

A MEETING OF THE GLASGOW CLYDE COLLEGE LEARNING AND TEACHING COMMITTEE WAS HELD ON 28 JANUARY 2026 FROM 2PM, IN LANGSIDE CAMPUS

Present:

Maureen McKenna	Committee Member (Chair)
Runa McNamara	Committee Member
Madeeha Kanwal	Committee Member

In attendance:

John Rafferty	Deputy Principal
David Marshall	Assistant Principal Student Experience
Jennifer Hunter	Clerk to the Board of Management
Sue Irving	Chair of the Board, Glasgow Clyde College (Observer)

Apologies

Jon Vincent
Alan O'Donnell

ACTIONS

26.01 Welcome and apologies

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

26.02 Declarations of interest

There were no declarations of interest.

26.03 Intimations of any other business

The Committee agreed to discuss the Committee remit at agenda item 26.15.

26.04 Draft minutes from the previous meeting*

The minutes of the previous meeting were agreed as an accurate record.

26.05 Matters arising

The Committee noted the matters arising report, all items were complete.

26.06 KPI report

John Rafferty spoke to the report. Following last year's historically low withdrawal rates, full-time FE and full-time HE withdrawal have increased slightly by 0.2%. Retention on part-time courses, has improved by 1.2 percentage points in both FE and HE.

At the previous meeting, the Committee had discussed how many students were lost to the college through early withdrawal and how many had simply been re-levelled or re-enrolled either within the same subject area or in another. Over 1000 students per year are relevelled or transferred within our system and enrol on other Glasgow Clyde courses after withdrawing from their original choice, which constitutes 6% of enrolments. Releveling also appears to be more prevalent in some subjects, with particularly high rates seen in ESOL, Gen Ed,

Engineering and Early Years where it is 8-10%. True early withdrawal only accounts for about 900 students, while 'no shows', who aren't included in any statistics, account for about 1200 students.

Canvas (virtual learning environment) use is improving with students, though lecturers have declined in their use, which may be due to personal preferences.

The Committee discussed the reasons for some students leaving or changing their courses, how lecturers may be encouraged to use Canvas, and the steps the College are taking to keep withdrawal rates as low as possible. The Committee noted the report.

26.07 Quality and performance report

John Rafferty spoke to the report. A recent Highers review resulted in a redesigned offer for session 2026/27 which will reduce the amount of science activity and limit applicants to a maximum of two Highers. The Self Evaluation and Action Plan (or SEAP) was completed in December and sent to SFC and QAA within the deadline. Applications for the January intake for session 2025/26 have been strong and the College has attracted 137% more applications than it's required to fill. The college website for the August intake has already attracted 58% of its target applications in only 4 days.

The Annual Complaints Report 2024/25 has now been published, there were fewer complaints in session 2024/5 than in 2023/4 – a reduction from 108 to 84, down 23%. The number of complaints resolved is up to 40.5% (up 2.5 percentage points) and the number of complaints upheld have decreased to 22.6% (down 2.4 percentage points.)

A stubborn number of complaints relating to customer care and course management issues was noted – and as such, further training in both these areas will take place later in the year. However, it was also noted that it was positive that students felt confident that their complaints would be listened to with an increasing proportion being resolved.

The Committee discussed continuing education and agreed that students who would like to continue onto the next stage of their course should be offered a guaranteed place over new applicants. The Committee requested an update on the learning spaces project and noted that plans for Cardonald are agreed and will soon make a big improvement to the social and study spaces for students. The Committee discussed complaints and the use of mediation services and noted that complaints are dealt with informally first (in a mediation style) and only move onto a formal complaint if the initial process fails. The Committee received assurance that the Senior Leadership Team closely monitor complaints and regularly consider complaint reports. The Committee noted the report.

26.08 Student experience report

David Marshall spoke to the report. David provided an update on Emily Test (the College has attained the Charter), the team are working towards the annual review process and the re-signing of the White Ribbon Pledge. The Committee discussed Emily Test and how the design of the new learning spaces might incorporate safety, the Committee received assurance that considerations into how spaces feel in terms of safety had been considered in the design.

The College recently supported 787 UCAS applications which included support with personal statements, referees and Applying to University resources on Canvas. A new mandatory staff training programme for Safeguarding is in development to ensure that the College meets its responsibility to ensure that all staff are appropriately trained, and stickers with safeguarding phone numbers will be added to the reverse side of staff passes.

An initial options paper to examine how best to take library provision forward has been presented to EMT. The paper is now being redrafted to ensure that viable service delivery that fully meets the needs of the student cohort.

