

Board of Management

Learning, Teaching & Student Experience Committee

Date of Meeting	Tuesday 19 May 2026
Paper No.	LTSEC4-E
Agenda Item	3.3
Subject of Paper	Student Academic Experience Strategy Update
FOISA Status	Disclosable
Primary Contact	Siobhan Wilson Interim Vice Principal Student Experience
Date of production	May 2026
Action	For Discussion

1. Recommendations

1.1. To discuss the annual 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: Student Academic Experience Strategy Update

Aims	Action/Initiative	Output	Outcome/impact	What's required	When/who	Status	RAG
CITY STUDENT							
1.1	<p>Develop City of Glasgow student attributes that are reflective of the CofGC experience that students can articulate, and employers recognise.</p>	<p>Continue to embed City Attributes Canvas course.</p> <p>Key priorities 25/26</p> <p>Employer recognition and endorsement of CA.</p> <p>Creation of curriculum mapping across all subject areas delivered by the college.</p> <p>Internal and external marketing campaign</p> <p>Feedback and refinement of all CA Canvas courses</p> <p>Scope varying digital badging methods compatible in Canvas</p>	<p>Improved student satisfaction measures (SFC and internal questionnaire).</p> <p>Destination statistics and increase in students completion of City Attributes</p>	<p>Partnership working with staff and student body and external stakeholders to continue to promote and embed City Attributes. Internal marketing team to support marketing plan</p>	<p>22/23/24/25/26</p> <p>Lead: Alison Bell and working group</p>	<p>ONGOING</p> <p>All in Progress and will be complete by the end of term,</p> <p>with the exception of employer recognition and endorsement videos (needs to be better quality) this work will continue to 26/27</p>	

Aims	Action/Initiative	Output	Outcome/impact	What's required	When/who	Status	RAG
CITY LEARNING AND TEACHING							
2.1 and 2.10	<p>Conduct a full portfolio review to ensure delivery of a relevant work-related portfolio meeting employer and sectoral demands. The Curriculum will be underpinned by 3 key Principles: Active, Blended and Connected and ensure equality, diversity and inclusivity and integrate sustainability and environmental impact management.</p> <p>The curriculum review will:</p> <ul style="list-style-type: none"> • Create a suite of interdisciplinary/cross faculty courses • Develop a suite of accredited short courses/micro-credentials • Develop clear pathways with several entry/exit points to careers/further study • Provide relevant work placement, work related, work readiness and entrepreneurial/enterprising opportunities across all courses 	<p>Refreshed portfolio</p> <p>Short courses & micro-credentials</p> <p>Blended Delivery</p> <p>Increase in higher level skills provision</p>	<p>Employer relevant and informed curriculum</p> <p>Increased Recruitment</p> <p>Employment ready graduates</p>	<p>The Annual Portfolio Review is an evidence based process that ensures the College's curriculum evolves and remains relevant. It examines multi year trends in recruitment, retention, attainment, satisfaction, income and progression to distinguish short-term variation from systemic issues. The process focuses on identifying root causes, requiring faculties to consider demographics, widening access</p>	25/26	ONGOING	

	Implement cyclical reviews of Faculties and courses, employing student feedback, course performance data, stakeholder feedback, student voices and learning analytics to ensure evidence-based decision-making about course viability, course quality assurance and enhancements.			commitments and demand patterns so that decisions are proportionate, in line with our strategic direction and maintain high expectations for student success.			
2.2	Progressively develop all formal learning spaces on campuses as collaborative, technology-rich and learner-focused spaces to enable our students towards independent personalised learning and encourage peer to peer learning.	Redesigned general teaching Rooms for collaborative and active learning	Improved student satisfaction on Internal First Impressions survey and SFC sectoral student satisfaction survey	Financial investment and digital transformation of teaching estate.	Lead: Derek Robertson and Scott Renton, with working group reps from Faculties/S A	ONGOING 14 pilot spaces (10 classrooms, 4 specialist spaces) developed for the start of academic year 2025-26, with capital funding allocated for further development in financial years 2025-	

						26 and 2026-27	
2.3	Provide and implement the best possible Virtual Learning Environment for our students and staff which is accessible, inclusive, reliable and adaptable and incorporates learner analytics	Delivery of intuitive, accessible VLE	Improved student satisfaction on Internal First Impressions survey and SFC sectoral student satisfaction survey	Cross team working between Faculties, Finance IT, Learning and Teaching Academy	21/22 Lead: LTA and Deans	COMPLETE	
2.4	Develop and adopt appropriate innovative and effective digital assessment and feedback systems across all courses and reduce assessment burden.	Assessment mapping across all areas and enhanced digital assessment and feedback systems	Improved student satisfaction on Internal First Impressions survey and SFC sectoral student satisfaction survey	Cross team working between Faculties, LTA, IT, Performance	22/23/24/25/26 Lead: LTA and performance	STARTED In AY2026-27 the LTA and Faculty of Nautical and STEM will pilot a digital assessment system, integrated with the VLE, to facilitate	

						secure, flexible assessment and feedback	
2.6	Develop a Comprehensive programme of academic staff development for all Learning and Teaching Staff to develop practice and gain recognition from professional bodies such as GTCs and AdvanceHE	Comprehensive evolving CPD programme.	Improved student satisfaction measures (SFC and internal questionnaire) with learning experience	Continued investment in LTA in support of programme delivery.	Lead: LTA	ONGOING New Learning and Teaching Professional Development Policy developed, including provision for professional update. Staff PDP system launched to support recording of professional update for GTCs.	

