

Learning, Teaching & Student Experience Committee

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| Date of Meeting | 27 May 2025 |
| Paper No. | LTSEC4-F |
| Agenda Item | 3.6 |
| Subject of Paper | Student Success Framework |
| FOISA Status | Disclosable |
| Primary Contact | Dr Derek Robertson Director of Student Experience |
| Date of production | 15 May 2025 |
| Action | For Decision |

1. Recommendations

- 1.1. The committee is invited to approve the final Student Success Framework.

2. Consultation

- 2.1. The draft Student Success Framework (SSF) was created in consultation with the Senior Management Team, the Student Experience Group, the Director of Excellence and the Student Engagement Manager. The final SSF was developed following a pilot of the draft with 4 curriculum teams in Semester 2 of academic year 2024-25.

3. Key Insights

- 3.1. Aim 3.2 of the Student Academic Experience Strategy calls for the development of a Student Retention Framework to support students transitions into, through and out of the College. The framework presented here fulfils this aim but has been renamed

as a Student Success Framework to emphasise its broad scope and focus on successful outcomes.

- 3.2. The final Student Success Framework is contained in Appendix 1 below.
- 3.3. The themes identified in the SSF were developed to align closely with the principles of the Tertiary Quality Enhancement Framework (TQEF) and those of the sparqs Student Learning Experience Model (SLE). The latter is a key reference for the Review process that occurs under TQEF and so the SSF helps us align practice with sector expectations.
- 3.4. The draft SSF that was presented to the Board on 12 November 2024 was piloted with four curriculum teams in Semester 2 of this academic year. This work was facilitated by the Learning and Teaching Academy.
- 3.5. Results from this pilot provided an overview of practice-based perspectives on developing our curricula, assessments and wider student-facing support. A full analysis of the contributions gathered is being conducted by the LTA. The dimensions of the SSF worked well to encourage colleagues to share and celebrate disciplinary distinctiveness, to comparatively evaluate localised priorities and relationally consider enhancements. The LTA notes an appreciation from colleagues in having an opportunity to evaluate their practice and processes (within and across curricula) as well as to surface awareness of the impact of multiple institutional influences. The feedback recommends sufficient time is factored into deployment of the SSF for evaluative purposes to allow those engaging with it to do so on a critical level that positively challenges curriculum areas to explore and elevate good practice.
- 3.6. Based on the outcome of the pilot, no changes have been made from the draft to the final Student Success Framework.
- 3.7. It is proposed that the SSF form part of the activities undertaken as part of the Institution-led Quality Review (ILQR) process. ILQR is part of the TQEF and the intention is that the SSF be used in the formal process undertaken by Associate Deans and their curriculum teams to help them to reflect on how their practice supports student success.
- 3.8. The Learning and Teaching Academy will work with the internal communications team to develop resources and workshops to support the roll out of the SSF.

4. Impact and Implications

4.1. Implications for the quality of academic provision and/or the student experience

The SSF is intended to support student success, and to help us to consider how to improve outcomes and increase retention. It is also a central tool in our strategic approach to quality assurance and enhancement, particularly in support of TQEF. It will combine with our existing quality processes to support reflective evaluation of college practice and to identify areas for enhancement. It will form part of the formal process of ILQR being rolled out in academic year 2025-26.

Appendix 1: The Student Success Framework

What is the Student Success Framework?

The purpose of City of Glasgow College is to 'Let Learning Flourish'.

To do this we must ensure that our practices and processes are aligned to support student success. The Student Success Framework is a tool to help us think about how what we do contributes to positive experiences for our students, helping them to stay at College and achieve successful outcomes.

The framework has four themes, which are aligned with the principles of the Tertiary Quality Enhancement Framework (TQEF) and is underpinned by a series of reflective questions that put student success at the heart of our practice.

The framework can be used at multiple levels. For example, it forms part of the Institution-led Quality Review (ILQR) process, where curriculum areas and support services review their activity as part of the TQEF, but it might also be used by course teams thinking about changes to course design or by support services areas considering the effectiveness of part of their provision. It can also be used to support College-wide projects aimed at investigating and improving the student experience.

What is student success?

