

Learning, Teaching & Student Experience Committee

Date of Meeting	16 September 2025
Paper No.	LTSEC1-E
Agenda Item	4.4
Subject of Paper	Learning, Teaching and Student Experience Update
FOISA Status	Disclosable
Primary Contact	Siobhan Wilson Vice Principal Student Experience Derek Robertson Director of Student Experience
Date of production	8 September 2025
Action	For Discussion

1. Recommendations

- 1.1. The purpose of this paper is to provide an update on progress on Learning, Teaching and Student Experience.

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 following sections highlight key Learning, Teaching and Student Experience updates and developments:

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: September 2025

Student Recruitment

Student Recruitment for 25/26: Internal recruitment for 25/26 commenced first week in December 2024 and the external recruitment portal opened on 15 January 2025. The credit allocation from Scottish Funding Council (SFC) for City of Glasgow College in session 2025-26 is 157,800, consistent with 2024-25 equating to 228 courses and 438 full time cohorts. Enrolment conversion (as at 8 Sept 2025) is at 98% against projection with 95% of these students have attended at least one timetabled session. Each Faculty is ensuring that where students do not arrive for their course, they are followed up at least 3 times and thereafter their place is offered to another student on the waiting or reserve list. This is part of the annual process of ensuring we meet our credit target and operate efficient class sizes.

Student Transition and Induction 2025-26

The Welcome Week (13th – 20th August) was a huge success with the Students' Association has organising three exciting days of activities, games, prizes and information for new and returning students to get them excited about starting their course at the College. There was a range of stall holders including local restaurants, cafes, student support services, gym and sporting groups, charities, local community groups and more. The events ran from 11am – 2pm each day with a 1pm – 2pm designated quiet time for individuals with various access needs. A smaller but still exciting Freshers' programme is being held at Riverside Campus on 9th and 10th September.

Recognising that improvement was required in handling IT support we had a dedicated area on the 2nd floor where password and login issues could be sorted quickly and there were dedicated IT support staff on hand for more technical issues. This prevented new students from having to go to fourth floor helpdesk and proved to be a smoother process. Provisional numbers for the two weeks that the Level 2 area was available, which are likely to be revised upwards once fully collated, show 680 visits, and, with figures for the Level 4 helpdesk still to be completed, anecdotally at this stage, the IT team feel that it allowed them to process student queries earlier.

Approximately 8,700 students attended induction and welcome week activities prior to start of academic year.

The college will run its annual My Student Experience Survey from 8th September to 10th Oct evaluate the 'start of year' preparation and experience and the VPSE will also run a 'lessons learned' exercise for induction and welcome week activities, this will influence activity for academic year 26/27. Whilst recruitment is a strategic priority, retention is equally important, involving the whole college community in ensuring all our students are welcomed, acclimated and prepared to begin their studies. Each Faculty has a 36-week plan of induction and transition activities and for the first year and City Attributes plan of work is incorporated into Academic Guidance for those students wishing to gain their City Attributes digital badges. For the benefit of the committee, each student on a 15-credit course attracts in the region of £4k in credit funding (additional fees for HE) and a

key aim to retain students for the first 5 weeks to ensure the college retains the funding and thereafter to ensure that students stay the course and complete. The focus this academic year is on student attainment and success.

Student Success

Early indicators of student success for full-time programmes show encouraging improvements. However, these are not formal SFC KPIs, and some variance is to be expected. While the positive increases are welcomed, it is important to acknowledge that there was no disruption to learning and teaching in AY 24/25, and therefore improvement was anticipated. The College also recognises that, despite this progress, there remains significant work to do in further strengthening retention and attainment rates for City students.

City Attributes

Following the review and feedback on the City Attribute during AY 2024/25, the City Attribute Working Group is revising the delivery model to enhance engagement, uptake, and accessibility. Key developments include the introduction of additional SCQF levels, a redesign of the graphics for HE levels, and the redevelopment of course materials and associated student tasks required to achieve the badges. The College recognises that this initiative will continue to evolve and remains committed to seeking and acting upon feedback to ensure its ongoing improvement.

Learning and Teaching Fund

A Learning and Teaching Fund has been established for academic year 2025/26. The fund's focus this year is on supporting student retention and attainment. Funding will be allocated by identifying groups of students and/or subject areas that have historically demonstrated lower success rates and inviting staff to develop projects to improve student outcomes. The fund will launch in the week beginning 20 October.

Learning Spaces Project

As reported previously, and aligned to SAES Aim 2.2, the College has been undertaking a pilot learning spaces project, initially aimed at updating the aging audio-visual equipment in a number of classrooms. The aim of the pilot is to evaluate new technology in a small number of spaces with a view to evaluating use to inform a larger-scale replacement project for which initial capital funding has been allocated.

A supplier has been appointed following a mini-competition and, to date, 7 of the 14 pilot rooms have been completed, with the rest to be scheduled in the week beginning 13 October, when teaching staff are on October break. Evaluation will commence shortly afterwards with a view to having a final specification early in 2026. The full project is likely to be completed over 3 years.

SAES: L&T Conference 2026

Our next conference will be held 20 January 2026. As with the Learning and Teaching Fund, the theme will be on improving student success, with a provisional title of 'The Changing Student - supporting success in the new tertiary landscape'.

Lecturer Development

The College has renewed its contact for TQFE provision with the University of Strathclyde for another two years and is beginning to consider options for provision beyond that period. Fourteen College staff competed TQFE at Strathclyde in academic year 2024-25, and 16 colleagues have been nominated for places this year. The secondment of a member of the Learning and Teaching Academy to Strathclyde for one day a week to support in delivering the programme has continued this year.

In academic year 21 students completed the PDA in Teaching in Scotland's Colleges, including 10 participants from Scottish Prison Service College. There are currently 15 provisional enrolments for 2025-26.

Learning Support

In common with patterns over the past few years, the Learning Support service continues to see increasing demand for their services. As can be seen from the following table, in addition to the rise in the number of students with a Personal Learning Support Plan, there is an increase in the number of students requiring in-class support, which includes sign-language interpreters, scribes and note takers. The College has identified the financial challenge of providing this expensive resource, which is being experienced across the tertiary sector, and the Executive Leadership Team are considering sources of funding as well as lobbying the Scottish Funding Council about the issue.

Intervention	August 23/24	August 24/25	September 25/26
D/deaf – British Sign Language User	6	9	16
Blind/Visual Impairment (that require full time support)	3	6	9
In-Class Support	47	45	51
Disabled Student Allowance	Referred / 114 Complete / 13	Referred / 172 Complete / 44	Referred / 234 Complete / 121

Support Referrals	1884	1996	2624
Personal Learning Support Plans	Live / 921 Pending / 375	Live / 1051 Pending / 245	Live / 1375 Pending / 448

Quality Enhancement

Institution Led Quality Review (ILQR)

The ILQR process, which is part of the new Tertiary Quality Enhancement Framework, enables the College to gain a clear understanding of the priorities within each Associate Dean (AD) area, as well as the challenges they identify.

The College has created a new ILQR process that feeds into our wider quality reviews. An ILQR is a review meeting led by a College panel, chaired by the Vice Principal Student Experience, with contributions from industry experts and other staff from across the College. All AD areas will participate in the ILQR process over a six-year cycle. The panel supports cross-College understanding and the sharing of effective practice.

The first two areas for review are Hospitality and Leisure (Sport and Fitness) and Nautical and STEM (Engineering).

The ILQR will inform the Self Evaluation Action Plan (SEAP). In addition to this there will be SEAP planning day scheduled in October where the College will reflect on the progress of last year's identified actions and support the formation of new plans.