2.7	Every new City of Glasgow lecturer to participate in the Lecturer Development Pathway in advance of teaching and will have or achieve a formal teaching qualification within a time limited period: (from PDA to TQFE).	Comprehensive database of staff teaching qualifications	Improved student satisfaction on Internal First Impressions survey and SFC sectoral student satisfaction survey	Investment in Lecturer Development and close working with HR/OD and TU. Faculty	Lead: LTA & OD	COMPLETE New Learning & Teaching Development Policy & Procedure developed with every new lecturer having the opportunity.	
2.8	Identify, share and introduce innovative practices, opportunities and activities such as “practice zones” across college through, networks, events and deliver a sector leading Annual CofG Learning and Teaching Conference	Communities of practice which encourage innovation and diffuse good ideas across the college	Improved student satisfaction on Internal First Impressions survey and SFC sectoral student satisfaction survey	Cross team working between Finance, estates, IT, LTA	Lead: LTA	ONGOING Practice Development Network launched academic year 2024-25.	
2.9	Create opportunities for Learning and Teaching staff secondments to the Learning and Teaching Academy to develop and share practice across College.	Enhanced provision of learning and teaching delivery and materials	Improved student satisfaction on Internal First Impressions survey and SFC sectoral student satisfaction survey	Investment in Lecturer Development and close working with HR/OD and Unions. Faculty	Lead: LTA & HR	ONGOING Future secondments will be dependent on budget availability.	

						L&T fund supporting FE Outcomes Project (L&T)	
2.11	Create the Library of the Future developing Library spaces for increased collaborative and social learning a place that students and staff can call their own and create a valued academic and supported community with a blend of digital services and library expertise that will extend a physically rich experience.	A service that offers flexible access to resources and expertise with Digital first collections that enrich and enhance our college needs and expectations	Improved student satisfaction on Internal First Impressions survey and SFC sectoral student satisfaction survey	Financial investment in library spaces. Partnership working between Library, students and Faculty.	Lead: Library	ONGOING Linked with learning spaces proposals	

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CITY STUDENT JOURNEY							
3.1	Review and enhance the Student Journey to make best use and integration of digital systems to achieve efficiencies and timeliness of information and support to ensure a seamless experience from application to graduation.	Business digital mapping of 'different' student touchpoints to ensure efficiencies and integration. Increased use of digital for student enquiries eg. chat bots	Improved student satisfaction on Internal First Impressions survey and SFC sectoral student satisfaction survey. Further improvement in 25/26.	Partnership working between IT and Student Experience. Potential financial investment. Working Group Digital Finance Student Association	Lead: Student Experience	ONGOING Continuous Improvement to processes.	Yellow
3.2	Development of a Student Success Framework encompassing: student preparedness for college;	Delivery of Framework mapping all aspects of student Journey making use of the AdvanceHE retention framework	Improved Student Retention Student Attainment Improved student satisfaction	Cross college working group including Faculty Student Experience Performance Student Association	Lead: Director Student Experience	COMPLETE Student Success Framework approved May 2025. Used for ILQR 2025-26	Green
3.2	Review of 'Guidance' offering and subsequent development of comprehensive academic and pastoral support in line with changed student experience	A refreshed 'Guidance' offering meeting student needs	Improved Student Retention Attainment Improved student satisfaction	Faculty Student Experience Directorate Performance Student Association	Lead: Dean Hospitality and Leisure	ONGOING New policy and procedure are currently being developed	Green

3.4	Refresh the College Employer Engagement Strategy ensuring long term strategic partnerships are well evidenced within each faculty, supporting staff development and the building of alumni & professional networks.	A refreshed Strategy with Improved alignment of employer and alumni engagement across the functions of the college	Increased Proportion of students in positive destination 3,6 months after qualifying.	Corporate and Innovation Performance Faculties	Lead: Corporate and Innovation working group.	NOT STARTED All faculty areas have been tasked with setting up Employer Boards (or equivalent) by June 26.	
3.5	Develop a College Careers strategy outlining the provision and direction of Careers Information Advice and Guidance and commitment to high quality guidance on education, training and employment opportunities to prospective, current and former students.	A careers plan that will raise aspirations and attainment, supports students to achieve their potential, and meets the demands of a changing labour market.	Increased Proportion of students in positive destination 3,6 months after qualifying.	Student Experience Directorate Faculty	Lead: Student Experience Directorate	COMPLETE	
3.6	Work in Partnership with the Student body to deliver a refreshed Student Partnership Agreement identifying key areas for development agreed between CitySA and the College.	A refreshed SPA for 26/27	Improved student satisfaction on Internal First Impressions survey and SFC sectoral student satisfaction survey	Student Experience Directorate Students Association External Bodies: sparqs and NUS Scotland	Lead: Student Experience Directorate and SA	ONGOING SEAP action to broaden the scope of engagement	

							with the City Partnership Forum with priority given to relevant partnership actions.	
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