sessions.

## 9. ANY OTHER SIGNIFICANT IMPACT

None

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## LEARNING AND TEACHING COMMITTEE MEETING

|                 |                                     |
|-----------------|-------------------------------------|
| Date of Meeting | 3/09/25                             |
| Paper Title     | Curriculum and External Environment |
| Action          | For Discussion                      |
| Prepared by     | J Rafferty                          |
| Agenda Item     | 25.18                               |
| Status          | Disclosable                         |

### 1. PURPOSE OF THE REPORT

This paper provides members with an update on the college's current position in respect of its credit targets for the current session as we near the end of the academic year. It also highlights key environmental developments impacting on curriculum planning and strategy for the new session.

### 2. ACTION FOR THE BOARD

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

### 3. BACKGROUND INFORMATION

At the last meeting of the Learning and Teaching Committee in we reported that the college was projecting to land at around 1% over the SFC target for session 24/25.

### 4. CREDIT OUTTURN FOR SESSION 24/25

**4.1** With the 24/25 session complete, the college finished at **+0.3%** over the SFC target. This included removing some activity from the credit claim as part of data cleansing and preparation for audit. This credit claim will be audited in mid-September 2025.

**4.2** This final position is over our internal target of -2%, the threshold at which we receive 100% of our funding. We have therefore removed 3500 credits from the portfolio to ensure we do not deliver any unfunded activity in session 25/26.

### 5. CREDIT POSITION FOR SESSION 25/26

**5.1** Recruitment was strong this year and the college received 162% more applications than required for the spaces available. At the time of writing, 8217 students have been enrolled against a target of 8855, so 93% of August intake students are now enrolled. The main deficit is accounted for by paper applications in SEN, ESOL and

Community Courses which are still being processed, so we are confident of filling all places and are in fact ahead of the same point last year in terms of enrolments.

- 5.2** The college credit forecast for the new session is currently on target with the optimistic projection being **+0.4%** and the pessimistic projection being **-7%**. The internal target of -2% is therefore well in scope. Recruitment will continue throughout most of September, and these numbers will continue to fluctuate while classes settle in.

## **6. SFC COLLEGE CREDIT MECHANISM REFORM**

- 6.1** The SFC have implemented the first stage of its credit mechanism reform which has given Glasgow Clyde College a boost to its average credit price. It is proposed that further boosts which be delivered over the next 2 academic sessions. At present the credit price has increased from £304 per credit to around £310 per credit which should help support financial sustainability going forwards.

## **7. SQA DEVELOPMENTS AND APPOINTMENTS**

- 7.1** The new SQA Chief Executive, Nick Page, took up his post over the summer. He will lead the organisation through its transformation from SQA into Qualifications Scotland. This is of significant interest to Glasgow Clyde College as 85% of our qualifications are conferred by the SQA.
- 7.2** The college has engaged with the SQA over the last 3 months on a variety of topics and will be meeting with Nick Page (CEO), John Booth (Director of Communications) and Donna Stewart (Director of Qualifications Development) on the 6<sup>th</sup> of October to discuss issues of significance and common interest, including: HN NextGen development; marketing of SQA Qualifications; examination arrangements; NQ reform; college sector engagement and many others.
- 7.3** The SQA have initiated a major review of all NQ qualifications which will include Nat 5's and Highers. This is of interest to the college as Clyde is probably the largest college provider of these qualifications in Scotland. However, it also threatens to divert organisational attention and resource from vocational qualifications like HNCs and Apprenticeships which account for a much larger proportion of our business.

## **8. QAA AND QUALITY ASSURANCE DEVELOPMENTS**

- 8.1** Significant changes at QAA have seen a new interim Head of Scotland appointed, following Alistair Duthie's resignation last year. Our Principal and Deputy Principal met with interim Head Amy Eberlin in July to discuss future developments. This revealed that a permanent college liaison link has yet to be confirmed for Glasgow Clyde College and this remains the case at the time of writing.

**8.2** The college continues with its refresh of the college quality cycle and has completed two internal 'Deep Dive' reviews on Libraries and on Business and Finance provision. Work will begin soon on writing the new Self Evaluation and Action Plan (SEAP) for session 2025/26, due in late November.

