

NOTES OF THE MEETING OF THE LEARNING AND TEACHING COMMITTEE HELD ON 5 FEBRUARY 2025

THE MEETING WAS HELD ON TEAMS

PRESENT:

Maureen McKenna	Committee Chair
Mursal Noori	Committee Member
Runa McNamara	Committee Member
Jon Vincent	Committee Member
Morven Gourlay	Committee Member

IN ATTENDANCE:

John Rafferty	Deputy Principal
David Marshall	Assistant Principal, Student Experience
Jennifer Hunter	Clerk to the Board of Management

25.01 Welcome and Apologies

Maureen McKenna welcomed everyone to the meeting and noted apologies from Alan O'Donnell.

25.02 Declarations of Interests

There were none.

25.03 Minutes of Previous Meeting

The Minute of the Meeting held on 6 November 2024 was agreed as an accurate record.

25.04 KPI: Report 2023/24 Attainment

All full-time courses have now passed their census date, as have the majority of part-time courses. Therefore, reliable in-year early retention data is now available for around 90% of provision. Early retention has improved across full-time and part-time FE and HE courses. It is critical however that this positive trend is mirrored in the level of retention later in the session. The Committee welcomed this good news and noted that the College cannot be complacent regarding securing further retention.

Canvas, the college's virtual learning environment, is maintained by the E-learning team and is used to supplement classroom delivery with asynchronous activities and resources which can be accessed at home on mobile phones or on other devices. The platform is also increasingly used by support teams to roll out essential information and training to the wider staff. Canvas is widely used by students and lecturers, some faculty's use it more than others. Some faculties are experiencing an increase in Canvas use due to a change culture around printing documents for use in classrooms. The Committee noted interest in the potential for Canvas Data to provide an analysis on high and low performing areas, to support the ability to adjust those areas that are not performing as well as expected.

An analysis report from Canvas data could be possible by the end of 2025.

JR/Clerk

25.05 Quality and Performance Report

The Self Evaluation and Action Plan (or SEAP) has now been completed and sent to Glasgow Colleges Regional Board for forwarding to Scottish Funding Council. This is the high-level evaluation document for the college which will be scrutinised by a range of stakeholders and be the subject Institution Led Meetings (or ILMs) led by Quality Assurance Agency. It will also be used by the SFC for separate meetings concerning the Outcome Framework and Assurance Model (or OFAM).

The college is currently working on an updated quality process which takes into account the requirements of the Tertiary Quality Enhancement Framework (or TQEF). This will involve new paperwork for both academic and support self-evaluation processes and a new internal stakeholder feedback process. This satisfies the 'Institution Led Quality Review' aspect of the TQEF.

Applications for the January intake for session 2024/25 have been strong and the College has attracted 130% more applications than it has places. 99% of places have been offered out and 90% of the student target have already enrolled (with around 130 still to enrol). The college website for applications for the August intake for session 2025/26 opened on the 16th of January, and in less than 3 weeks has already attracted 70% of its target applications. Despite fewer places being offered next year, applications for session 2025/26 are up 17% on the same point last year (SPLY).

A successful open day was held on Saturday 18th January at Langside Campus which used new marketing resources and attracted prospective applicants from as far afield as Fort William and Dumfries. Over 218 applicants attended with parents and family, most of whom hadn't already applied, representing over £1M worth of recruitment.

Glasgow Clyde College was successful at the CDN Awards this year. Glasgow Clyde College won a Highly Commended Award for the SCQF Level 9 Wella Diploma – the first-degree level qualification for the hairdressing industry. The College were also outright winners for the Taylor Swift PR Activation which gained a global audience.

MM thanks JR for the report and congratulated those who won CDN Awards.

25.06 Curriculum and External Environment

In terms of Credit projections, the college is estimated to land between 1.5% and 0.5% of the Scottish Funding Council target which is 113,721 credits. While it's positive that the College is over-delivering due to unexpected retention levels, over-delivering translates to subsidising activity which is not funded, and this is not affordable in the longer term.

The Scottish Government's budget has passed. Whilst this budget offers a slight increase in college revenue funding of 1.8%, partly to cover the Government's contribution to the lecturing staff pay deal, it reduces college capital spending by 17%.

A number of risks arise from the level of change being experienced in the sector and the ongoing funding challenges expected this year. These are that:

- the Scottish budget offers little or no respite from the serious financial challenges being faced by Glasgow Clyde College.
- staff churn in the SFC requires the College to rebuild relationships anew

The college will work to mitigate these risks through strong relationship building.

25.07 Student Association Report

The GCCSA now has 428 class representatives registered in the system, who all receive regular updates and invitations to events from the students' association. The GCCSA is now working alongside the Equality team to review how feedback should be gathered collaboratively, and how to review and evaluate the feedback received.

GCCSA are looking forward to working with all faculties directly for the student officer elections, which will take place in May and GCCSA are very keen to raise awareness with students and encourage people to take part.

The Committee congratulated Mursal Noori and the GCCSA on improving the number of class representatives.

25.08 Student Experience Report

The College has now worked through the Charter submission process and has successfully attained the Emily Test Charter. We are now working in partnership with Emily Test to promote the attainment and have developed a communication plan in conjunction with the College Marketing team and Emily Test Communications team. Annual reviews take place to ensure our work regarding Gender Based Violence progresses and our Charter status can be maintained.

