

LEARNING, TEACHING AND THE STUDENT EXPERIENCE COMMITTEE

DATE	28 April 2025
TITLE OF REPORT	Learning, Teaching and Student Experience Update
REFERENCE	09
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PURPOSE:	To provide members with information relating.
KEY RECOMMENDATIONS/ DECISIONS:	Members are recommended to: • Note the achievement of the credit target; and • Note the curriculum restructure;
RISK	• That the quality of learning, teaching and assessment declines, negatively impacting the student experience
RELEVANT STRATEGIC AIM:	• Successful Students • Highest Quality Education and Support • Sustainable Behaviours
SUMMARY OF REPORT:	• The College has achieved the credit target is 210 over at this point in the year. Note that this is subject to year-end audit. • A new curriculum management structure has been established following an 8-week consultation with staff. • There will be a focussed management tier consisting of one Head of Curriculum, one Depute and eight Curriculum Quality Managers. • Associate Principals, David Innes and Myra Sisi, have retired and the College wishes to thank them for their service. • Retention has dropped slightly to 90%, mainly due to withdrawals in Full Time FE programmes. • Curriculum highlights include the establishment of Project Search and an award-winning Painting and Decorating apprentice.

1. INTRODUCTION

- 1.1 This paper seeks to provide an update on the credit target for academic year 2024-25, and an overview of learning and teaching to date. It also provides an update on the academic restructure.

2 CREDIT TARGET

- 2.1 The credit target for the 2024-25 academic year is 43,600, and SLC is currently sitting at 43,810 credits, so 210 credits over target. There is also potential for additional credits up to 164, which will be generated by short courses between March and June 2025. This means SLC are expected to claim 43,974 by the end of the academic year which is above target and within the 2% upper threshold. These credit numbers are subject to audit.

3 CURRICULUM RESTRUCTURE

- 3.1 At the time of writing the College had not yet received approval from the Scottish Funding Council for voluntary severance applications for some support staff postholders. Therefore, the College made the decision to tell academic staff the result of their VS applications and to publish the academic structure in advance of the Easter break. 19 applications accepted for voluntary severance were from the academic areas.
- 3.2 By enabling some voluntary severance requests, the College has been able to look at achieving the required financial savings to help to ensure sustainability. In addition, we are mindful that there is significant knowledge, experience and skills which will leave the College through the VS process. The College would like to thank everyone who is choosing to leave the College through VS at this point for their contributions to making the College the success that it is to date.
- 3.3 The College is acutely aware that there has not been such wholesale change and business transformation in some time, and that it is an unsettling time for staff. The final structures incorporate feedback from the consultation process.
- 3.4 *Academic Management Structure***
- 3.5 The College aims to create a more focused academic management tier, accountable to stakeholders and staff, with an authority and responsibility to take whatever action is necessary to drive through new developments in a considered and sustainable manner but with pace and decisiveness.
- 3.6 The Associate Principal layer of academic senior management has been realigned to ensure a consistency of approach at this senior level. The post title has changed to 'Head of Curriculum' to be consistent with other posts across the organisation. Given the scale of the organisation, the structure will change to one Head of Curriculum to ensure a single point of contact, similar to other Head posts too.

- 3.7 The benefits of a single Head of Curriculum point of contact include ensuring a consistent strategic approach to curriculum delivery, consistency of messaging and information dissemination, and a single point of contact for all curriculum planning, accountability and oversight.
- 3.8 The post holder will be accountable for the full range of curriculum areas and will also be responsible for cross college functions linked to the College's strategic priorities. For example, these may include:
- Employer endorsement of curriculum;
 - Enterprise and Innovation;
 - Science, Technology, Engineering and Maths (STEM; including Digital Developments relating to education, learning and teaching);
 - Pathways: including community, schools and university links;
 - Core, Digital, Employability, Study and Meta Skills Development;
 - Guidance and support.
- 3.9 The Head of Curriculum and Depute Head of Curriculum will operate a matrix management arrangement to drive forward the themes above, with whichever staff are required to be involved. The expectation is that the Head and the Depute Head will be the College point of contact for these local and national thematic, attend the relevant network groups, meetings and conferences, harness the information and disseminate this information widely and proactively at the College. This will involve establishing and driving project groups on these themes to ensure the College remains current, entrepreneurial and at the cutting edge of national developments.
- 3.10 The Curriculum Manager posts will be renamed 'Curriculum and Quality Manager' (CQM) to reflect the full scope of their role. Given the prominence of working with quality standards within the Curriculum Manager post as is, the name change to 'Curriculum and Quality Manager' has been made to better reflect the skills set and requirements of the role. The CQMs will continue to provide the operational management of their curriculum areas. The CQM posts will report through to the relevant line management but will lead on all aspects of curriculum and quality management.
- 3.11 To provide the required support to the Curriculum and Quality Managers, and to ensure succession planning opportunities, there will be 4 x 1.0 FTE Level 1 Promoted Lecturers created. The post will be called 'Curriculum and Quality Leader' (CQL) to support the following curriculum areas:
- Building Services Engineering
 - Business, Events and Public Services;
 - Health, Social Care and Science; and
 - Hair, Beauty and Creative Industries
- 3.12 The additional resource is at a financial cost but deemed necessary in the areas where there is a specific set of circumstances requiring additional support. This is based on an assessment of:
- the volume of student recruitment,