**8.3** Two Tertiary Quality External Reviews (TQER) have been completed in June 2025 at Forth Valley College and St Andrews University. Both organisations gained the highest ratings permitted by the new QAA framework. The Deputy Principal has met the VP at Forth Valley College and co-delivered a presentation on preparing for review to the VP Network in Edinburgh. A further meeting between Clyde College and West College Scotland will be held on the 27<sup>th</sup> August to share practice on quality approaches.

## **9. RISKS AND MITIGATIONS**

9.1 There is a risk that NQ reform may divert SQA attention from issues critical to the FE sector, so it is vital that strong lines of communication and influence are maintained with the SQA and the new qualifications body.

9.2 There is also an ongoing risk of failing to meet the credit target, now that the margin of error has been substantially reduced. This will be mitigated by careful monitoring and adjustments to the Jan start portfolio if required.

## **8. ANY OTHER SIGNIFICANT IMPACT**

None

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## **LEARNING & TEACHING COMMITTEE MEETING**

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|                 |                                                        |
|-----------------|--------------------------------------------------------|
| Date of Meeting | 3 <sup>rd</sup> September 2025                         |
| Paper Title     | Student Experience Update                              |
| Action          | For discussion                                         |
| Prepared by     | David Marshall, Assistant Principal Student Experience |
| Agenda Item     | 25.19                                                  |
| Status          | Disclosable                                            |

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### **1 PURPOSE OF THE REPORT**

The purpose of this report is to provide an overview of some of the development work that has been taking place within the Student Experience Directorate to support the journey of our student body as they study at Glasgow Clyde College.

### **2 RECOMMENDATIONS**

The Learning & Teaching Committee is asked to note this paper.

### **3 ACTIVITY UPDATES**

#### **3.1 Health & Wellbeing**

We have developed tools to support student wellbeing. As they start the course programmes and are expected to absorb a huge amount of new information at induction it is crucial they have access to appropriate resources. This a crucial development and is consistent with the Student Health and Wellbeing signed by the college and student Association in June 2025 and is included as an appendix (25.19A).

All lecturing staff have been asked to play this short 'Stay Well and Thrive' video in their classes before guiding them to the accompanying Canvas resources. The link to the video is here: <https://youtu.be/mPEjGneowrY>

The video has been captioned with sub-titles to support accessibility.

All students are auto enrolled onto 'My Student Services' in Canvas and the video directs them to engage with the 'Student Health and Wellbeing' resource on Canvas. The course has four Quick Links with 'On Campus Resources' and 'Internal Support' are hopefully self-explanatory but here's more information about the other Quick Links:

**Your Health and Wellbeing:** Clicking on this link tile will take students to the 'Stay Well & Thrive' course. A short wellbeing survey has been added here. Students are being encouraged to complete this survey at induction. Their feedback will help us and them understand how they feel as they begin their studies this year. There are eight sections on different aspects of wellbeing in the 'Stay Well and Thrive' course, and each theme also has a quiz linked to it. This course has been designed to remain relevant throughout the year – not just at induction.

**Partner Services:** As you'll be aware, the college is no longer funded to provide in-house counselling or the *Time to Talk* helpline. We understand how important this support has been for the students, and staff, who have used it. Therefore, we've strengthened our links with partners providing counselling, and the equivalent of 'Time to Talk' services, so that students can still access professional, specialist support when they need it. This also means that students will benefit from extended availability of such support. For example, the *Living Life* freephone helpline is available to our students from 9.00am until 9.00pm every weekday (Monday to Friday) and other partners offer services throughout the night and at weekends. Details can be found in this section of the resource.

Our Information and Welfare team remains the first point of contact for any student who is struggling. They have been fully trained by our Mental Health Lead and will listen, provide initial guidance, and make sure students are signposted to the most appropriate service. By encouraging students to reach out early, we will ensure they are not left unsupported.

### 3.2 Safeguarding

The start of the academic session has seen a new approach to managing disclosures of sexual offence convictions at Glasgow Clyde College implemented. This has allowed a more robust and accountable process to be followed when relevant disclosures are made by students, support workers or any other third party.

