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| **FOR DISCUSSION/INFORMATION** | | | |
| Meeting:  **Curriculum, Student Affairs and Outcome Committee** | | | |
| Presented by | **Jennifer Lowe** | | |
| Author/Contact | **Jennifer Lowe** | Department / Unit | **Executive** |
| Date Created | **21st August 2023** | Telephone | **Ext 7265** |
| Appendices Attached | **New College Lanarkshire – Education Strategy 2023-25**  **New College Lanarkshire – Terms of Reference L&T Group**  **New College Lanarkshire – Student Satisfaction & Engagement Survey Report 2022-23**  **New College Lanarkshire – Complaint Quarter 4th Report** | | |
| Disclosable under FOISA | | **Yes** | |

1. **PURPOSE**

To provide an update on quality assurance/enhancement and learning and teaching activity within the College.

1. **BACKGROUND**

Report provided to CSAO updates on the main activities since the last report in 6th February 2023.

1. **DETAIL**

The report includes updates on:

* 1. New College Lanarkshire Education Strategy
  2. Learning and Teaching Group
  3. Retention and Attainment Group
  4. Curriculum/Course Evaluation
  5. Unit Development
  6. Students
  7. Action Planning for Student Recruitment
  8. Staff Development Academy
  9. Complaints Handling and Reporting
  10. College Updates

1. **STRATEGIC IMPLICATIONS**

The Board retains an overview of NCL activity.

1. **RISK**

N/A.

1. **FINANCIAL IMPLICATIONS**

Inability to achieve targets could result in loss of income to New College Lanarkshire.

1. **LEGAL IMPLICATIONS**

There are no legal implications.

1. **WORKFORCE IMPLICATIONS**

There are no workforce implications.

1. **REPUTATIONAL IMPLICATIONS**

There are no reputational implications.

1. **EQUALITIES IMPLICATIONS**

There are no equalities implications.

|  |
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| **CONCLUSIONS/RECOMMENDATIONS**  CSAO is asked to note the information contained in this report and raise or discuss any issues. |

**Detail from Summary**

* 1. **Education Strategy**

NCLs Education Strategy was approved by the Executive Board in July 2023 (Appendix 1). The Strategy has been developed following an extensive consultation process involving, students and academic and professional services staff across the college. It provides a framework for staff to refresh their focus on transforming the curriculum to addresses the educational and vocational skills gap which North Lanarkshire faces to fully support the economic development of our local communities. It also supports evolving learning and teaching towards student centred active learning.

* 1. **Learning and Teaching Group**

A revised term of reference for the L&T Group has been approved by the Executive Board (Appendix 2). The first meeting of the newly formed group is scheduled for September here, the focus for this group is to promote an evidenced based approached towards innovation in L&T, assessment and student feedback.

* 1. **Retention and Attainment Group**

The first meeting of this group is planned for September with further meetings scheduled throughout the academic year. Here the remit of this group is to improve retention, attainment and student progress.

* 1. **Curriculum/Course Evaluation**

Annual Curriculum Evaluation is being replaced by curriculum/course evaluation. This new method of evaluation was developed in consultation with academic staff and the Students Association. This form of self-evaluation encourages student engagement with curriculum teams and supports action planning for improvement.

* 1. **Unit Development**

To ensure thecurriculum is progressive, meaningful and offers clear articulation pathways the following units have been written and SCQF credit rated. Development of an SCQF Level 6 qualification developed in Engineering to support project-led assessment. This programme will be piloted with Grove Academy in Dundee to support their sixth year ROV project. Education Scotland have been involved in this and there is a significant interest from the Scottish Government following the Louise Hayward Report.

Sustainability – a unit which incorporates sustainability in learning and teaching;

Professional Practice – a unit which supports academic staff to use innovative methods in learning and teaching, feedback and assessment;

Writing an SCQF Unit a unit with provides staff with the skill to knowledge to write units/qualifications.

* 1. **Students**

**1.6.1 Student Induction**

NCL has revised student induction to improve student retention, attainment and progress. Lead by the Student Association, the two-week induction involves a “settling in period” for students, this includes multiple team building initiatives, prompt identification of students at risk of leaving their programme of study and signposting them for personalised support.

**1.6.2 Student Engagement Awards**

The Student Association have been shortlisted for SPARQS Student Engagement Awards. Digital Partnership, and Outstanding Academic Representative (Kellyann McGraith).

