

Board of Management

Learning Teaching & Student Experience Committee

Date of Meeting	Tuesday 25 February 2025
Paper No.	LTSEC3-G
Agenda Item	5.1
Subject of Paper	Self-Evaluation Action Plan (SEAP) AY23-24
FOISA Status	Disclosable
Primary Contact	Jon Gray, Director of Excellence
Date of production	January 2025
Action	For Noting

1. Recommendations

The Committee is asked to note the College's Self-Evaluation Action Plan (AY23-24) produced in response to the new Tertiary Quality Enhancement Framework.

2. Purpose

2.1 This paper shares the AY23-24 College Self-Evaluation Action Plan.

3. Consultation

3.1 This inaugural SEAP was produced in a tight timescale, following the introduction by the Scottish Funding Council of new quality arrangements late Autumn last year. Despite the condensed time available, the SEAP was informed by cross-college discussion and approved by the Principal for submission to the SFC.

3.2 SEAP's are to be produced on an annual basis and submitted at the end of November each year. Subsequent versions of the SEAP will see greater involvement from the Student Association, as part of an annual schedule which will see the SEAP discussed at this

Committee before final approval.

4. Key Insights

4.1 The SEAP is attached at **annex A**.

4.2 The SEAP includes 32 College level actions. The College level SEAP, which includes a reflection on the last academic year, has been informed by Faculty level SEAPs created as part of the annual portfolio review.

4.3 Implementation of the SEAP will be led by a cross-college group, made up of Faculties, Directorates and the Student Association, with progress informing the next SEAP as part of an iterative process.

4.4 The SEAP will be discussed in more detail as part of an extra-ordinary QAEC meeting in February.

5. Impact and Implications

5.1 From AY2024-25, SFC will meet its statutory duties through the introduction of the Tertiary Enhancement Quality Framework (TQEF). The TQEF is the new quality assurance and enhancement framework for Scotland's colleges and universities developed in consultation with sectoral bodies, Universities, Colleges, and student bodies.

5.2 The new arrangements for annual reporting involve the production of a SEAP, which is to be a maximum of 6000 words including an Enhancement Action Plan.

5.3 The SEAP will:

- form the evidence base for individual institutions in relation to the quality of learning and teaching.
- provide SFC with assurance on the effective use and impact of public investment to deliver high-quality learning provision.
- be used as part of the evidence base for periodic external peer review.
- be used to inform the QAA of annual institutional progress with the outcomes of external review and engagement with enhancement activities.

5.4 Students are partners in the preparation of the SEAP and in the monitoring of progress.

The Committee is asked to note the College Self-Evaluation Action Plan (2025) produced in response to the new Tertiary Quality Enhancement Framework.

Annex A – AY23-24 Self-Evaluation Action Plan



Self-Evaluation and Action Plan (SEAP)

AY2023-24

1. Introduction

City of Glasgow College is Scotland's largest – and the UK's third biggest – college and aspires to be the nearest the UK has to a 'next generation polytechnic'. The College comprises four faculties (Creative Industries, Education and Humanities, Hospitality and Leisure, and Nautical and STEM) across two campuses (City and Riverside) supporting around 8000 graduates to progress each year. City offers post-school learning pathways from the senior phase of compulsory schooling to degree-level study.

The College is governed by a Board of Management, appointed under the auspices of the Glasgow Colleges' Regional Board (GCRB). The College works with 24 awarding bodies and regulators. Academic quality arrangements are overseen by the Performance and Quality team in partnership with Faculties and the College's Student Experience Directorate (encompassing the Learning and Teaching Academy (LTA)) and other relevant professional support services.

Academic year (AY) 2023-24 was a particularly challenging one for the College, and the college sector more generally, marked by organisational change and local and national industrial action. Given the local strike action combined with national action by lecturing staff, City was among the worst affected in the sector, with some curriculum areas losing 65 out of a total of 171 available teaching days. The College implemented several mitigations to support the student experience, maintaining successful student progression and overall student satisfaction.

2. Excellence in learning, teaching and assessment

Academic standards and awarding

The College continued to meet the quality and compliance expectations of its 24 external awarding/scrutiny bodies; 'high confidence' reports were received from the two largest awarding bodies, SQA and EAL (Excellence Awards Limited).

The College also achieved the European Foundation for Quality Management's (EFQM) Global Award (in 2022), with a 7 Diamonds rating along with the award for Outstanding Achievement for Driving Innovation. Building on its success, the EFQM recently used the College as an exemplar in its work with the Ecuador Ministry of Education where it is piloting the use of EFQM as one of the methods for accrediting Universities.

In 2023, the College was awarded the Queen's Anniversary Prize for our Applied research - Oxygen depletion in enclosed spaces on board ships. The findings of the research have been embedded within the marine cadet training delivered on site and which now also feature as part of international maritime guidance.