Previously, the final decision rested with the Safeguarding Lead. The new protocol involves a risk assessment completed by the safeguarding lead that is then formally discussed by a member of EMT and the relevant Faculty Assistant Principal or Head of Sector.

The protocol has already been implemented and decisions made regarding the disclosure of a sexual offence conviction.

### 3.3 Student Discipline

Session 2025/26 will see the implementation of a new online system for recording any application of the student discipline procedure. All applications of the student discipline procedure were fully devolved to the faculty concerned, except for a requirement that the Assistant Principal Student Experience must ratify any recommendation for expulsion.

As we make significant strides in the recognition and implementation of a nurture approach, we have now developed an in-house system for recording any application of the disciplinary procedure. This will allow for regular reporting of instances of student discipline to SLT and will enable targeted support and intervention to be provided to students and staff should patterns of behaviour and disciplinary action be identified.

### **3.4 Library Services**

College management have been analysing benchmarking data from the Tribal reports and internal data from library services over the last six months to assess how we can ensure that Library services are sustainable and meet the needs of students and staff. As part of the College's new Quality system, a deep dive was carried out in June to analyse student and internal stakeholder feedback, and an action plan will be developed.

The Head of Libraries & eLearning is currently on a 1-year sabbatical, and we have taken the opportunity to employ an Interim Head of Library Transformation. They will continue the excellent development work carried out by the existing Head and they have been tasked to identify opportunities we may have to enhance the service offer, assess library systems and licences, consider options for structural reform and ensure the long-term sustainability of library services.

## **4. RISKS**

All development activity highlighted within the report is designed to review key College processes by minimising the impact of external factors whilst enhancing the student experience.

## **5. ANY OTHER SIGNIFICANT IMPACT e.g STUDENT EXPERIENCE/ LEGAL / FINANCIAL/ EQUALITY & DIVERSITY.**

EIAs will be carried out in relation to policy initiatives, project activity and changes to custom and practice.



## **STUDENT HEALTH AND WELLBEING AGREEMENT**

Glasgow Clyde College and Glasgow Clyde College Student Association work collaboratively to ensure that every student has the opportunity to thrive at college, both academically and personally. We are committed to providing a positive and nurturing environment where everyone feels safe, valued and empowered to achieve their full potential.

Our inclusive and proactive approach to supporting students' health and wellbeing stems from the understanding that everyone has mental health, just as we all have physical health, therefore it benefits all students to have access to information, resources and services which focus on how to stay well and thrive at college.

### **Purpose of the Agreement**

The main purpose of this agreement between Glasgow Clyde College and Glasgow Clyde College Student Association is to develop and adopt a whole college approach to the health and wellbeing of all students and staff which is evidence based, effectively communicated and consistently implemented.

### **The following priorities have been identified:**

- **To raise awareness college-wide of the connection between mental health and wellbeing and to actively engage staff and students in open conversations about their wellbeing.**
- **To design a suite of health and wellbeing resources which reach ALL students from enrolment onwards, via the college's online learning platform. These resources focus on building resilience and developing positive coping strategies.**

- To increase the confidence of staff to offer appropriate guidance to students where there are concerns around their emotional or mental health and, importantly, to raise awareness of how to signpost students to appropriate support.
- To strengthen connections with external partners and establish seamless referral pathways to services which can provide timely support for students in mental distress.
- To reduce stigma and fear about mental ill-health by making it easy for students and staff to seek help early.
- To promote suicide prevention and increase college-wide confidence to talk openly about suicide and seek help early.

### **Reviewing our Student Health and Wellbeing Agreement**

Glasgow Clyde College and Glasgow Clyde College Student Association understand the importance of reflecting on what is working well and identifying areas for improvement on an ongoing basis. We are committed to building on the innovative work that is currently being undertaken within Glasgow Clyde College and will ensure that progress is regularly and objectively evaluated.