**1.6.3 Student Satisfaction 2023**

The SFC Student Satisfaction and Engagement Survey Report 2022/2023 (Appendix 3) provided a 54.94% response rate; this is higher than the 50% national average. Of significance were claims made by 94% students that they were satisfied with their college experience.

**1.7 Action Planning for Student Recruitment**

NCL held successful recruitment clearing days on all campus. NCL successfully launched the Recruitment Hub at the Motherwell campus.

**1.8 Staff Development Academy**

Academic Leaders Support and Development: Across 2022/2023, the SDA co-ordinated and delivered a very successful “Support and Development Programme” for Academic Leaders. Following extremely positive feedback, this will continue in 2023/2024 with the content being co-created and informed by the Academic Calendar.

General Teaching Council for Scotland (GTCS): GTCS carried out a revalidation of our learning system and approaches in June. This involved a panel reviewing documentation, conducting focus groups with teaching staff and academic management representatives and discussions with strategic staff. We received a very positive report and were successfully revalidated for the next five years.

In partnership with CDN, we have organised a Curriculum Ideation workshop for all Heads of Department and Academic Leaders. This will be held on 21st September 2023. Lead by Jo Turbitt (CDN Learning and Teaching Lead) and co-facilitated by the SDA, the workshop will provide curriculum teams with an exciting development opportunity to explore different methodologies aligned to reviewing, redesigning and reimagining the curriculums they deliver.

**1.9 Complaints Handling and Reporting**

There were seven formal complaints received in Quarter 4 of 2022/2023. Most were satisfactorily responded to within the College Complaints Procedures required by the Scottish Public-Sector Ombudsman (SPSO) timeframes, with some being granted extensions for a variety of reasons. Lessons learned from these complaints have been discussed and actions agreed with the departments and professional services teams involved (Appendix 4).

**1.10 College Updates**

SQA will be carrying out a Systems Verification Audit on 31st October 2023 to ensure NCL are managing their systems and resources to meet SQA quality assurance criteria. This will be led by the Assistant Registrar for Quality.

**Turing**

We have been successful in securing funding for AY2023/2024. We have been £326,161.20 for 11 FE groups to take part in a mobility activity in the latter half of Semester 2.

In addition, for the first time ever, we made an application for funding for HE students to participate in exchange activity and we have been successful in securing £13,962.50 for 10 students to visit five countries.

**Degree Programmes**

We will be piloting two new Degree programmes for AY 2023/2024, in partnership with UWS: BA Film making and Script Writing and BEng in Cyber Security.

**Schools Activity AY 2023/2024**

Projected numbers as of 21st August 2023

**SLC**

Number of pupils: 504

Of FAs: Engineering 17/CDM15

**NLC**

Number of pupils: 465

FAS:

Construction: 126

Auto: 12

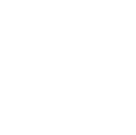
Social Services Healthcare: 21

Social Services Young People: 62

CDM: 38

|  |
| --- |
| Engineering: 18 |

**Appendix 1**







**Introduction**

**Introduction**

**New College Lanarkshire’s education strategy is designed to offer a learning experience that will develop inquisitive and creative minds, support ambition and talent while developing students and staff to allow them to realise their potential. We are dedicated to delivering high quality education which promotes social justice and enables whole person education supported by effective and relevant partnering to release potential.**

The Strategy has been developed following an extensive consultation process involving, students and academic and professional services staff across the college. It provides a framework for staff to refresh their focus on **transforming the curriculum** to addresses the educational and vocational skills gap which North Lanarkshire faces to fully support the economic development of our local communities. Our primary focus is “To bring education closer” to the people of Lanarkshire and offer a market led curriculum portfolio.

The Strategy builds from a position of strength by **evolving learning and teaching towards student-centred, active learning** through inquiry-based learning, curiosity and discovery. Building on our strong partnerships with schools, universities, employers, staff and students we consider these change agents as co-creators in the delivery of education. We aim to encourage leadership of learning and continue to foster new partnerships and respond to the skills required by re-imagining? learning resulting from digital technologies, automation and artificial intelligence.

As a college we recognise the college community of academic and professional services staff is central to **implementing the strategy** to ensure the successful delivery of whole person education. To that end, NCL is firmly committed to the Staff Development Academy and will support staff to fully achieve their potential.