The College successfully retained all external quality accreditation marks and standards including:

- Association of Accounting Technicians (AAT)
- British Council
- Chartered Institute of Marketing (CIM)
- Chartered Institute of Personnel and Development (CIPD)
- Chartered Institute of Procurement & Supply
- Maritime and Coastguard Agency
- The STEM Foundation - STEM Assured Status

The College has arrangements in place to use data and evidence to inform self-evaluation and decision-making, enabled and supported by an internal quality cycle (further detail in Section 3). Through a centralised Student Records system and the increasing use of Power BI, the College provides data on retention and progression, learner outcomes and complaints and appeals, as well as feedback from students and awarding bodies and other external assurance agencies. College Policies and Procedures support a quality assurance framework, defining and providing detailed operational guidance on the College's quality assurance procedures. Oversight comes through our Committee structure culminating in an annual quality and portfolio review.

Strategic leadership of learning and teaching

Informed by students and developed in alignment with the College Strategic Plan 2021-30, the College [Student Academic Experience Strategy](#) (SAES) outlines the College's strategic approach to provide an outstanding student learning experience and to be a sector leader with an international reputation for academic and professional excellence. The SAES has three themed aims – the City Student, City Learning and Teaching, City Student Journey – and outlines a series of objectives to achieve these aims. The development and delivery of the SAES is overseen by the Vice Principal for Student Experience (VPSE) reporting to the Learning, Teaching and Student Experience Committee of the College Board.

Progress on individual SAES objectives is noted below in the relevant sections of this report.

Curriculum planning, design and delivery

Supporting self-evaluation through cyclical reviews of our Faculties, departments and courses plays a key role in facilitating curriculum development in response to student and stakeholder feedback, and performance data, to continuously enhance the College's provision and to create a supportive and effective learning environment. Cohering and reconciling the multiple elements, the College undertakes an annual portfolio review, seeking to ensure that our curriculum meets the needs of our region, including for students, employers and stakeholders and supports wider regional and national strategic priorities. (Further detail on Curriculum design is provided in sections below.)

As noted in the SAES, a strategic aim of the College is that learning should be active, blended and connected. With a combination of the return to full in-person delivery following the COVID-19 pandemic and the effect of industrial action noted above, in 2023-24 it was recognised that blended learning was not as widespread as envisaged in the strategy. During the year, therefore, the College's LTA began deepening support for curriculum teams to develop blended learning approaches. Working with QAA Scotland, learning design workshops were delivered in four curriculum areas, resulting in new learning design resources being developed internally.

As part of our operational processes around curriculum planning, in AY2023-24 **we will update the course approvals procedure and review course transfers between Faculties**, to continue to safeguard academic standards and the consistency of the learning experience while improving the effectiveness of internal processes.

Learning environment, resources and technologies

AY2023-24 saw work commence on the progressive redevelopment of learning spaces at both campuses (SAES aim 2.2). Within the academic year we refurbished three spaces into 'active-learning spaces', with greater digital connectivity and enhanced audio-visual capability, including cameras to support hybrid delivery or lesson recording. **Significantly, the College gave approval for a larger-scale learning spaces project which will start to be delivered in AY2024-25.** The project is not only focussed on updating infrastructure, but also on supporting innovation in learning and teaching.

Informed by visits to other institutions across the tertiary sector, a pilot project, with an evaluation of both the AY2023-24 and 2024-25 developments will inform progress across the next three years.

As part of the move towards active, blended and connected learning, and in accordance with aim 2.3 in the SAES, in AY2022-23 a new virtual learning environment (VLE), Canvas, was introduced. The priority for 2023-24 was to gather and act upon feedback from staff and students and to support continued skills development, both technical and pedagogical. Qualitative feedback gathered from formal consultation meetings with Class Reps was largely positive and in their annual engagement visit Education Scotland noted that *'almost all learners make good use of Canvas and find it helpful and easy to use'* and that it is *"helping learners to develop their full potential and is contributing positively to attainment"*. Students' main concern was inconsistent use of Canvas across curriculum areas and, in response, **the LTA is developing workshop and online resources to improve the design of online learning materials.**

Professional development

The College, via the LTA, and in support of SAES aims 2.6 and 2.7, makes available a programme of staff development across learning and teaching. In support of this, a revised Learning and Teaching Development Policy and Procedure was produced in 2023-24 to align with the registration and professional update requirements for college lecturers of the General Teaching Council for Scotland (GTCS).

The College has developed a partnership with Strathclyde University in support of the development of the Teaching Qualification in Further Education (TQFE). The first presentation of the programme was completed in 2023-24, with a significant contribution from the College LTA. **In academic year 2024-25 this partnership is being deepened with a member of College staff seconded to a part-time Teaching Fellow post at Strathclyde to work on programme development and delivery.** The College is keen to have a full input into the development of learning and teaching in the tertiary sector and see this partnership as facilitating part of that ambition.

The College continues to lead the sector in terms of the proportion of staff with a Teaching Qualification for Further Education (TQFE). In AY2022-23 94% of FT permanent teaching staff were TQFE qualified increasing by 7pp on 87% in AY2021-22.