X 

Student Association President

X 

Glasgow Clyde College Principal

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## BOARD OF MANAGEMENT MEETING

|                 |                                |
|-----------------|--------------------------------|
| Date of Meeting | 3/9/25                         |
| Paper Title     | Quality and Performance Report |
| Action          | For Discussion                 |
| Prepared by     | J Rafferty                     |
| Agenda Item     | 25.21                          |
| Status          | Disclosable                    |

### 1. PURPOSE OF THE REPORT

This paper provides members with an update quality issues relevant to the current phase of the quality cycle.

### 2. ACTION FOR THE BOARD

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

### 3. BACKGROUND INFORMATION

- 3.1 At the previous committee meeting it was agreed that the two issues to be covered in this report would be the External Verification Annual Report for session 2024/25 and the 24/25 Assessment and Certification Systems Verification.

### 4. EXTERNAL VERIFICATION ANNUAL REPORT

- 4.1 The Annual External Verification Annual Report is attached in Appendix 1 (25.21A). This report summarises all verification activity for all awarding bodies used by the college which includes SQA, City & Guilds, EAL, BPEC, IMI and AAT.
- 4.2 Overall, external verification outcomes improved during 2024-25 with only two holds (one for EAL and one for SQA) compared to eight during session 2023-24. Both holds were resolved and the relevant awarding bodies were satisfied with the remedial actions taken.

### 5. SQA SYSTEMS VERIFICATION

- 5.1 The Quality team met with SQA Quality Enhancement Manager Caroline McGrory on 14 August 2025 to discuss progress against our last Systems Verification Action Plan and to talk about SQA's approach to Systems Verification going forward. The processes for Systems Verification will remain unchanged in that there will be a requirement for centres to self-assess and provide a report to SQA for interrogation and sampling of the evidence gathered to support our report.
- 5.2 The criteria against which SQA will assess College's will also remain unchanged. In light of TQEF and our scheduled TQER, we were given the opportunity to suggest our preferred timing for carrying out our self-assessment and reporting to SQA and the 2026-27 academic year, around February 2027 was agreed.

- 5.3** The Agreed Action Plan, with a record of completed actions is attached for information Appendix 2 (25.21B).

**6. IMPACT, RISK AND MITIGATIONS**

- 6.1** Failure to following awarding body requirements can compromise the college's ability to award qualifications. This is mitigated by ongoing dialogue with the awarding bodies, internal audit of quality processes and staff training as required.