The College Careers Service coordinate the UCAS application process and this has also included ongoing student and referee support (September – January) including; advising on deadlines, producing bespoke and extensive 'Applying to University' resources on Canvas, application workshop sessions; 1:1 personal statement support; careers interviews for making choices and reference content training sessions which are organised hosted and delivered in partnership with UWS admissions / Widening Participation team. There are currently 744 applications in the college UCAS centre. Last year at the 2024 UCAS Equal Consideration deadline, 750 applications were submitted from our centre (and a further 150 for SWAPWest students studying at Glasgow Clyde College).

Safeguarding and mental health first aid concerns continue to be reported via the online portal. Whilst some staff still look to bypass the system by directly contacting individuals, the College is having success with the use of the safeguarding and mental health first aid phone lines that then allow people to discuss the best course of action to ensure the safety of students, and also to ensure individual staff are not overloaded with safeguarding incidents.

The Committee discussed the benefits of the mental health first aid phone line and the balance between contacting mental health contacts directly and using the phone-line as a first step. Morven Gourlay and David Marshall will arrange to discuss balancing direct contacting of

individuals, while ensuring communication of the options available, possibly via the annual safe-guarding update.

DM

The development of the bi-annual reports to meet Public Sector Equality Duty duties is under way. The People and Culture Department are collating data for the Equal Pay content that is required whilst across the College. Teaching and support areas are currently submitting evidence that will allow us to produce a report highlighting progress toward our current Equality Outcomes, and to evidence mainstreaming activity across the curriculum and support areas. Furthermore, the process will identify the evidence that will allow us to agree a set of Equality Outcomes that will drive Equality Diversity and Inclusion work within the College between 2025 and 2029. The new outcomes will build on the existing College Equality Outcomes and will be fully aligned with the Scottish government National Equality Outcomes. Draft outcomes will be presented to the EDI Committee and Senior Leadership Team for consultation during February and March prior to being published with a new Action-Plan in April.

The College continues to promote the student mental health resource 'Stay Well and Thrive at GCC' on Canvas which promotes positive health and wellbeing for students and staff. Engagement has now taken place within the Facilities and additional training has been provided to key support areas. Training was provided to the first cohort of student representatives last week and this will continue over coming weeks.

MM thanked DM for the report and congratulated the team on The Emily Test Charter.

25.09 Student Satisfaction Results 2023/24

This Student Satisfaction Results Report provides members with an update on the college's position regarding student satisfaction and compares it with satisfaction for the last 3 years.

The results of this year's Early Impressions Survey represent a very slight decline on last years' figures in most areas, although last years' figures were gathered before strike action had taken place. On average, however, these compare favourably with other colleges.

The highest scoring areas appear to be the application and interview stages of the onboarding process, though the College are doing further work on smoothing the onboarding process in the latter stages. Learning and teaching and overall experience also score highly. Sport and leisure facilities received a relatively low score (85%) because the new strategy for providing lunchtime access to the gyms had yet to be rolled out. Sport was one of only 2 categories to score less than 90% satisfaction. National benchmarking reveals that in session 23/24 Glasgow Clyde College had the highest learner satisfaction of any large college in Scotland.

The Committee discussed the results on the levels of awareness of the Students' Association, which reduced slightly over three-years. DM will consider if anything can change in student induction to support awareness of the Students' Association.

DM

25.10 Foundation Apprenticeship Update

Foundation Apprenticeships are qualifications delivered to S5 and S6 school pupils as part of their school timetable. School pupils attend college 2 afternoons per week and later will attend an assessed work placement with an employer.

Following the pandemic, FAs have significantly declined in popularity in Glasgow for a variety of reasons. This included budget pressures on local authorities, government agencies and colleges who could no longer support the investment in transport, delivery, marketing and administration of these courses. They were also logistically difficult for colleges to offer and for schools to fit into timetables because of their inconsistent qualification size and shape which varied between frameworks.

Glasgow Clyde College now offers only 3 frameworks at level 6: Children and Young People; Media and Content; and IT Software. It also offers a level 5 course in Construction and a level 4 course in Automotive. There has also been a marked shift to 1-year delivery models because they are more popular with schools. This is because 2-year delivery models can't be undertaken by S6 pupils – who are more likely to be interested in an FA solution.

In order to offer more flexibility to school pupils, some are enrolled initially on a National Progression Award which can be completed with college attendance only, and are then offered the opportunity, later in the year, to do a short block placement in May which would upgrade the qualification into an FA.

A number of risks arise from current trends, though the College is responding as best it can to the with a range of initiatives and will review the schools' vocational portfolio to ensure that it offers interesting vocational choices which are attractive to parents and school pupils alike.

MM thanked JR for the report and agreed that a review of the needs and interests of school pupils is vital. The Committee asked JR to consider a sample survey of pupils' preferred interests to help with the planning of offers in future years.

JR/Clerk

Items for Noting / Approval

25.11 Learning and Teaching Schedule of Work 2024/25

The Committee noted the Schedule of Work.

25.12 Any Other Business

There was none.