In 2024-35 the LTA will streamline the workshop offering for lecturing staff and will align it more directly to the Professional Standards for Lecturers in Scotland's Colleges. In addition, in support of aim 2.9 of the SAES, **a member of teaching staff has been seconded to the LTA to work on a project supporting enhancement projects and practitioner enquiry, creating a community of practice for staff doing research or enquiry into learning and teaching practice.**

Currency of learning and teaching

The College aims for its curriculum to meet the needs of the region, including for students, employers and stakeholders and supports our strategic ambition to be sector leading, both nationally and internationally. The College also aims to ensure that the volume of learning or funded credits afforded it are allocated to achieve the best outcomes for students. The college assures itself of this via the annual Faculty portfolio review conducted in November of each year. This review is informed by Faculties' end of year analysis, captured within their annual Faculty Quality report, which is now aligned to the TQEF principles. It is an intensive and robust process, and the College has adapted over the last period to be more reflective on performance and quality enhancement.

Peer review and evaluation of learning, teaching and assessment

As noted above, the College undertakes a regular and ongoing review process with the various awarding bodies for whom we deliver qualifications and programmes. These reviews include an external review of learning and teaching practice and quality. The College successfully completed 37 SQA and 2 EAL External Verification visits in AY2023-24, passing all with a *High Confidence* rating.

In addition, our formal professional development programmes (Professional Development Award (PDA) and TQFE) include observations of practice followed by structured professional conversations. These sessions are facilitated by in-house mentors and external partners.

As part of our suite of tools to support the professional update requirement of GTCS registration, **the LTA is investigating the introduction of an informal and voluntary peer-review option where teaching staff could identify 'buddies' from across the College to take part in teaching observations.** These would be facilitated by a mentor and designed along the lines of the more formal sessions.

Innovation in learning teaching and assessment

As part of our commitment to identify, share and introduce innovative practices the College aims to deliver a sector-leading annual Learning and Teaching Conference (SAES aim 2.8) and support capacity building across the college.

This year's conference was held on 23 January 2024 on the theme of 'The Inclusive College'. A total of 200 delegates registered for the conference, with a post-conference questionnaire identifying the quality and usefulness of the conference sessions as a key strength. A further initiative supporting the strategic development of learning and teaching and build capacity is **the introduction of a L&T fund to support innovation from AY2024-25.** The fund is open to all teaching staff through a competitive bidding process judged on the strategic alignment and potential impact of proposals. Successful bidders will have an obligation to share project outputs via the L&T conference and other platforms.

In AY2024-25, alongside our other quality indicators, the College is piloting a new Student Success Framework (SSF) (SAES aim 3.2). The framework draws heavily on the 6 principles of TQEF and the 9 building blocks of the sparqs SLE model to facilitate a reflective thematic review method that can be used at curriculum level (for example, for Institution Led Quality Review) and across service areas and the institution to inform and enhance practice. The SSF will be piloted in a small number of curriculum areas with a view to institutional roll out in 2025-26.

As part of a review of assessment practice to promote greater consistency and common standards, the College will in AY2024-25 **implement a new approach to the management of exams,** supported by an enhanced assessment procedure.

3 Supporting student success

Enabling student success – wellbeing, inclusion, equality, student support

The College offers a comprehensive student support service, including learning support, a student advice service, counsellors, careers advice and the Student Engagement team in the Students' Association (SA). Alongside the day-to-day support offered to students, AY2023-24 saw some significant developments in supporting inclusion, equality and wellbeing including:

- Being awarded Emily Test Charter status (June 2024), the award letter noting the College's 'exceptional commitment and determination in ensuring your campus is as safe as possible for your students and staff';
- Working in partnership with the SA, the Student Mental Health Agreement 2024-2029 was updated and approved;
- The SA became the first in Scotland to secure the LGBT Charter Gold Award from LGBT Youth Scotland.

Annually, the College reviews performance of students with protected characteristics to ensure support is being appropriately and effectively targeted. Impacted by the combined effects of Covid and industrial dispute, the gap in successful completion rates for some learners has increased. **In response, over this academic year, the Student Experience directorate will cohere a deeper review with Faculties utilising the SSF to develop a strategic approach to student success and attainment.** This work will be supported by the **development of specific Power BI reports to allow more in-depth analysis of our effectiveness in meeting student support needs at course level.**

In response to feedback from staff and students in AY2024-25 the College is **introducing a new Skills Development Service offering a range of workshops, one-to-one appointments, drop-in and class group sessions designed to strengthen student academic and digital preparedness in support of successful learner completion and progression.** The programme covers personal, academic, digital and information skills and early indicators suggest an increased uptake from students and high satisfaction amongst participants.

Context and community – meeting the needs of students

The College, in partnership with the SA, is continually responsive and anticipatory of changing student needs. The SA led the development of a Student Pantry, staffed by 22 student volunteers who provided over 5000 food items and hot drinks to students. This service was in addition to an existing 'Fuel your Morning' free student breakfast offer, which resulted in more than 34700 breakfast items being served throughout the year.

In addition, funded from the SFC's capital fund for supporting digital poverty, the Library Service, working in conjunction with the SA, launched a new self-service, 48-hour loan laptop service (n=84) situated within the SA space. This was in response to servicing needs identified by students and in turn is a well-used service.

Effective and successful transitions

Transition into the College is overseen by the Student Transition and Induction Group (STIG), led by the VPSE and working in partnership with representatives from each of the Faculties, the Student Experience directorate, the SA and other areas when appropriate.