**Transforming the curriculum**

# **We will deliver by developing and continuously improving:**

* A curriculum which is progressive, meaningful and offers clear articulation pathways;
* A curriculum supporting pedagogy/andragogy and discipline development led by regional experts;
* A curriculum offering that considers local and national policy and key strategic drivers including Labour Market Information, forecasting and technological innovations;
* A curriculum which ensures work-related learning opportunities for students, regular engagement with employers and increased provision of opportunities for student enterprise and student-led activities which support engagement with placement;

**01**

* A curriculum offering digital leadership, pedagogy/andragogy and curriculum content to fully equip students to progress to employment with the necessary digital capabilities for the future;
* Embeds and maximises learning technologies to enhance learning, teaching and assessment;
* A flexible approach to curriculum design which allows individuals to progress and engage with learning opportunities by acknowledging the need for employment, childcare, etc whilst studying;
* A curriculum offering life-long learning by providing the workforce and individuals access to opportunities to upskill, reskill and attain micro credentials;



* A curriculum offering inclusive practices to ensure all individuals are supported to attain at the highest level possible;
* A curriculum which embeds meta skills in programme design and assessment to foster creativity amongst learners, promote problem- solving methods, expand opportunities for knowledge creation, research and innovation and enhance students’ self-evaluation skills and confidence
* A curriculum which demonstrates equality and diversity and which promotes inclusiveness, trust and fairness;
* A curriculum which incorporates sustainability in learning and teaching;
* A curriculum demonstrating clear articulation pathways framed around the Scottish Credit and Qualifications Framework (SCQF);
* A curriculum which supports the growth of degree provision to support individuals to attain a degree level qualification while studying at a local college campus;
* A curriculum which affords new partnerships with HEIs across Scotland and increases the range of articulation routes.

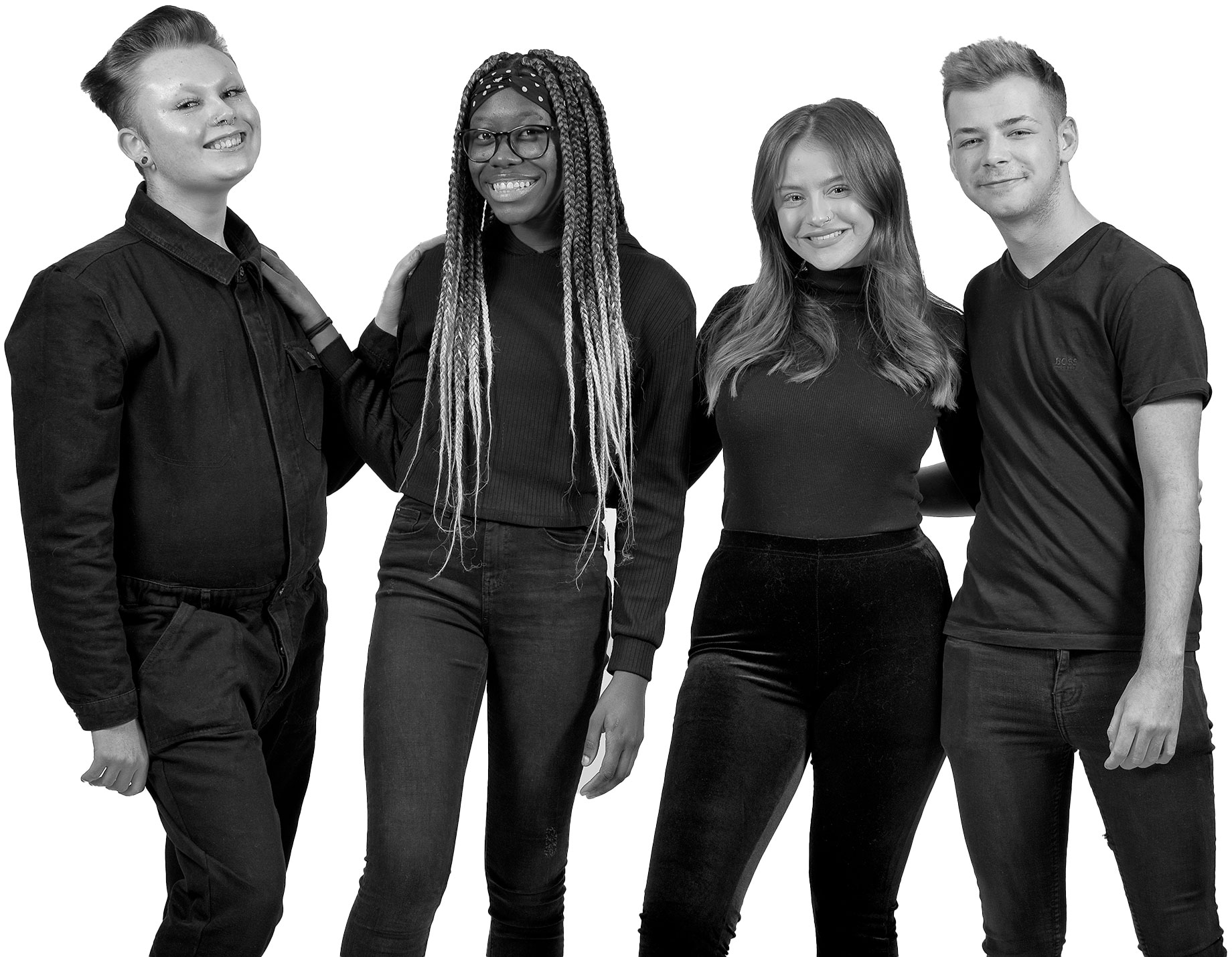
**Evolving learning and teaching towards student-centred, active learning**

