

## Learning, Teaching & Student Experience Committee

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| <b>Date of Meeting</b>    | <b>16 September 2025</b>   |
| <b>Paper No.</b>          | <b>LTSEC1-B</b>  |
| <b>Agenda Item</b>        | <b>3.2</b>   |
| <b>Subject of Paper</b>   | <b>Learning, Teaching &amp; Student Experience Committee Annual Report</b> |
| <b>FOISA Status</b>       | <b>Disclosable</b>   |
| <b>Primary Contact</b>    | <b>Drew McGowan<br/>Associate Director of Governance and Risk</b>          |
| <b>Date of production</b> | <b>21 August 2025</b>  |
| <b>Action</b>             | <b>For Decision</b>  |

### 1. Recommendations

- 1.1. To review the Learning, Teaching & Student Experience Committee annual report for the 2024-25 academic year and approve it for tabling at the Board of Management for noting.

## **2. Consultation**

- 2.1.** Members are asked to discuss the Committee’s annual report and, subject to any changes, approve the paper for tabling at the Board of Management’s next meeting for noting.

## **3. Key Insights**

- 3.1.** Since 2014-15, following an internal audit recommendation, the Board of Management has established the practice of preparing an annual report for each committee. Annual committee reports are tabled early in the academic year.
- 3.2.** The annual reports provide a high-level review and record of the Committee’s deliberations and decision-making which can be used by members to reflect on the year, as well as to inform other stakeholders. In addition to the regular publication of Board and committee minutes and papers, annual committee reports demonstrate the College’s commitment to openness and transparency.
- 3.3.** All of the annual reports prepared for the committees will be used as a basis for the drafting of the College’s annual report, in line with the original internal audit recommendation.

## **4. Impact and Implications**

- 4.1.** Annual committee reports are one aspect of the Board’s established practices that aim to provide assurance to the College’s students, staff and other stakeholders, including the Scottish Funding Council, that our systems of governance, effectiveness and accountability remain robust and delivered to a high standard

### **Appendix 1: Committee Annual Report 2024-25**

# Learning, Teaching & Student Experience Committee Annual Report 2024-25

## Introduction

1. The Learning, Teaching & Student Experience Committee oversees the curriculum, learning, teaching and quality across the College. The Committee provides assurance to the Board of Management that the College continues to be an inspirational place of learning that enables individuals to excel and realise their full potential.
2. A Sullivan convened the Committee and its membership consisted of R Gillespie, L Heggie, E Keep, P Little, C McCarthy, D Mackeen and C Singh. M Miller and V Ramos also served as co-opted committee members.
3. During this academic year, four meetings of the Committee were held to consider the work and priorities of the College within its remit. Members received reports and presentations from the Vice Principal of Student Experience, Senior Management Team (SMT) and other members of staff. A summary of key issues and business of note is enclosed below.

## Student Academic Experience Strategy

4. The Student Academic Experience Strategy (SAES) 2021-30, informed by students and developed in alignment with the Strategic Plan 2021-30, outlines the College's vision 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.
5. The Vice Principal of Student Experience reported on progress against the SAES objectives at the end of the academic year. In addition to the Student Success Framework, Careers Strategy and lecturer professional development, which are covered later in this report, she confirmed that the review of the College's portfolio and guidance offering, the development of learning spaces and the 'Library of the Future,' and secondments to the Learning & Teaching Academy (LTA), remain in progress.
6. The Vice Principal also advised members that the first phase of the Student Journey review had been completed, with wider work continuing, and confirmed that plans are in place for the development of digital assessment and feedback systems in the new academic year. As previously reported, the City Attributes, Student Partnership Agreement and Virtual Learning Environment objectives within SAES have been completed.

## Students' Association

7. The Committee received reports and presentations on the work, priorities and impact of the Students' Association (SA) at each meeting throughout the academic year. In 2024-25, the SA's primary goal was to reduce educational and social exclusion for key groups of students – including those who are disabled, neurodivergent, have additional support needs or face food insecurity.

8. The SA also ensured that the student voice continued to be promoted through the class representation system and Student Parliament. In 2024-25, there was a 14% increase in the number of class reps elected and nearly 300 reps were trained across all faculties. The SA continued to enhance the student experience with 3,711 students engaging with SA events throughout the year.

### **Careers Framework**

9. The Director of Student Experience presented the new Careers Framework, a SAES objective, at the end of the academic year. The framework outlines how the College will provide our students with the highest quality advice and guidance in the sector, ensuring that students achieve the best possible outcomes. This reflects a college-wide commitment to equipping students for success beyond the classroom by embedding career development throughout the learner journey. The Committee welcomed and approved the framework.

### **Student Success Framework**

10. The draft Student Success Framework was presented to the Committee in November 2024. The framework aims to support student transitions into, through and out of the College and aligns with the sector's new Tertiary Quality Enhancement Framework (TQEF). The framework was piloted with four curriculum teams in semester two of the academic year before the Committee approved it in May 2025.
11. The new Careers Framework and Student Success Framework will be implemented in the 2025-26 academic year.