A new process of student onboarding has been developed through the Project Management Office. The primary focus of the project has been to improve the proportions of students that start on the first day or term and have completed their ICT and Canvas log-in processes. This then allows lecturing staff to fully focus upon the College and class induction process for students during that first day and wider induction period. The Committee discussed the changes to ICT and Canvas enrolment and were impressed with the outcomes achieved.

26.09 Curriculum and external environment report

John Rafferty spoke to the report. For session 2025/26, all full-time students have now passed their census date. The college has so far earned 106,155 credits from August and November enrolments, of which 93.2% are 'safe', having passed their attendance census date. The college credit target and the differential will be met by the imminent January intake.

The Scottish Budget was announced on the 13th January and included a £70M headline increase in funding for colleges. In addition, colleges will have access to about £8M of Child Poverty funding as part of their Whole Family Support agenda to help adults get the skills and support they need to access jobs. Qualifications Scotland is currently undertaking a significant business review process which will make appointments in key roles and restructure all parts of the organisation. There is an ongoing risk that the reform of Scotland's only qualifications body could unsettle strategic engagement and operational delivery with the FE sector. The Committee discussed the Scottish Government budget and the potential impact on the College of a Qualifications Scotland reduction in operating costs. The Committee noted the report.

26.10 Student president report

Madeeha Kanwal provided an update from the Glasgow Clyde College Students Association. The GCCSA fed-into the College Self-Evaluation Action Plan and are planning future sessions with the learning, teaching and quality teams to increase student voices into systems, policies and processes. The GCCSA team continue to work with class representatives to support them in their roles, and are now contributing to Clyde Connects (online communications magazine), which is an additional resource to engage with students. The Committee noted the report.

26.11 Foundation apprenticeships update

John Rafferty provided an update on Foundation Apprenticeships. The college currently has 49 students enrolled on FAs with a further 4 withdrawing earlier in the year. Demand for FAs has declined in recent years due to changes in travel arrangements in the city and increased learner choice. The college supports 4 frameworks: Automotive (Level 4); Construction (Level 5); Children and Young People (Level 6); and IT Software (Level 6). Next year the college will

not be running IT Software due to declining demand and the difficulty in securing placements, although the NPA component will continue to be delivered. The SFC have been formally notified of this reduction, and the SQA/QS have begun a major review of senior phase activity.

26.12 Early Impressions Survey

John Rafferty spoke to the report. The Early Impressions Survey is not mandated by the Scottish Funding Council, it's designed by the college as part of its evidence base for the Institution-led Quality Review. All course-related questions improved on last session, with particular improvements noted in how well staff listened to students (up 5%) and the induction process (up 5%). Admissions experienced a 2% improvement on how students felt about the process, but there was a decline in satisfaction with information about timetables. This is subject to an ongoing action from last year's SEAP to improve onboarding as well as a new project to improve timetabling processes. All enrolment related questions showed modest improvements on last year. All college departments improved on last year's scores with notable leaps in satisfaction with Learning Inclusion (up 5%), Student Funding (up 6%), Finance (up 8%) and eLearning (up 5%).

It is clear that there remains a need to improve onboarding processes at the college to mitigate the risk of students leaving their course. All Early Impressions data is now displayed against 3-year trend data in a new Early Impressions Dashboard which is made available to all staff on the college intranet and cited in self-evaluations. The Committee thanked John for the report and noted a strong performance.

26.13 Policy Review

John Rafferty spoke to the report. Most of the policies have had minor updates to reflect changes in college nomenclature. Two however have had substantial changes which are the Student Counselling Policy, which has been deleted due to the removal of Government funding for counselling services and a change in the college's approach, and the Skills for Learning, Life and Work Policy, which has been retitled and rewritten to reflect a shift in sector emphasis towards meta-skills.

The Committee discussed the move towards META skills (Meta-skills are innate, timeless, higher-order skills that create adaptive learners and promote success in whatever context the future brings), agreed to delete the student counselling policy and approved the suggested changes to the following policies: 4.1 Curriculum Management, 4.2 , Skills for Learning, Life and Work, 4.3 Work Placement, 5.1 Safeguarding Children, Young People and Protected Adults, 5.2 Student Advisory and Support Services, 5.3 Extended Learning Support Services, 5.4 Student Admissions and Induction, 5.5 Student Care and Guidance 5.6 Student Conduct, 5.7 Student Engagement, 5.9 Gender Based Violence.

26.14 Schedule of work

The Committee noted the Schedule of work.

26.15 Any other business

The Committee agreed changes to the Committee Remit to update job titles and to remove gender for example Chair replaces Chairman.