The College welcomed 5000 new full-time students in AY2023-24, and the STIG worked on the continuous enhancement of pre-induction support and in particular the 'Get Ready for College' webpages. Consistent feedback from the student satisfaction survey suggests that the college has excelled in the support provided pre-induction and during induction weeks, and to build on that each year a 'lessons learned' exercise is undertaken by the STIG to support continuous improvement.

Moving on to progression through and out of the College, in AY2023-24, 1140 HNC/HND graduates articulated to university, an increase of 121 on the previous year. The College held articulation agreements with 8 universities in Scotland, providing 220 pathways for students. Our university partners report increased retention of students who have been involved with Associate Student

schemes (which we have in place with UWS, GCU and Strathclyde) so **in AY2024-25 the College is working with Faculties and central teams to promote and facilitate these more widely.**

College leaver destination data published in AY2023-24, representing AY2021-22 leavers (with responses from 86% of the sample), demonstrates that 97% were in positive destinations (21% in employment and 77% in further study, with 2% unavailable for work or unemployed). These results were above the sector average and, with 68% of those in employment being employed in an area related to their study, are a useful measure to reassure us of the relevance and currency of our curriculum offering.

To support student transitions from the College, and in support of aim 3.5 of the SAEC, **in AY2024-25 the College is developing a new careers strategy aimed at outlining our commitment to high quality careers guidance.**

Support for employability, skills development and lifelong learning

In pursuit of developing student skills 'beyond the curriculum', and aligned to Aim 1.1 of SAES, AY2023-24 saw the development of a bespoke set of graduate attributes called 'City Attributes'. In developing the attributes, the project team consulted students, internal stakeholders, employers, sector agencies and universities to identify appropriate desirable metaskills that students could gain in addition to qualifications and technical skills. City Attributes have been credit rated and will be introduced across all curriculum areas. **We will embed City Attributes within academic guidance to strengthen its impact and status. In AY2024-25, funding has been obtained to support further roll-out of this work across SCQF levels 3-8, ongoing evaluation, and refinement.**

As part of ongoing work to address regional skills gaps, the College delivered 750 bespoke courses to over 3900 trainees under residual Flexible Workforce Development Fund (FWDF) extended into 2023/24. Alongside our commercial delivery – which included 179 Courses to 1220 delegates, ranging from workshops to the delivery of accredited courses, including CMI, NEBOSH and IOSH – the College continues to play a key role in skills development within the region.

The College also works with employers across 24 Modern Apprenticeship Frameworks and 9 different occupational groups, this year the College supported 444 new Modern Apprenticeships, with a further 603 continuing in their apprenticeship training. Of those completing in this year, 69% achieved their apprenticeship.

The College also continues to support community-based learning and collaborates with over 16 stakeholders across the city. One key example is ESOL where each year, a team of 9 staff, support around 2500 learners across a suite of community and college courses, working with the largest ESOL population in Scotland.

The College's senior schools programme offers 65 courses, with 814 senior-phase pupils from across the West of Scotland studying vocational qualifications up to SCQF level 7. Most of these courses are pathway programmes for students leading to access to further college study. We work in partnership with the other colleges in the region, local authorities and schools to continually review provision, particularly regarding Foundation Apprenticeships where issues around timetabling and transport impact numbers and delivery.

Achieving positive outcomes for every learner

As mentioned above, significant work was undertaken to minimise the impact of industrial action on student success and progression, with outcomes improving from the previous year across all modes of study. As noted above, industrial action significantly reduced the number of teaching days

available and, while student success has increased, retention was more problematic due to the number of classes cancelled in certain curriculum areas.

During the academic year, the College implemented a series of measures to mitigate the impact of industrial action as far as possible. These measures included re-purposing timetables, class cover, increasing class sizes on-campus and online, extraordinary arrangements for assessment, and a no-detriment policy for internal progression. In addition, we actively engaged our university partners to manage transitions; UWS and GCU supported students by accepting all applications prior to results.

While rates of student success improved in AY2023-24, the College acknowledges that published success rates for the previous academic year were below the sector average across both FE and HE provision. While this is mostly attributed to the effect of industrial action, **in 2024-25 the College is undertaking a series of deliberate and strategic actions including the development of a Student Success Framework; to guide how we measure, support, and develop student success allowing students to achieve their academic and personal objectives.** The Framework will incorporate key principles of the TQEF and sparqs Student Learner Experience model and underpin our strategic approach to quality enhancement and drive an enhancement culture embedded across the College. Other actions include **greater purposing of our annual portfolio review to remove persistently underperforming courses; full implementation of a Curriculum Enhancement Process to address underperformance of courses and;** review of the impact of student support services on retention and attainment on student groups with characteristics that put them at increased risk of withdrawal or non-completion of awards (for example, those students in receipt of discretionary funding, care-experienced students, or those with learning support plans).

Responsiveness to concerns

Complaints are managed in accordance with the Scottish Public Services Ombudsman (SPSO). As required by the SPSO, the College continues to publish information on complaints:

<https://www.cityofglasgowcollege.ac.uk/about-us/feedback-complaints-and-appeals>.

Positively, this year, the number of handled complaints has declined. From August 2023 to July 2024, the College investigated 68 complaints, which is 16 fewer from the same period in 2022-2023.

