

Learning, Teaching & Student Experience Committee

Date of Meeting	24 February 2026
Paper No.	LTSEC3-E
Agenda Item	4.5
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	26th January 2026
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: February 2026

Student Recruitment

Top line application data indicates a positive position consistent with previous years.

For Year 1, first choice applications are currently up 9%, with 8,374 applications received compared to 7,703 at the same point last year. While the number of offers issued and interviews scheduled is presently lower, there remains time within the current recruitment window for this activity to progress. Latest figures now show Year 1 applications up 16%, aligning with projections shared at the point of go live (14th Jan 26)

For Year 2, first-choice applications are up 13%, with 1,144 applications received compared to 1,016 last year, indicating continued growth and strong demand at this level. Overall, application trends remain positive and in line with earlier projections.

Offer Holders Day

During previous March Open Days, a significant proportion of attendees were already holding offers to study at City of Glasgow College. This demonstrated that many prospective students were not only exploring their options but actively seeking a deeper understanding of their chosen course, the learning experience, and what life as a student at the College would be like. There is therefore a clear opportunity to build stronger early connections with applicants and support them in confidently taking the next step into enrolment.

In response, the March event has been redesigned as a dedicated Offer Holders Day. The aim of this shift is to strengthen affiliation with the College, ensure that applicants who hold offers are supported to become enrolled students, and ultimately improve retention by providing better preparation for study and student life. By engaging offer holders at this key point in their journey, we can build a stronger sense of belonging, address any uncertainties, and support informed decision-making about starting their course.

Curriculum teams have organised a range of tailored activities to give applicants meaningful insight into their subject area, teaching approaches, facilities and expectations. This will help offer holders visualise themselves as students and feel confident about the transition into college level study. In addition, Student Services and the Student Association will host a 'Student Village', bringing together a wide range of internal and external partners who can provide guidance on all aspects of student life from funding and wellbeing to clubs and support services.

Collectively, this enhanced approach is designed to build early engagement and connection with City of Glasgow College, convert more offer holders into enrolled

students, and support stronger retention by ensuring students arrive prepared, informed and confident about their choice.

Curriculum Assessment Boards

Following the publication of a peer review of practice undertaken within University of Glasgow in 2025 and published in January 2026 by the Quality Assurance Agency. Performance at City of Glasgow College have undertaken an internal College risk assessment.

The findings have implications for quality assurance processes, Faculty resulting, and communication within curriculum teams across the College. The review also draws attention to the College's graduation processes, given their close association with accurate and timely resulting, and highlights the importance of clear and compassionate communication with students, particularly in relation to assessment outcomes.

The implications of the review will require consideration across the College, with associated procedures and practices reviewed and refined where necessary to ensure consistency, transparency and alignment with sector expectations.

Response and Proposed Actions

In response to the review, an assessment has been undertaken of the implications of each recommendation for the College. Actions have been identified and will be progressed under the leadership of the Vice Principal Student Experience, with oversight and monitoring through the internal Student Experience Group. These actions will continue to be refined over the course of the academic year as implementation progresses.

The core areas of focus are:

Strengthening coherence in Faculty assessment approaches where franchised degrees are delivered

Continued roll-out of Curriculum Assessment Boards, building on pilots undertaken in 2023/24 and 2024/25, and establishing greater consistency within existing Degree Assessment Boards

Establishing a consistent and compassionate approach to the communication of student results

Enhancing assessment procedures and strengthening student guidance relating to assessment and progression

Note: A Curriculum Assessment Board is a formal meeting held by Curriculum teams to collectively review and agree student results together; reflect on the implications for curriculum design; and establish a single source of results evidence. Currently some resulting decisions are very localised and not communicated consistently across the College.

SAES: L&T Conference 2026

The College's annual Learning and Teaching Conference took place on 20 January 2026 and all 200 available delegate places were filled, with representatives from 20 institutions signed up. Following an introduction from the Principal, in which he highlighted the challenges facing tertiary institutions, but colleges in particular, and the students who study in the sector, the keynote speech was delivered by broadcaster and author Darren McGarvey. Darren gave a passionate and personal talk about the transformative power of college education and its importance for individuals and society more widely. The conference also included 10 parallel sessions comprising 24 presentations and workshops delivered by practitioners from within the College and across the tertiary sector. While a full analysis of the post-conference survey has not yet been completed, the initial feedback suggests that delegates rated the conference highly, with 100% of respondents saying that it met their expectations and giving an overall rating of 4.6 out of 5 (with 60% of respondents rating it as 5 out of 5).

There will be a conference review meeting at the end of February, followed by staff consultation before planning for 2027 begins!