# **We will deliver and continuously improve by:**

* Creating innovative learning opportunities by empowering and enabling learners to participate in innovative pedagogical/andragogical learning to realise their full potential;
* Maximising the benefits of learning technologies to create blended approaches to support learner needs;
* Engaging learners, employers and stakeholders in the design and delivery of the curriculum;
* Creating interdisciplinary/interprofessional learning and teaching opportunities to support high-quality learning;
* Student-centred learning encouraging students to take responsibility for their own learning;
* Encouraging collaborative partnerships with employers and key stakeholders to encourage leadership of learning;
* Ensuring work-related placement learning opportunities are available, that there is regular engagement with employers and increased provision of opportunities for students;

**02**

* Recognising students as co-creators of the educational experience by empowering them to become involved in sharing their experience;
* Enabling students to connect with their peers and develop the relationships that are essential to enabling wellbeing and retention. This should include increasing the number of learner engagement activities available to students particularly around social events to increase learner confidence and strengthen a sense of belonging;
* Re-imagining of learning resulting from digital technologies, automation and artificial intelligence.



**Implementing our Strategy**

# **We will deliver our strategy by:**

* Supporting student engagement via a range of forums for example, course reviews, the Student Association etc to gain student views and opinions;
* Fully engaging in self-evaluation to support action planning for improvement;

**03**

* Through critical reflective practice and evaluation enhancing the quality of the learning experience;
* Engaging in professional dialogue and works in collaboration with peers to observe practice to develop skills in innovative learning and teaching, assessment and feedback;
* Supporting and encouraging academic staff to critically evaluate their own learning and teaching methodologies to establish how these impact on the learning experiences;
* Ensuring academic teams are knowledgeable in the application of internal and external quality assurance and quality improvement systems and how these apply in different settings;



**Appendix 2**

**Learning and Teaching Terms of Reference**

**Introduction**

A comprehensive appraisal of the Learning and Teaching Group has informed the decision to revise the remit of the group to support new and evolving 21st century requirements relating to andragogy and pedagogy. The overarching purpose of the group is to support lecturers to refresh their focus, to transform their learning and teaching approaches by offering meaningful, high quality, evidence-based education that prepares students to develop skills for learning, for life and for work.

**Purpose**

The Learning and Teaching Group is established to promote contemporary evidenced based practice that is driven by our obligation to meet the needs of our students and is aligned to current General Teaching Council Standards for Lecturers in Scotland’s Colleges. The group will advocate innovation of learning, teaching, assessment and feedback and the sharing of best practice within the organisation.

**Objectives**

1. Foster a culture of continuous improvement driven by evidence-based practice by researching, reviewing, applying, and disseminating the effectiveness of innovative learning and teaching methods, technologies for learning, assessment practices and feedback approaches;
2. Promote and maximise the opportunity to use learning technologies to enhance learning, teaching, assessment and feedback;
3. Advocate the General Teaching Council Standards for Lecturers in Scotland’s Colleges for effective teaching practices and assessment methods;
4. Contribute towards Education Scotland’s shared ambition of ensuring positive experiences and outcomes for all learners through quality enhancement of learning and teaching at NCL;
5. Support NCL to realise its Education Strategy;
6. Empowering staff to practice collaborative and collective leadership of learning supported by New College Lanarkshire's, SCQF Level 9 Professional Practice Unit;
7. Designs, delivers, and endorses innovation in learning, teaching, assessment, and feedback best practice prompted annually at NCLs Celebration of Learning and Teaching Conference (first conference to be held in June 2024).