Industrial Action continued to have a significant impact on the types of complaints received in terms of course fee refunds, online learning, cancelled classes, and perceived lack of support. Of the 68 complaints investigated, 9 (13%) were upheld or partially upheld.

Given the nature of the academic year, the College also received a further 169 complaints in relation to industrial action. All of these were responded to and supported by targeted information from curriculum teams, tailored according to the impact to specific courses.

3 Enhancement and quality culture

Institution-wide culture of assurance, improvement and enhancement

To coordinate assurance, improvement, and enhancement activity the College operates a performance and quality cycle. The quality cycle culminates in a portfolio review held in November, informed by the self-evaluation undertaken at curriculum and Faculty level. **This year we have re-purposed Faculty quality reporting to respond to each of the principles of the TQEF and from this, an annual College Quality report is prepared, which in turn updates the College SEAP.**

As part of our commitment to continuous improvement, this year we have:

- Completed an Internal Audit of our quality systems and processes

- Restored centralised reporting of Internal Verification
- Trialled assessment boards to improve resulting and reporting to students
- Established a Curriculum Enhancement Process to support teams to tackle recurring course under performance
- Restored centralised reporting of Stop-Check-Support meetings to increase engagement of Class Reps in curriculum enhancement
- Established a College team of External Verifiers to strength quality assurance practices in the College
- Reviewed complaint training for staff
- Expanded the scale and volume of internal audits
- Development of a Student Success Framework; to guide how we measure, support and develop student success allowing students to achieve their academic and personal objectives.

In AY2024-25, **we will review the number of reports required and prepared by Faculties to ensure the process is not overburdensome and is as streamlined as possible whilst complying with need to assure quality and standards.** In addition, the development of the SSF will identify where the wider quality work of the College (for example, internal and external verification; Stop-Check-Support; and Curriculum Enhancement Planning) fit into the SSF. This is to ensure that the Framework is at the centre of our strategic approach to quality assurance and enhancement and will ensure curricular teams take ownership of and reflect on programme success and development.

As part of our continued development of quality assurance across the College, **in AY2024-25 we will establish Quality Lead role at Associate Dean level within each Faculty to support the continued maintenance of high-quality standards.** In addition, **we will establish an internal verifier (IV) Community of Practice** focussed on the allocation and standardisation of assessment verification, maximising the contribution of SQA IVs from across the College.

[Institution-led review/activity and action planning](#)

In operating its annual quality cycle, Faculties continued to review their progress at course, curriculum, and college level. At course level, this involved Curriculum Heads reviewing survey data with Class reps twice a year, managing and responding to student feedback as part of the Stop-Check-Support process. The cycle of activity is monitored and maintained through our Quality Assurance & Enhancement Committee.

The academic quality cycle takes place within the wider College strategic planning process. This coalesces actions for Faculties within operational plans, which are aligned to College-wide strategic guidance arising from the College Board's annual review of performance.

[External institutional peer review](#)

The College was reviewed by Education Scotland (ES) in 2024 who reported 'confidence' that the College has made satisfactory progress and has the capacity to continue to improve. Looking at published data for AY2022-23, it was noted that the College had made good progress in all areas identified since the previous Annual Engagement Visit.

ES also conducted a review and provided a statement of assurance of our overseas provision, enabling the College to retain its UKVI status to provide Visas for students to enter and study in the UK. ES also reviewed the College Safeguarding process and no areas for future improvement were identified.

Sector enhancement activity

In advance of the implementation of TQEF the College has already engaged in sectoral enhancement initiatives. In 2023-24 the College, working with university and student partners and as part of the QAA Enhancement Themes (ET), led a collaborative cluster investigating staff and student experiences of transitions from college to university. We were the first college to lead an ET project – the outputs included two conference presentations, ET website resources and two academic papers. In AY2024-25, the College is keen to participate in the STEP process.

4 Student engagement and partnership

Engaging students as partners in their learning experience

The SA oversee the college's class representation system, working in partnership with Faculty staff to elect Reps and ensuring they can engage fully with feedback systems by providing support and training. In AY2023-24, 76% of our courses had class representatives, with 75% of these individuals completing their full induction to the role. **Work continues to improve class representation in areas with low engagement in the new academic year** including offering Class Rep Rewards schemes as well as targeted communications to low engagement areas.

In addition to working locally with course staff, Class Reps are encouraged to attend themed meetings to contribute ideas to wider College change. These meetings are hosted in collaboration with relevant staff leads responsible for responding to our Rep feedback. Last year these themes included College Induction, Virtual Learning Environment and Curriculum Design with feedback contributing directly to promotion of the Canvas App, the creation of new Student Mental Health Agreement themes and the development of Faculty Academic Advisor guides ensuring guidance is consistent across all areas.

As per the SAES aim 3.6, the College's Student Partnership Agreement was redeveloped at the end of the last academic year. The City Partnership Forum (CPF), the committee enacting the agreement, is made up of the elected SA presidential team, members of the College's Student Engagement team, the VPSE, the Director of Excellence, the Associate Director of Governance, and the Director of Student Experience. The CPF has also been instrumental in endorsing the work of the SA by supporting formal business cases and advocating for SA actions in completing their AGM approved motions (for example, the development of a Student Pantry and the LGBT Charter Gold Award mentioned above).