# **External Verification Annual Report Academic Year 2024-25**

Published: August 2025

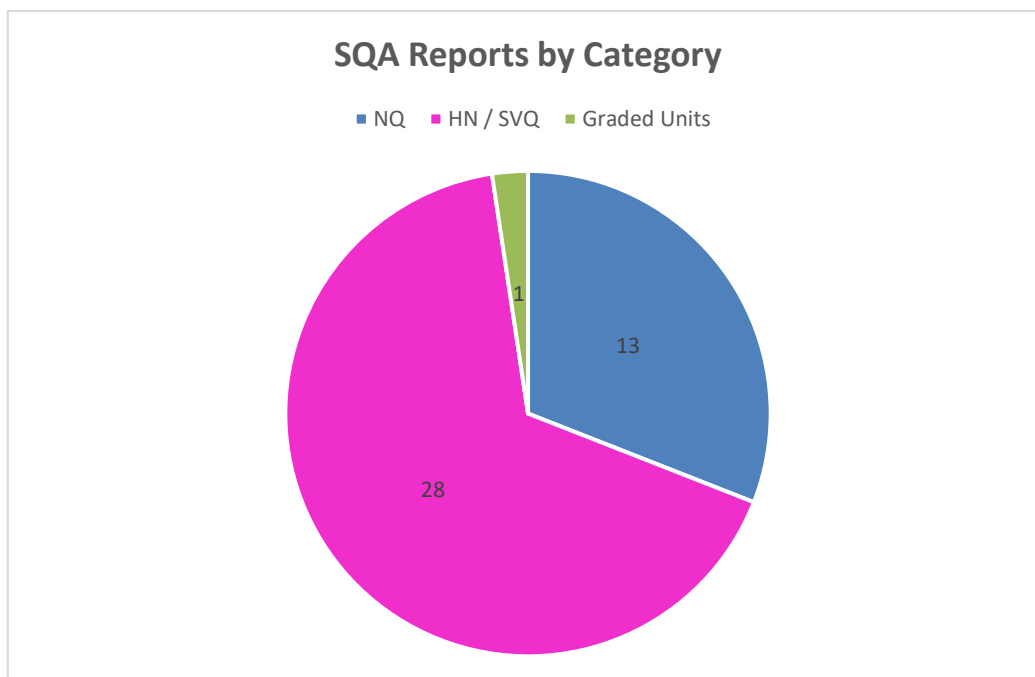
## APPENDIX 1

### Introduction

This is the 2024-25 External Verification Annual Report for Glasgow Clyde College. This report is based on activity undertaken by awarding bodies for which Glasgow Clyde College delivers qualifications. The majority of verification activities were conducted remotely.

Overall, there were fifty-two activities during academic year 2024-25, compared to fifty-seven in 2023-24, which is a marginal decrease of 5%. The number of activities resulting in action plans/holds/not accepted decisions was two, which is a decrease of 75% from 2023-24.

There were forty-two SQA activities which covered qualification types SVQ, HN, NC, NPA, PDA and NQ. The remaining ten activities related to non-SQA awarding bodies.



\* One additional graded unit was included within a HN group award verification activity.

## APPENDIX 1

### Overview of 2024-25 Activity by Faculty

| Arts and Continuing Education | SQA      | Other Awarding Body | Action Plans/ Holds/ Not Accepted |
|-------------------------------|----------|---------------------|-----------------------------------|
| Access to Education           | 1        | 0                   | 0                                 |
| ESOL                          | 1        | 0                   | 0                                 |
| Gen Ed, Comms and Numeracy    | 1        | 0                   | 0                                 |
| Journalism and Events         | 0        | 0                   | 0                                 |
| Media and Television          | 0        | 0                   | 0                                 |
| Performing Arts               | 0        | 0                   | 0                                 |
| Social Sciences               | 2        | 0                   | 0                                 |
| Supported Education           | 0        | 0                   | 0                                 |
| <b>TOTALS</b>                 | <b>5</b> | <b>0</b>            | <b>0</b>                          |

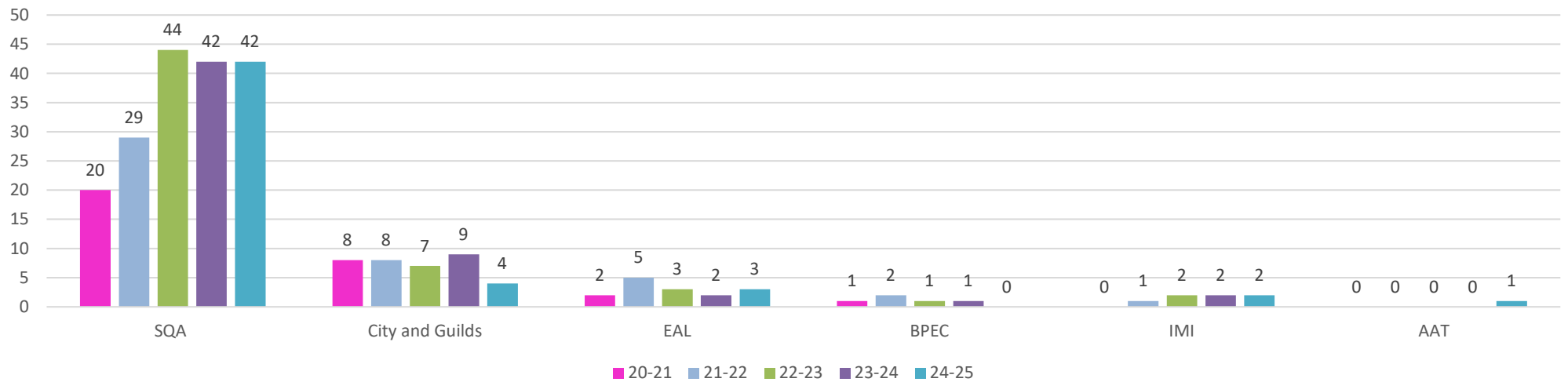
| Future Technologies and Design | SQA       | Other Awarding Body | Action Plans/ Holds/ Not Accepted |
|--------------------------------|-----------|---------------------|-----------------------------------|
| Arts, Fashion and Graphics     | 1         | 0                   | 0                                 |
| Computing                      | 5         | 0                   | 0                                 |
| Construction                   | 2         | 1                   | 0                                 |
| Energy and Utilities           | 3         | 1                   | 0                                 |
| Engineering                    | 6         | 5                   | 2                                 |
| Land based Industries          | 1         | 1                   | 0                                 |
| Sound and Instrument Making    | 2         | 0                   | 0                                 |
| <b>TOTALS</b>                  | <b>20</b> | <b>8</b>            | <b>2</b>                          |