**Composition**

1. The Learning and Teaching Group shall consist of representatives from different academic departments, professional services, student representatives, Executive Board and/or Deans group members and external experts (if applicable);
2. The group shall be chaired by the Dean for Learning and Teaching.

**Appendix 2 (continued)**

**Roles and Responsibilities**

1. Submit regular reports and recommendations to the Executive Board, highlighting achievements, challenges, and proposed actions;
2. To encourage a fresh, contemporary approach towards self-evaluation of learning and teaching (this pilot to inform a revision to the current methodology-planned roll out to all academic staff 2024/2025);
3. Make decisions relating to NCL devised Unit which require SCQF Levelling.

**Meeting Frequency and Reporting**

1. The group shall meet regularly, at least once every 8 weeks to discuss ongoing initiatives, progress, and new proposals;
2. Meeting minutes shall be recorded and distributed to all group members;
3. The chair or designated representative shall provide periodic reports to the Executive Board on the group’s activities, outcomes, and recommendations.

These Terms of Reference provide a framework for the functioning and responsibilities of the Learning and Teaching Group. Any amendments or revisions to these terms should be proposed, discussed, and approved by the group members, ensuring transparency and inclusiveness in decision-making processes.

**Appendix 3**

Student Satisfaction and Engagement Survey Report

Student Satisfaction & Engagement Survey Report

Session 2022/23

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### Survey Rationale & Methodology

The Scottish Funding Council (SFC) require all Colleges to distribute the Student Satisfaction & Engagement Survey (SSES) as a means to evaluate and enhance college provision in Scotland. The survey provides a national approach to monitoring student satisfaction and engagement in Scotland’s College and annual guidance issues by SFC[[1]](#footnote-1) to colleges includes the selection criteria and questions. Statement 1 from the SSES ‘Overall, I am satisfied with my college experience’ has been incorporated as an Outcome Agreement national measure for College Outcome Agreements.

The survey is directed at students on a programme of study that is 4 credits or more and includes coverage of Developing the Young Workforce groups. Data collected will is analysed on level and student mode of attendance.

SFC do propose online completion of the survey by students and to facilitate this online links are distributed via MyDay App, and Academic Departments, however for many students who prefer to complete the survey on paper, this is accommodated and the data is entered on their behalf. Daily updates on participation levels are provided to the Academic Heads of Departments and Academic Leaders, who is turn encourage class groups to complete the survey.  All students who complete the survey are automatically entered into a prize draw to win one of 10 x £50 Love to Shop vouchers.

Given that this is the first full academic year all students have returned to learning on campus, it is intended to use the information to create a baseline for going forward.

### Departmental completion rates

|  |  |  |  |
| --- | --- | --- | --- |
| **Department** | **Actual Response** | **Possible Response** | **Response Rate %** |
| Access and Progression | 306 | 519 | 58.96 |
| Automotive Studies | 262 | 474 | 55.27 |
| Beauty, Aesthetics and Hair Design | 314 | 460 | 68.26 |
| Computing and Digital Technologies | 201 | 341 | 58.94 |
| Construction Trades Technology | 491 | 667 | 73.5 |
| Culinary Arts | 81 | 113 | 71.68 |
| Dental, Health and Social Care | 291 | 795 | 36.56 |
| Education and Counselling | 240 | 441 | 54.3 |
| Humanities | 251 | 471 | 53.18 |
| Lanarkshire Business School | 146 | 310 | 47.1 |
| Lanarkshire Institute of Science and Technology | 348 | 726 | 47.93 |
| Music Industries and Performing Arts | 232 | 446 | 52.02 |
| Sport and Physical Activities | 198 | 363 | 54.55 |
| Supported Learning | 225 | 300 | 75 |
| Visual and Creative Arts | 191 | 425 | 44.94 |
|  |  |  |  |
| **Total** | 3777 | 6851 | 54.95 |

### Level and Mode of attendance completion rates

|  |  |
| --- | --- |
| **Level and Mode** | **Response Rate %** |
| Further Education – Full Time | 87.01 |
| Further Education – Part Time | 40.25 |
| Further Education – Distance/Flexible | 28.57 |
| Higher Education – Full Time | 55.6 |
| Higher Education – Part Time | 42.32 |
| Higher Education – Distance/Flexible | 44.19 |
|  |  |
| **Overall Total** | 54.95 |