The SA aims to better promote the Forum to the College community in AY2024-25 to enhance collaboration further by widening the attendance of staff and students within the space.

Students at core of review and enhancement activity

Students are at the core of review and the SA are represented in the formal decision-making and oversight bodies in the College, and in AY2023-24 attended all meetings of the Board of Management; the Learning, Teaching and Student Experience Committee; the Finance and Physical Resources Committee; and the People and Culture Committee. Additionally, the SA attends all meetings of the Academic Board, Student Academic Experience Committee, and Quality Assurance and Enhancement Committee. Within all these spaces student representatives are full members and were invited to bring their own committee papers, with the SA having standing items in several of the agendas.

Faculty Representatives also attend Faculty Board Meetings to feedback on student experience as well as comment on Faculty matters. On review, the recruitment of volunteers to Faculty Rep roles

has been challenging for the last number of years, with those who are elected often unable to attend Board meetings due to other commitments. **In academic year 2024-25 this faculty liaison role will be undertaken by students through paid Faculty Ambassador posts, with the intention being to improve recruitment and engagement.**

Student voice – every place, every level

The College undertakes several student surveys across the academic year. There are two College-wide surveys; the first, held in November; the My Student Experience Survey, provides a snapshot of recruitment, induction and the early student experience; the second, is the SFC Student Satisfaction and Engagement Survey held in April.

Students accessing individual support are also invited to provide feedback on the service they have accessed through surveys and focus groups. Established support surveys include Withdrawal Surveys, Counselling Service Satisfaction Survey, Discretionary Fund Feedback Survey, Learning Support Survey and Workshop Evaluations. Results from these are used to improve services such as changes to booking systems for students and expansion of self-service resources. **In AY2024-25, support survey timelines will be reviewed so that any agreed actions can be carried out earlier in the year.**

In addition, we survey the experiences of our commercial partners and their employees; apprentices; those involved in our Senior Phase programmes; and at key intervals our Widening Access team also survey participants in our adult learning and community programmes.

Effective support for student representation,

In 23/24 the SA ran successful elections for their presidential team, with 15 Candidates across 4 positions, 1808 students voted with 6521 votes cast. To ensure candidates are well supported and the nomination process is accessible to all students a candidates' support week is facilitated building the campaign skills and confidence of all candidates in the lead up to voting. Accessibility has remained a priority when encouraging students to vote with a range of voting methods made available including in-class workshops for priority groups.

Student Parliament serves as the governing body of the SA, making crucial decision on its operations and focus areas between each year's Annual General Meeting. Throughout a challenging year for students due to the impacts of local and national disputes, the Student Parliament has actively sought answers and addressed concerns on behalf of its members. This has also included meeting with College leaders and Union representatives to share the ongoing impact on students and their learning concerns. Additionally, Student Parliament were consulted on the new five-year strategic plan for the Student Mental Health Agreement and developed a range of student position statements.

All student representatives at the college are offered robust induction and training relevant to their role as well as given a staff point of contact to support them. This support is overseen by the SA and supported by various College departments and staff, including Organisation Development and the Associate Director of Governance and Risk. Our voluntary members are also invited to engage with the SA Volunteer Hub to access further personal development opportunities and volunteer awards.


Responsiveness to student feedback

Feedback from the internal and national surveys discussed above is used within two structured reviews held with Class Representatives, with one in each semester, ensuring feedback is acted upon in year. Recommendations from students also feature in a 'You Said, We Did' campaign, helping to

promote the survey and ensure themed/key recommendations are adopted by Faculties and College services. Last year, for example, students said they wanted sessions to support their academic and personal skills development, so a series of *Five Steps to Success* workshops were created. In AY2024-25 this has developed into the Skills Development Service noted above.

In AY2023-24 we achieved the highest ever response to our satisfaction survey with the number of respondents being higher than for every other college recorded. As mentioned above, despite sustained industrial disputes, in AY2023-24 the College achieved satisfaction levels at 84% overall, broadly in line with the previous year. While for most student groups satisfaction increased or remained level, we note that satisfaction levels fell among higher education students on part-time courses and this will be considered as part of our regular portfolio review process.

5. Self-evaluation action plan

	City of Glasgow College Self-Evaluation Action Plan 2024			
TQEF Principle and Area for development	Action(s) and planned impact/ outcomes	Milestone (s/ target date(s), continuing/ carried forward (c/f)	Completion Date	Responsible/ Lead
Excellence in learning, teaching, and assessment				
	1. We will embed and roll-out City Attributes across all courses.	<ul style="list-style-type: none"> Completion of evaluation phase (Jan 25) Commencement of roll-out (Spring 25) 	Sept 25	Deans
	2. We will implement a new approach to the management of exams within the College, supported by an enhanced assessment procedure.	<ul style="list-style-type: none"> Approval/Piloting and testing new responsibilities (Spring 25) Roll out phase 1 piloting and testing of new arrangements 	Sept 25	Performance Deans
	3. We will support innovative learning and teaching through the introduction of an L&T fund, support for peer review, secondment opportunities and support for professional enquiry.	<ul style="list-style-type: none"> Fund introduced (Sept 24) Project Proposals (Spring 25)/ Funded proposals (June 25) Project delivery (25/26)/ Continuous review and development 	June 25	Student Experience Deans Student Experience
	4. We will develop workshops and online resources to improve the design of online learning materials.	<ul style="list-style-type: none"> Faculties to work with LTA in identifying improved course design and enhancements (Jun 25) Each course curriculum to mirror an agreed standard/approach at all levels (Sept 26) 	Sept 26	Learning & Teaching Academy (LTA) Deans