| Health, Wellbeing and Management | SQA       | Other Awarding Body | Action Plans/ Holds/ Not Accepted |
|----------------------------------|-----------|---------------------|-----------------------------------|
| Business and Administration      | 0         | 1                   | 0                                 |
| Childhood Practice               | 3         | 0                   | 0                                 |
| Hair, Beauty and Comp Therapies  | 3         | 0                   | 0                                 |
| Healthcare and AHP               | 0         | 0                   | 0                                 |
| Learning and Development         | 3         | 0                   | 0                                 |
| Professional Cookery             | 1         | 0                   | 0                                 |
| Science                          | 5         | 0                   | 0                                 |
| Social Services and Counselling  | 1         | 0                   | 0                                 |
| Sport and Fitness                | 1         | 0                   | 0                                 |
| Travel and Tourism               | 0         | 1                   | 0                                 |
| <b>TOTALS</b>                    | <b>17</b> | <b>2</b>            | <b>0</b>                          |

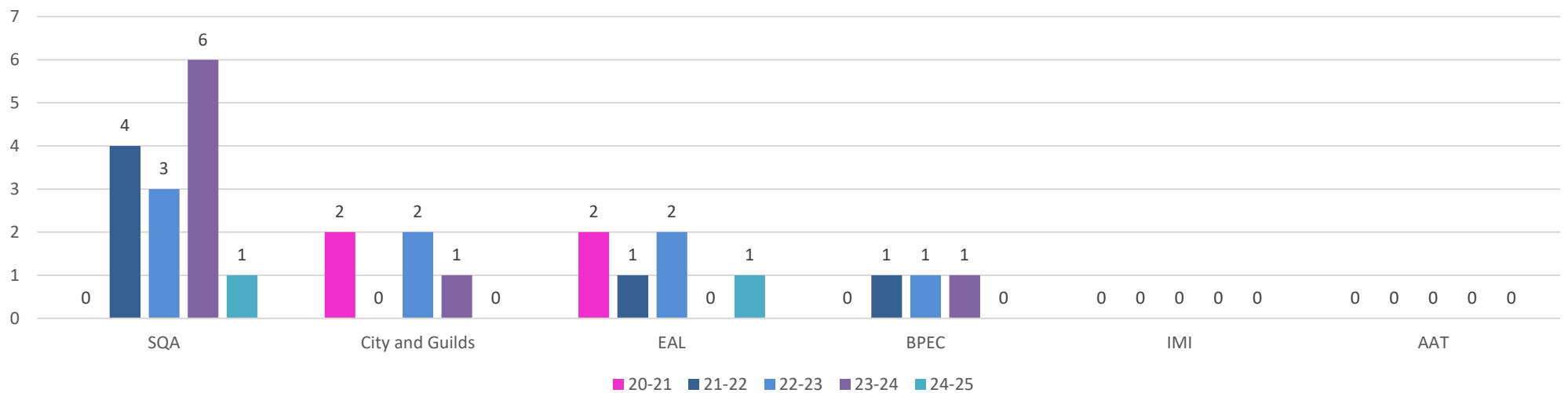
## APPENDIX 1

### Five-Year Trends

#### External Verification Activity Over Last Five Years



#### No. of Action Plans/Holds/Not Accepted decisions over last five years



## APPENDIX 1

### Issues

|            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>EAL</b> | The EAL External Quality Assurance activity on 29 January 2025 resulted in a <b>Minor Non-compliance</b> outcome with an action imposed as a result of there being no evidence of assessor observations by the Internal Quality Assurer. EAL highlighted that lack of assessor observation could compromise the quality of assessment for candidates. To address this action the Curriculum Manager arranged for observations to take place the following week, with requisite paperwork subsequently completed. EAL confirmed on 21 February 2025 that Glasgow Clyde College's response to the action was acceptable therefore the status reverted to <b>Fully Compliant</b> .                                                                                                                                                         |
| <b>SQA</b> | A SQA remote External Verification activity for award <b>G98145 NC Fabrication and Welding</b> on 9 June 2025 found incorrect marking of assessments for unit F5DG11 Health and Safety Engineering. This resulted in amber ratings in three Criteria 4.2, 4.3 and 4.6, leading to an overall judgement of <b>Reasonable Confidence</b> for Criterion 4 - Internal Assessment and Verification. Resulting sanctions were an Entry in Action Plan and Suspension of Specific Qualification Certification by Qualification. It was agreed during the feedback meeting that the cohort of students would be remediated, remarked and internally verified, with resulting evidence submitted to SQA. The EV agreed with the revised assessment and internal verification decisions therefore the status reverted to <b>High Confidence</b> . |

## **APPENDIX 1**

### **Conclusion**

Overall, external verification outcomes improved during 2024-25 with only two holds compared to eight during 2023-24, despite the number of activities remaining similar. It is particularly pleasing to note that SQA activity outcomes improved with significantly fewer holds than during the previous year.

The two EV activities which resulted in holds were both within the Anniesland Engineering department. As this department also had holds during the previous academic year, the Quality team have carried out all-staff training and imposed a mandatory transfer of all Master Teaching Packs to a designated SharePoint site by end of August 2025, with a 'Master Pack Audit' scheduled to take place early September 2025. Quality will continue to monitor the activities of this team throughout the 2025-26 academic year.