### **Academic Performance**

12. The Committee received an annual report on the College's academic performance for the 2023-24 academic year from the Director of Excellence. Members were advised that learner outcomes in 2023-24 improved across all modes of study, partly due to faculties being able to fully re-establish on-campus delivery. However, as previously reported, persistent industrial action had significantly reduced the number of teaching days available which negatively affected retention, completion and resulting.

### **Student Satisfaction**

13. The Director of Excellence provided a report to members on the SFC's Student Satisfaction and Engagement Survey results for 2023-24. He informed the Committee that the response rate increased from 46% to 55% and satisfaction remained at 85% despite sustained industrial action. By the end of the academic year, with results published earlier than expected, the Principal reported to the Board of Management that student satisfaction had increased from 85% to a record 93% for 2024-25.

### **Leaver Destinations**

14. The Committee also received a report from the Director of Excellence on the destinations of the College's leavers in 2022-23. The College surveyed more leavers than any other in the sector. The results indicate that 97% were in a positive destination, which was above the sector average and one of the highest in the college sector.

### **Education Scotland Visit**

15. At the first meeting of the academic year, the Committee was pleased to receive the report from Education Scotland's annual visit in May 2024, which concluded that the College had made satisfactory progress and had the capacity to continue improving. Members were advised that this would be the final visit as the new TQEF arrangements were introduced.

### **Tertiary Quality Enhancement Framework**

16. The Director of Excellence and the Vice Principal of Student Experience updated the Committee on the introduction of the TQEF, which sets out a shared approach to quality assurance and enhancement across Scotland's colleges and universities.

17. The framework is based on five delivery pillars, with annual monitoring and a three to five-year performance review by the SFC. Colleges will submit a Self-Evaluation and Action Plan (SEAP) each year, with the first submitted in November 2024, and will also undergo a Tertiary Quality Enhancement Review (TQER) to assess academic standards, learning quality and student success.

18. The Committee was assured that the College's existing arrangements for gathering enhancement information will be developed through the TQEF to ensure a more focused and purposeful approach. Members were also advised that work to embed the framework was already well underway, with processes and templates updated to familiarise staff with the language and requirements of the new system.

### **Learning & Teaching Academy**

19. The LTA aims to position the College as a sector-leading institution. It is formed of three teams – Learning Technologies, Lecturer Development and Library Services – which bring together expertise in instructional design, academic development, learning technology and information science to enhance learning and teaching. Members were updated on the LTA's work throughout the year, including the appointment of a new Head of the LTA and the delivery of the Learning & Teaching Fund projects.

### **Learning and Teaching Professional Development**

20. The Director of Student Experience presented the updated Learning & Teaching Professional Development Policy to the Committee in May 2025. He advised members that the significant changes were intended to progress the objectives of the SAES and the timescales of the General Teaching Council for Scotland (GTCS) registration process. The Committee approved the updated policy.

### **Presentations: Hair & Beauty, Student Support, ASN and Sustainability**

21. Members also received presentations from faculty and directorate staff on work that was being undertaken across the College. The Committee welcomed staff to present on the College's hair and beauty provision, student support services, research on urban gardening and its impact on students with additional support needs, and on embedding sustainability into the curriculum.

## Risk Management

22. The Committee regularly reviewed the Strategic Risk Register and Management Action Plans for those risks within its remit throughout the academic year, recommending any changes to the Board for final approval. Risks are rated low, medium, high or critical.

- **SR1 – Student Outcomes and Progression:** This risk was rated red throughout the 2023-24 academic year due to sustained industrial action; however, it was downgraded to medium at the start of the 2024-25 academic year once national bargaining concluded in a three-year agreement.
- **SR11 – TDAP:** This risk, which concerned the College securing taught degree awarding powers, was removed by the Committee at its first meeting of 2024-25 as an application was not considered viable and it was no longer a strategic priority for the College.

## Members' Attendance

23. The attendance of members of the Committee for this academic session, and the previous four academic years, is as follows:

| Year    | No. of Meetings | Possible Attendances | Actual Attendances | Percentage Attendance |
|---------|-----------------|----------------------|--------------------|-----------------------|
| 2020-21 | 4               | 33                   | 24                 | 73%                   |
| 2021-22 | 4               | 31                   | 28                 | 90%                   |
| 2022-23 | 4               | 26                   | 22                 | 85%                   |
| 2023-24 | 4               | 26                   | 18                 | 69%                   |
| 2024-25 | 4               | 32                   | 24                 | 75%                   |

## Review

24. Committees review their Terms of Reference annually, recommending any changes to the Board for approval. This is an opportunity for members of committees to reflect on their purpose, remit, business, membership and meetings at the end of the academic year with the next session in mind. No changes were recommended in 2024-25.