

Learning, Teaching & Student Experience Committee

Date of Meeting	27 May 2025
Paper No.	LTSEC4-J
Agenda Item	4.5
Subject of Paper	Learning, Teaching and Student Experience Update
FOISA Status	Disclosable
Primary Contact	Siobhan Wilson Interim Vice Principal Student Experience Derek Robertson Director of Student Experience
Date of production	19 May 2025
Action	For Discussion

1. Recommendations

1.1. To discuss the quarterly update to the Committee and note progress to date.

2. Consultation

- 2.1.** The contents and substance of the paper have been developed, discussed and reviewed with the Student Experience Group of Deans of Faculty, Director of Student Experience and Director of Excellence.

3. Key Insights

- 3.1.** The Board has the responsibility of setting the strategic direction of the College. The College's [Strategic Plan 2021-30](#) outlines our commitment to Let Learning Flourish through the inspiration, excellence and innovation of our leading teaching methods and world-class facilities. Our first and second strategic priorities, shown below, are focused on students:

- 1:** To be an inspirational place of learning.
- 2:** To enable individuals to excel and realise their full potential.

- 3.2.** The [Student Academic Experience Strategy \(SAES\) 2021-30](#), informed by students, was developed to support the delivery of the College's Strategic Plan. It outlines our vision to provide an outstanding student learning experience and to be a sector leader with an international reputation for academic and professional excellence.

- 3.3.** The SAES has three themed aims - the City Student, City Learning and Teaching, and City Student Journey – and outlines a series of objectives to achieve these aims. Progress in delivering on SAES is reported annually to the Committee and quarterly updates on activities are provided to keep members informed of key aspects of work and any challenges and risks.

4. Impact and Implications

- 4.1.** The activities and information presented in this paper have a direct impact on the student experience, the continued assurance and enhancement of the quality of the College's provision and the delivery of the SAES.

Appendix 1: LTSEC Update

Learning, Teaching and Student Experience Update: May 2025

Student Success

As we near the end of semester two we can report on the resulting and subsequent success rates from semester one

Faculty	Resulted Feb 2025	Resulted May 2025
Creative Industries	73%	99%
Education & Humanities	73%	96%
Hospitality & Leisure	90%	98.2%
Nautical & STEM	83%	96.4%

Currently all resulting translates to 75% Pass, 20% Fail, 5% no result. Faculties are currently reviewing the number of students with failed units that are still at the College. They are undertaking a process of scheduling catch up sessions to maximise opportunity for these students to resit assessments and have successful outcomes.

The withdrawal rates are as follows;

FEFT – 22.5%

FEPT – 9.2%

HEFT –15.4%

HEPT - 5.3%

Student Recruitment 2025-26

Student recruitment is currently on target for AY 25/26. The College is currently projecting 106% of our credit target, which is a 4% increase on offers, acceptances and enrolments compared to last year. However, we are conscious that approximately 50% of current offers are conditional offers and these tend to have a conversion rate of just over 50%. Therefore, faculty teams are still working to ensure that courses with spaces are still recruiting to enhanced max to ensure projections are achieved. This activity is being supported by the Branding and Communications team.

Student Transition and Induction 2025-26

Plans are in place for AY 25/26. The full Welcome Week (14th – 21st August) schedule has been published and shared with all curriculum areas. The Student Transitions and

Induction Team are having regular planning meetings to ensure continuous improvement using a lessons learned approach from previous years.

The main area requiring improvement is the volume of requests for IT support (most of these are login in and password issues). We are addressing this by having a dedicated area on the 2nd floor with IT support staff on rota to support first hand. This will prevent new students from having to go to fourth floor helpdesk.

This year we are also having volunteer student ambassadors (current students) who will support with general enquiries, directions etc. Peer ambassadors will provide incoming students with relatable guidance, supporting both their academic and social integration, whilst helping them navigate the physical campus. We are confident that this support fosters a sense of belonging and will help alleviate any anxieties that may come with joining the College. For the student ambassadors, this provides an opportunity to develop leadership and communication skills. We are also hopeful that involving student peers will help develop stronger affiliations early in the academic year supporting retention.

Tertiary Quality and Enhancement Framework

The College continues to engage with all aspects of the new Tertiary Quality Enhancement Framework (TQEF), with activity this semester being focussed on three aspects: Scotland's Tertiary Enhancement Programme (STEP), processes to support Institution-led Quality Review (ILQR), and Annual Quality Engagement meetings with the Scottish Funding Council (SFC) and the Quality Assurance Agency Scotland (QAA).

STEP

STEP is a cross-sector programme allowing colleges and universities to work together on projects aimed at enhancing learning, teaching and the student experience. The theme of the first cycle of STEP is 'Supporting Diverse Learner Journeys'.