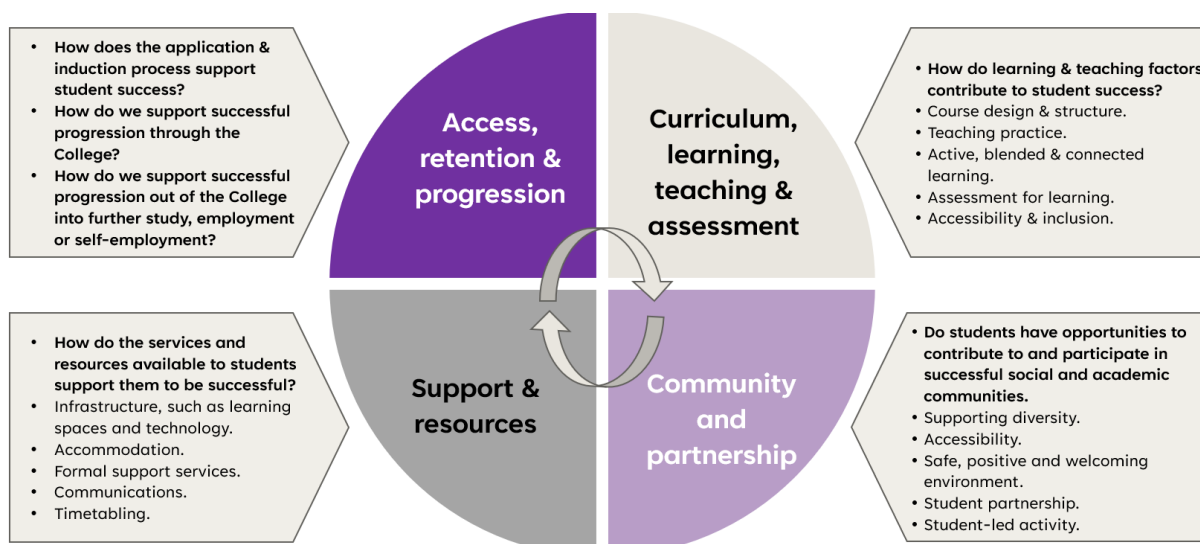
The Student Success Framework uses an adaptation of a broad definition of student success put forward by AdvanceHE:

"Student success can encompass students' academic achievement; their progression through [education] or into employment, self-employment or further study; their deepening engagement with their programme and/or discipline area; the acquisition and development of skills, and their wider co-curricular achievements. It is the combination of these that helps students realise the potential of [education] to transform their lives. [...] student success is highly personalised and individual. What represents success for one student may not be for another. Individuals will have different motivations for, and expectations of, studying [...] and thus will want (as well as take) different things from the experience" (AdvanceHE, 2019, Enhancing Student Success in HE)

This definition allows us to move beyond metrics and to consider success more broadly, recognising individual achievements that might not otherwise be measured, captured or valued. The Framework also allows us to consider not only the success of students as individuals, but also how we support success across particular groups who may be marginalised or have challenges in accessing education (such as through disability, poverty, ethnicity, care experience, etc.).

The Framework

The four themes



Theme 1 - Access, retention and progression

This theme considers how students:

- Successfully access the College, including how they come to know about the College, how they are supported through and experience the application process and their experience of pre-induction support.
- Successfully transition into and are retained at the College, including the initial induction process, how they are supported in the early weeks and how they that are supported as they develop though the course
- Successfully progress through and out of the College, including transition to new College courses and pathways to university and employment, including formal links with universities and employers
- *Framework alignment:*

| TQEF | Sparqs SLE Building block |
|-----------------------------------|------------------------------------|
| <i>Supporting Student Success</i> | <i>Progression and Achievement</i> |

Theme 2 - Curriculum, learning, teaching and assessment

This theme considers the academic factors that contribute to student success including:

- How does the design and structure of the course promote student retention and success?
- Is the course design inclusive and accessible to all students?

- How do classroom activities support students' participation?
- How is assessment and feedback used to support learning?
- *Framework alignment:*

| TQEF | Sparqs SLE Building block |
|--|--|
| <i>Excellence in Learning, Teaching and Assessment</i> | <i>Curriculum; Learning and Teaching Delivery; Assessment and Feedback</i> |

Theme 3 – Community and partnership

This theme considers how students have opportunities to contribute to and participate in successful social and academic communities, including.

- How do we support a diverse community that is accessible, safe, positive and welcoming?
- How we support effective student partnership and dialogue through formal and informal representation?
- How do we support student-led activity?
- How do we foster a sense of belonging among our diverse student body?
- How do we support our students to develop outside of the formal curriculum?
- *Framework alignment:*

| TQEF | Sparqs SLE Building block |
|---|---|
| <i>Student Engagement and Partnership</i> | <i>Community and Belonging; Student Partnership</i> |

Theme 4 - Support and resources

This consider how the services and resources available to students support them to be successful, including:

- How does the College infrastructure, such as learning spaces, social spaces and technology contribute to a successful student experience?
- How do formal student support services contribute to retention and academic success?
- How does timetabling support student success?
- How does the Library Service and information provision support the student experience and academic success?
- How does faculty-based academic support improve retention and success?