The Quality team continue to play an active role in the coordination of External Verification and participate in professional discussion with each external verifier during their verification activities and feedback sessions. All external verification reports received during the 2024-25 academic year were analysed by the Quality team to determine required actions and were followed up to ensure actions were being addressed and target dates adhered to.

**SQA Self-Assessment Action Plan:****Procedures**

| <b>Criterion reference</b> | <b>Action(s) to be taken</b>                                                                                                                                                             | <b>Responsibility</b> | <b>Target Date</b> | <b>Progress/Comments</b>                                                                                           |
|----------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|--------------------|--------------------------------------------------------------------------------------------------------------------|
| 1.2                        | Develop and implement a formal Procedure/Guideline to detail how staff are kept up to date with changes to Procedures.                                                                   | Quality               | July 2024          | Complete                                                                                                           |
| 1.4                        | Develop and implement a formal procedure/process for managing partnerships and sub-contracts.                                                                                            | Quality               | July 2024          | Complete                                                                                                           |
| 1.7                        | Develop Guide to Communicating with and Distributing Awarding Body Information which details roles and responsibilities                                                                  | Quality               | July 2024          | Complete                                                                                                           |
| 1.8                        | Develop formal written procedure/guideline for how we will gather and act upon student feedback                                                                                          | Quality               | July 2024          | The emergence of TQEF delayed the finalisation of this action but will be considered during academic year 2025-26. |
| 2.2                        | Include information within Procedure 4.1.1 for the secure transport of assessment materials between assessment sites.                                                                    | Quality               | July 2024          | Complete                                                                                                           |
| 2.5                        | Develop procedure/guidance for managing assessment sites                                                                                                                                 | Quality               | July 2024          | Complete                                                                                                           |
| 4.7/6.4                    | Information relating to the retention of documentation if an investigation involving a potential criminal prosecution or civil claim is carried out to be added to relevant procedure(s) | Quality               | July 2024          | Complete                                                                                                           |
| 4.8                        | Academic Appeals Procedure to be updated to include dissemination of information about the procedure to candidates.                                                                      | Quality               | July 2024          | Complete                                                                                                           |