The College has taken a full part in the STEP programme, with Dean of Creative Industries, Alison Bell, and CitySA VP Education, Valeria Ramos, being our representatives on the cross-sector STEP Network and attending the project planning meetings coordinated by QAA and the College Development Network.

In addition, Derek Robertson is the STEP Topic Lead for colleges and sits on the STEP Steering Group. While final participation will be decided in June once project plans are finalised, the College is likely to participate fully in two projects: *Transforming Assessment Policy and Practice in Scotland*, and *Staff Development in the Tertiary Landscape*. We will also be a consulting partner in projects looking at *Supporting Access, Progression and Successful Outcomes in Diverse Student Communities*, and *The Belonging Network*, looking at effective practice in supporting student belonging.

ILQR

As part of TQEF the SFC expects colleges and universities to undertake periodic internal reviews across all of their provision and support services. All provision should be

reviewed on a cycle of not more than six years and each institution is expected to produce a schedule for the review process, with some form of review activity taking place within each academic year.

The Performance and Quality Directorate are working with the faculties and service areas to finalise and agree the structure of internal reviews and discussion papers have been presented at the Quality Assurance and Enhancement Committee and at Academic Board. It is intended that two curriculum areas will go through ILQR each academic year. Student representation in the process has been discussed with CitySA and a process agreed.

Annual Quality Engagement

One of the delivery mechanisms of the TQEF is the Annual Quality Engagement (AQE) which consists of two parts – an Institution Liaison Meeting (ILM) with QAA and a meeting with SFC to discuss the ‘High Quality Learning and Teaching’ outcome of their Outcomes Framework and Assurance Model. These meetings took place in April and May 2025.

The meeting with the SFC took place on 24 April 2025. Part of the meeting was focused on the College’s Self-evaluation and Action Plan (SEAP) submitted in November 2025. Feedback was positive – SFC acknowledged that 2023-24 had been a difficult year but felt that the college’s current priorities were relevant and well represented in the SEAP. They saw positive examples of student engagement and felt that we presented a strong action plan with suitable measures.

They commented that, in future SEAPs, it might be useful for them to see more data within the document. The ILM with QAA took place on 12 May 2025. Again, we received positive feedback on the actions presented in the SEAP, with good discussions around student engagement and the STEP process. A written record of the meeting will be shared with us by QAA in due course.

Student Development and Learning Support

In line with sector experience, academic year 2024-25 has seen an increase in students accessing our Learning Support service. There was a 3.2% increase in support referrals, with Creative Industries students requiring the highest number of needs assessments. There was an 8% increase in the number of Personal Learning Support Plans undertaken (1713 students) and more need for reasonable adjustments and support interventions (i.e., Equipment loan, Dyslexia testing, Educational Psychology Reports)

In-class support sessions have increased by 140% from last year - this includes Education Support Workers acting as scribes and notetakers, personal assistants and specialist in-class support for neurodivergent learners. This has been made possible by working in partnership with external partners (Clearlinks / Theorise). In addition, there has been a 31% increase in class sessions covered by Sign Language

Interpreters/Communication Support Workers. This year we have had 9 students who require BSL support but, based on admissions data, we are anticipating 20 BSL users in

academic year 2025-26. This requires us to consider how best to manage this service. Finally, we have experienced a 51% increase in applications for Disabled Students Allowance (DSA).

While some of the increases identified above are due to the changing nature of the student cohort, some is also attributable to the absence of industrial action and the better identifying and supporting of need through the management and development of the support team and improved processes and procedures.

The Learning Support team have continued to provide one-to-one mentoring, check-in support and have developed the new Skills Development Service. The team also continue to facilitate the Student Accessibility Network, have launched the City Welcomes Campaign, which focuses on supporting staff and students with additional support needs, and have developed strong networks across the college and university sector.

This academic year has seen the team supporting fewer one-to-one assessments due to our campaign to encourage students to use assistive technology and the provision of a staffed assessment centre. Part of our work for 2025-26 will be working with curriculum teams on promoting inclusive learning design and assessment and clarifying responsibilities around supporting diverse student needs.

Learning Spaces Project

In support of SAES aim 2.2, the project to begin a pilot refurbishment of 14 learning spaces (10 classrooms and 4 specialist spaces) is in the procurement phase. We will be piloting four different classroom types, with varying AV and furniture designs, and will be seeking staff and student feedback on their effectiveness in supporting active, blended and connected learning.

Three bids have been received in response to the invitation to tender and a supplier will be appointed by the 9 June 2025. Work is scheduled for completion by 8 August in time for the new academic year. An evaluation of the pilot spaces will be completed early in Semester 1 of academic year 2025-26. Capital funding of £296 000 for the learning spaces project has been approved for financial year 2025-26. The results of the pilot evaluation and the restricted nature of funding for capital expenditure being experienced by the college sector will inform this phase of development.