- How do we support students to be successful while meeting challenges around accommodation, travel, work and finance, etc.?
- *Framework alignment:*

| TQEF | Sparqs SLE Building block |
|---|---|
| <i>Excellence in Learning, Teaching and Assessment;</i> | <i>Resources, Environment and Technology;</i> |
| <i>Supporting Student Success</i> | <i>Support and Guidance;</i> |
| | <i>Organisation and Management</i> |

The reflective model

The framework uses the reflective questions developed for the sparqs [Student Learning Experience Model](#).

Below is a selection of questions related to each theme, but additional questions, taken either from the SLE model or drawn up by the user, can be used to augment those suggested here.

Theme 1 - Access, retention and progression

- To what extent are admissions processes informative, responsive, easily accessible, and fair? Can students follow the progress of their application?
- Are all students provided with a comprehensive and supportive induction to the institution and the course, including students joining the institution at a later stage in the course?
- How are students supported in the transition between different levels of study, such as from school to college/university, HNC to HND, further education to higher education, pre-honours to honours, and undergraduate to postgraduate study?
- Does the institution have in place processes and procedures to inform students of their individual progress and to identify and support students who require additional support?
- Does the institution monitor progression and attainment rates by course and demographic area and put in place strategies to support student success?

Theme 2 - Curriculum, learning, teaching and assessment

- Do students understand why they are learning content and does the curriculum clearly link to the assessment of the module?
- Is the course as a whole structured cohesively and logically, with clear links between modules and stages of learning?

- In which ways can students develop attributes as part of their course of study which are relevant to their wider life outside of the education sphere?
- Is course content reviewed regularly to ensure it remains up to date and accurate?
- To what extent is consideration given to the mode of study of the module (e.g. in-person, online, hybrid), including what level of flexibility can be given to the student to engage?
- In what ways are approaches to learning and teaching accessible and inclusive? Are teaching methods suited to the diverse learning strategies of students and adapted to a wide range of learning profiles and preferences?
- Are students supported to undertake self-directed learning and what opportunities are there to learn independently outside the classroom?
- Is the format and timescale of assessments clearly communicated at the beginning of the module?
- Are a range of assessment methods offered across the course which accommodate the diverse needs of the student body?
- Do assessments allow accommodations for those with additional needs for learning?
- To what extent do assessments map to the learning outcomes of the course and capture the knowledge and skills covered in the curriculum?

Theme 3 – Community and partnership

- In what ways do all students have the opportunity to participate in social and academic communities, and to feel included and that they belong?
- What opportunities do students and staff have to collaborate as part of a learning community within their course and subject area?
- What social opportunities are there for students to get to know other students outside of class, including students on other courses?
- To what extent are community spaces accessible to all students, with principles of universal design employed when planning events or projects?
- In what ways do students work in partnership with staff to make changes to the student experience?
- How do students and staff engage in genuine dialogue to explore challenges and develop solutions together and do students and staff value the expertise each brings to the discussion?
- How do staff work with students to design, deliver, and analyse a variety of methods for understanding the student learning experience?
- Are there multiple opportunities for students to share their views and ideas throughout the course?
- How can students identify actions that have been taken as a result of their feedback?
- How can they be confident that their views are taken seriously and result in change at a local and strategic level?

Theme 4 - Support and resources

- Are course and exam timetables set and communicated to students in a timely manner, with any changes clearly communicated to students with advance notice?
- When planning teaching and learning, how does the institution take into account logistical considerations such as transport options, time to travel between classes, and students' needs and circumstances?
- How are students made aware of the variety of support services available to them and how do they know how and when they can access them?
- Is academic, pastoral, and financial support signposted to students during induction and consistently throughout the course of study?
- Do all students, at all levels of study, have a key contact within the institution who they can go to for initial support and to ask for advice?
- Do staff have dedicated time set aside in their schedule to provide academic and/or pastoral support to students?
- Are all staff trained to accurately and sensitively signpost students to the right support?
- Are students who require additional support for learning and student life provided with a range of support based on individual needs?
- Is support for students with additional needs monitored regularly and re-evaluated to adapt to any changing needs of the student?