	5. We will deepen our commitment to TQFE through the secondment of a member of College staff to a part-time Teaching Fellow post at Strathclyde to work on programme development and delivery.	<ul style="list-style-type: none"> • Secondee identified and in place (Nov 24) • In-year review • Programme enhancements identified 	June 25	LTA
	6. We will streamline the workshop offering for lecturing staff and will align it more directly to the Professional Standards for Lecturers in Scotland's Colleges, developing a toolbox of CPD activity to enable and evidence professional development.	<ul style="list-style-type: none"> • Review existing programme with participants. • Enhance/Re-launch/Review 	June 25	LTA Deans
	7. We will investigate the introduction of an informal and voluntary peer-review option where teaching staff can identify 'buddies' from across the College to take part in teaching observations.	<ul style="list-style-type: none"> • Scope and promote concept (Spring 25) • Design programme/expectations/methods/ recording impact (Jun 25) • Identify willing participants/trial/review (AY25/26) • Establish procedure and guidance/support wider roll-out (AY25/26) 	June 26	LTA Deans
	8. We will undertake a pilot project to inform the progressive development of our learning spaces	<ul style="list-style-type: none"> • Procurement and pilot project (Spring 25) • Project evaluation • Specification and project plan for rolling refresh programme (Summer 25) 	Sept 29	Student Experience IT Estates Deans ELT
	9. We will strengthen student academic and digital preparedness in support of more successful learner completion and progression.	<ul style="list-style-type: none"> • Roll out Skills Development Service • Evaluate participation and success of service 	June 25	LTA Deans

	10. We will pilot, alongside our other quality indicators, a new Student Success Framework	<ul style="list-style-type: none"> Develop draft framework (Nov 24) Pilot with curriculum teams and students (March 24) Revise and finalise framework based on evaluation of pilot (May 24) 	June 25	Student Experience Performance Deans
Supporting Student Success				
	<p>11. We will cohere a deeper review with Faculties and, utilising the Student Success Framework, develop a strategic approach to student success and attainment, addressing the Education Scotland findings that:</p> <ul style="list-style-type: none"> Overall success rates for almost all key groups of learners (learners who are care-experienced, from an ethnic minority background, identify as male on FE and higher education programmes, and identify as female on FE programmes) have decreased. Some programmes, predominantly at FE level, do not always meet the diverse needs of all learners and have high rates of learner withdrawal and low rates of success. 	<ul style="list-style-type: none"> Establish short life group/Review/actions cohered as part of Student Success Framework (sept 25) Undertake in-depth Curriculum area reviews focussed on improvement of KPI's within the areas of Engineering & Surveying and Sport: (Sept 26) Develop the inclusivity of the curriculum underpinned by Universal Design for Learning principles and framework to support student attainment. Pilot UDL across 3 curriculum areas in one Faculty (April 25) review / development into 25/26 across one Faculty (sept 25) / roll out (25/26) Each Faculty to undertake a review of assessment integration over session 24/25 	Sept 26	Student Experience Deans AD Performance
	12. We will embed City Attributes within academic guidance to strengthen its impact and status, raising awareness	<ul style="list-style-type: none"> Faculty day CPD sessions held in each Faculty (Jan 25) 	Sept 2025	Dean FBM

	among staff, and improving standards through new CPD opportunities and signposting to students.	<ul style="list-style-type: none"> Develop toolbox Guidance tutors (Sept 25) 		
	13. We will work with Faculties and central teams to further promote and facilitate Associate Student programmes with universities.	<ul style="list-style-type: none"> Scope/maintain/expanded promotional activity (April 25) Update internal report (June 25) 	June 25	Performance Deans
	14. We will further purpose our annual portfolio review to remove persistently underperforming courses and fully implement our Curriculum Enhancement Process.	<ul style="list-style-type: none"> Expand the reach and membership of Curriculum Enhancement Process (Dec 25) Expand from 2 to 4 events per year (Aug 25) Report findings and recommendations / Establish standards (Sept 25) Portfolio review (Nov 25) 	Nov 25	Dean FBM Performance
	15. We will develop a new careers strategy outlining our commitment to high quality careers guidance.	<ul style="list-style-type: none"> Careers Strategy approved by SMT (May 24) 	May 24	Student Experience Deans
Enhancement & Quality Culture				
	16. We will fully align Faculty quality reporting to respond to each of the principles of the TQEF preparing from this an annual College Quality report which in turn updates the College SEAP.	<ul style="list-style-type: none"> Embed TQEF in quality reports (Nov 24) Review progress within Portfolio Review (Dec 24) Establish SEAP built from Faculty actions (Nov 24) Quality review within QAEC (Feb 25) 	May 25	Performance Deans
	17. We will review the number of reports required and prepared by Faculties to ensure process is not overburdensome and as streamlined as possible whilst complying with need to assure quality and standards.	<ul style="list-style-type: none"> Review of TQEF process and alignment of reporting (May 25) 	May 25	Performance Deans