## Appendix 2

### Quality Handbook

| Criterion reference | Action(s) to be taken                                                                                                                                            | Responsibility | Target Date | Progress/Comments |
|---------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|-------------|-------------------|
| 2.1                 | Add section to Quality Handbook detailing requirements for staff assessing/verifying SQA qualifications and the opportunities offered for training.              | Quality        | July 2024   | Complete          |
| 2.3                 | Add description of the arrangements for ensuring SQA verifiers have appropriate access to candidate evidence during verification events to the Quality Handbook. | Quality        | July 2024   | Complete          |
| 3.4                 | Information to be included within Quality Handbook for alternative assessment arrangements in general from Procedure 5.3.1 Extended Learning Support.            | Quality        | July 2024   | Complete          |

## Schedule of Work 2025/26

| STANDING ITEMS                      | Focus Areas                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|-------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| KPI Report                          | <p>3 September 2025</p> <ul style="list-style-type: none"> <li>• Overall retention/withdrawal levels 2024/25</li> <li>• Overall attainment levels 2024/25</li> <li>• College leaver destinations 2024/25</li> </ul> <p>28 January 2026</p> <ul style="list-style-type: none"> <li>• Canvas Use (virtual learning environment)</li> <li>• Early withdrawal 2025/26</li> </ul> <p>6 May 2026</p> <ul style="list-style-type: none"> <li>• Likely attainment</li> <li>• Retention levels 2025/26</li> </ul> |
| Quality and Performance Report      | <p>28 January 2026</p> <ul style="list-style-type: none"> <li>• QAA Tertiary Quality Education Framework</li> <li>• Self-Evaluation Action Plan Update</li> <li>• Complaints Update</li> <li>• January 2026 Recruitment</li> <li>• August 2026 Recruitment</li> </ul> <p>6<sup>th</sup> May 2026<br/>College Leaver Destinations/<br/>Institution Liaison Meeting Update</p>                                                                                                                             |
| Curriculum and External Environment |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| Student Experience Report           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| Student President Report            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| Internal Audit Reports              | Within Committee Remit                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |

**3 September 2025**

External Verification Annual Report 2024/25 (included in Quality and Performance Report)

Early Impressions Student Survey 2025 (included in Quality and Performance Report)

|                                                                                                                                                                                                                                                                         |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                                                                                                                                                                         |
| <b>28 January 2026</b>                                                                                                                                                                                                                                                  |
| Student Satisfaction Results 2024/25                                                                                                                                                                                                                                    |
| January Start Courses 2026 Update (Included in Quality and Performance Report)                                                                                                                                                                                          |
| Foundation Apprenticeship Report                                                                                                                                                                                                                                        |
| <b>6 May 2026</b>                                                                                                                                                                                                                                                       |
| AY 25/26 Arrangements for Assessment/ Certification <ul style="list-style-type: none"> <li>• SQA Systems Verification Verbal</li> </ul> <p><i>There is no: Evaluation and Education Scotland Annual Engagement Visit in 2025/26 – Due to the new QAA framework.</i></p> |
| College Leaver Destinations 2024/25 (included in Quality and Performance Report)                                                                                                                                                                                        |

To fulfil this function the Committee will:

- be kept apprised of those aspects of the external and internal environments that affect the portfolio and learning experience of our students and how the College proposes to respond
- monitor the College's achievement of its portfolio target and oversee relevant external reporting
- monitor and advise on College performance indicators, self- evaluation outcomes, benchmarking and external verification feedback
- be kept apprised of proposed improvements to the learning experience of our students and offer constructive challenge
- consider cross-College activities that impact on learning and teaching such as overall approach to learning and teaching, eLearning, community learning, additional support for learning. To be kept apprised of opportunities and uptake of staff training and development and the contribution it makes to improving learning and teaching
- Consider the cross-college activities that impact on quality and development of learning, teaching and assessment throughout the college
- receive reports from Student Board Members and representatives from the student body relevant to their experience of learning and teaching
- where required take appropriate action in all matters pertaining to student affairs, including welfare and discipline and student appeals

- make recommendations to the Board on major policy matters but have devolved powers to deal with time urgent matters, seeking the Chairman of the Board's approval where appropriate
- consider and act on any other information it deems appropriate in the conduct of its business.