### Complete rates in relation to campus

|  |  |
| --- | --- |
| **Campus** | **Response Rate %** |
| Broadwood | 44.77 |
| Coatbridge | 51.31 |
| Cumbernauld | 63.31 |
| Kirkintilloch | 64.17 |
| Motherwell | 55.06 |
| Online/various | 21.57 |
|  |  |
| **Total** | 54.95 |

### Satisfaction rates in relation to individual questions and level of study

Percentage of students agreeing with the statement

|  |  |  |  |
| --- | --- | --- | --- |
| **Question** | **FE satisfaction %** | **HE satisfaction %** | **Overall satisfaction %** |
| Overall, I am satisfied with my college experience | 95 | 91.5 | 94 |
| Staff regularly discuss my progress with me | 90.9 | 85.2 | 89.3 |
| Staff encourage me to take responsibility for my learning | 96.1 | 95.7 | 96 |
| I am able to influence the learning on my course | 91.7 | 87.9 | 90.6 |
| I receive useful feedback which informs my future learning | 93.4 | 90.5 | 92.6 |
| The way I am taught helps me learn | 92.7 | 88 | 91.3 |
| My time in college has helped me develop knowledge and skills for the workplace | 93.3 | 91.4 | 92. |
| I believe student suggestions are taken seriously | 87.7 | 84.1 | 86.7 |
| I believe all students are treated equally and fairly by staff | 90.1 | 87.9 | 89.5 |
| Any changes in my course or teaching has been communicated well | 88 | 83.9 | 87 |
| The online learning materials for my course have helped | 86.6 | 88.8 | 87.2 |
| I feel part of the college community | 88.8 | 81.1 | 86.6 |
| The college Students’ Association influences change for the better | 56.1 | 40 | 47.4 |

Percentage of students recording a don’t know response to the statement

|  |  |  |  |
| --- | --- | --- | --- |
| **Question** | **FE %** | **HE %** | **Combined FE and HE %** |
| The college Students’ Association influences change for the better | 40 | 47.4 | 42.1 |

### Actions to take forward

All Heads of Academic Departments were aware that the SFC would like all colleges to achieve at least 50% return rate and when this was not achieved feedback was requested from the Department. A summary of the feedback is below:

|  |
| --- |
| **Are there any actions that the College e.g. Quality Team, /Students’ Association/Learner Engagement could have taken that would have helped the Department achieve 50% completion of the survey?** |
| Increase direct messaging re the importance of the survey and more comprehensive schedule of visits to class groups.  Some groups of students do not engage well with IT and although hard copies of the survey are available, these require an extra degree of effort on the part of staff and students.  A simplified Mobile app would be a better way to reach students and uptake would probably be much higher if the students themselves saw the explicit value of the surveys.  Put the survey link onto a QR code for students to access a little easier  Have a dedicated area with SA overseeing where students can either input online to the survey or complete using a paper copy and post into a box similar to a voting system  Students’ Association to promote surveys from the start of term and advise students of the importance. |

|  |
| --- |
| **What additional actions could the Department have taken to enable the Department achieve 50% completion of the survey?** |
| More focused time to complete especially during tutorial classes.  I think in the future, a “belts and braces” approach may be more productive i.e. the first 10 minutes of the tutorial class should be dedicated to the completion of the survey.  Having the breakdown of returns by course is very helpful and a further breakdown of which students have completed would be really useful.  Looking at the figures, the department could have timetabled resource better. This would give a better chance of students getting the opportunity to complete either being online and paper if necessary.  Involving class reps and also have them tie in with the course tutor.  A lot of students do not check into the student portal and the HoD and AL leads resorted to using Teams to remind the students to fill out the survey.  As a department we will be speaking positively about surveys at the department meeting in August and hopefully gain more support from staff. |

Question 13 – “*The college Students’ Association influences change for the better*” is the only question that has a don’t know option response. The outcome from the survey was shared with the outgoing Students’ Association as well as the new Student President. It is the intention that a number of events such as Be Heard, open mic and focus groups will highlight the role of the Students’ Association and how they influence change. Other activities organised by the Students’ Association will be supported and promoted by the Brand Team, Heads of Department, Deans and Executive Team.

**Appendix 4**

Complaints Handling Report



1. [College\_Student\_Satisfaction\_and\_Engagement\_Survey\_Guidance\_2022-23 (2).pdf](file:///C:\Users\ann.baxter\Downloads\College_Student_Satisfaction_and_Engagement_Survey_Guidance_2022-23%20(2).pdf) [↑](#footnote-ref-1)