	18. We will establish a Quality Lead role at Associate Dean level within each Faculty to support the continued maintenance of high-quality standards.	<ul style="list-style-type: none"> Identify members, establish TOR and indicative programme of work 	December 2024	Performance Deans ADs
	19. We will establish an IV Community of Practice focussed on the allocation and standardisation of assessment verification, maximising the contribution of SQA Internal verifiers from across the College.	<ul style="list-style-type: none"> Identify CHs to support this process/Organise/ Sample/Roll-out 	Sept 25	Performance Deans CHs
	20. We will improve student satisfaction across key elements of learning and teaching when compared with similar sized Colleges.	<ul style="list-style-type: none"> Review annual sector trend (Nov 24) Prioritise and develop action plan and recommendations for LTA (Feb 25) Adopt into annual action plan (Sept 25 for implementation over AY25/26) 	Sept 25	LTA Deans
	21. We will continue to ensure effective oversight and quality assurance of our programme of validated Degree's	<ul style="list-style-type: none"> Scope/maintain/report 	Sept 25	Performance Deans
	22. We will establish Curriculum Assessment Boards to ensure a system wide approach to student assessment and resulting.	<ul style="list-style-type: none"> Complete pilot/review/introduce AY25/26 	Sept 25	Performance Deans
	23. We will update the course approvals procedure and review course transfers between Faculties, to continue to safeguard academic standards and the consistency of the learning experience, improving the effectiveness of internal processes.	<ul style="list-style-type: none"> Develop new materials / agree common practice / embed 	Sept 25	Performance

Student Engagement & Partnership				
	24. We will improve class representation in areas with low engagement in the new academic year	<ul style="list-style-type: none"> Election and training of class reps (Mar 25) 	March 25	SA Student Experience Deans
	25. The Student Association will further promote the City Partnership Forum to further enhance collaboration by widening the attendance of staff and students.	<ul style="list-style-type: none"> Attendance at CPF meetings (Feb and May 25) 	May 25	SA CPF members Deans
	26. We will improve student representation at faculty and course level through a Faculty Ambassador role and by increasing engagement with and training of Class reps.	<ul style="list-style-type: none"> Recruitment and training of Faculty Ambassadors (Oct 24) Participation in Faculty meetings (ongoing) 	Dec 24	SA Deans Student Experience
	27. We will review survey timelines so that actions can be carried out earlier in the year improving the student journey	<ul style="list-style-type: none"> Map the different surveys across the College (May 25) Review their turnaround time and time to impact (June 25) Recommendations to Committee (Sept 25) 	Sept 26	Performance Student Experience Deans
	28. We will, together with the SA, put in place processes to ensure we meet the TQEF's expected levels of student engagement and partnership. This work will be informed by sparqs' Scotland's Ambition for Student Partnership and their Student Learning Experience model.	<ul style="list-style-type: none"> Engagement with sparqs and sector colleagues (March 25) Identify model of engagement and resources required (April 25) Approval and implementation of new model (May 25) 	June 25	Performance SA Student Experience Deans
Data & Evidence				

	29. We will further develop strategic Power BI dashboards to support a consistent understanding of the performance of the College.	<ul style="list-style-type: none"> • Data collation and reporting to support annual performance reporting • Establishment of Faculty scorecards 	Sept 25	MIS Performance Deans
	30. We will develop bespoke Power BI reports to support more in-depth analysis of our effectiveness in meeting student support needs at course level.	<ul style="list-style-type: none"> • Establishment of analytical tool for understanding the efficacy of support for target groups • Supports action 12 set out above. 	Sept 25	MIS Student Experience Performance Deans
Externality				
	31. We will continue to comply with awarding bodies, including meeting the quality standards of the Customer Service Excellence, BSI ISO9001, Investors in Innovation and the European Foundation for Quality Management.	<ul style="list-style-type: none"> • Annual audit and review dates throughout each academic year 	Sept 25	Performance Deans Innovation
	32. We will support full participation in the Scottish Tertiary Enhancement Project, ensuring effective staff and student representation and development of collaborative projects.	<ul style="list-style-type: none"> • Identification of College representatives on STEP (Nov 24) • Project development proposals (May 25) • Partner engagement/proposal refinement and development (Summer 25) • Tender (Sept 25) 	Sept 25	Student Experience Deans

6. Approval

Statement of Assurance

As the Accountable Officer for City of Glasgow College, I confirm that I have considered the institution's arrangements for the management of academic standards and the quality of the learning experience for AY2023-24, including the scope and impact of these. I further confirm that I am satisfied that the institution has effective arrangements to maintain standards and to assure and enhance the quality of its provision. I can therefore provide assurance to the Scottish Funding Council (SFC) that the academic standards and the quality of the learning provision at this institution continue to meet the requirements set by the SFC.

Accountable Officer (Name): Paul Little, Principal & CEO

Signature:

A handwritten signature in black ink, appearing to read 'Paul Little', with a large, stylized flourish at the end.

Date: 29 November 2024