- the volume of distinct courses,
- the credit yield,
- the complexity of the curriculum,
- the associated FTE required for delivery of the provision, and
- the volume of headcount staff to be line managed

3.13 This is a starting point and, should additional monies become available in the future, more Level 1 posts may be added.

4 Curriculum Areas

4.1 *The current academic management structure is as follows:*

1.0 FTE Associate Principal of Curriculum	1.0 FTE Associate Principal of Curriculum
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1.0 FTE Depute Head of Curriculum

11 x 1 FTE Curriculum Managers

1.0 FTE Curriculum Manager Building Services Engineering	1.0 FTE Curriculum Manager Carpentry and Joinery	1.0 FTE Curriculum Manager Early Education and Childcare	1.0 FTE Curriculum Manager Hairdressing, Beauty and Make Up
1.0 FTE Curriculum Manager Built Environment	1.0 FTE Curriculum Manager Wet Trades	1.0 FTE Curriculum Manager Health and Social Care	1.0 FTE Curriculum Manager Learning and Development
1.0 FTE Business Management and Media	1.0 FTE Curriculum Manager Hospitality Legal and Police Studies	1.0 FTE Curriculum Manager Life Sciences	

4.2 **The new Academic Management structure is as follows:**

1.0 FTE Head of Curriculum

1.0 FTE Depute of Curriculum

8 x 1 FTE Level 3 Curriculum and Quality Managers (CQMs) plus

4 x 1 FTE Level 1 Curriculum and Quality Leaders (CQLs)

1 FTE CQM Building Service Engineering	1 FTE CQM Business, Events and Public Services	1 FTE CQM Carpentry and Joinery	1 FTE CQM Hair, Beauty and Creative Industries
1 FTE CQL	1 FTE CQL		1 FTE CQL
1 FTE CQM Early Education and Social Science	1 FTE CQM Health, Social Care and Science	1 FTE CQM Inclusive Learning and Languages	1 FTE CQM Wet Trades
	1 FTE CQL		

4.3 The current Interim Curriculum Manager postholders (four postholders) will remain in post until the end of the academic year, working with the Head of Curriculum and Depute Head postholders, and the new structure will be in place for the new academic year.

4.4 The Head of Curriculum role and the two Curriculum Quality Manager (Health, Social Care and Science and Early Education and Social Science) roles will be advertised after the Easter break in a cascade order. In addition, there will also be a Learning and Teaching Innovation Manager role that will be available as well as the four Curriculum and Quality Lead roles. This means that there is a total of 8 roles available, 1 Head of Curriculum role, 3 Curriculum Manager (Level 3) roles and four Curriculum and Quality Lead roles (level 1) roles.

4.5 The College would like to note thanks to Associate Principals, David Innes and Myra Sisi who have left the college and are now retired.

4.6 The College will keep a watching brief on the new structure to ensure that it functions as intended.

5 RETENTION

5.1 Table 1 below shows the retention and withdrawal figures to date, 7 April 2025.

Intervention strategies, guidance and support are taking place across the curriculum areas to enable students to remain on their course challenge

5.1.1 Table 1: Enrolment, Retention, Early and Further Withdrawals April 2025

Mode	Number of enrolments	Early withdrawals	%	Number of further withdrawals	%	Retention %
FT FE	1,302	36	4.4	139	12	84
FT HE	751	24	3.5	80	12	85
PT FE	2,239	60	2.8	57	2.7	95
PT HE	289	15	5.4	1	0.4	94
Overall	4,581	150	3.5%	277	6.5%	90%

5.2 A breakdown by curriculum area can be found in Annex A.

5.3 Early withdrawals have increased to 51 from 36, and further from 69 to 139 across Full Time FE programmes which has led to retention dropping by 6%. This has impacted on overall college retention since the last committee by 3%.

6 Alternative Funding

6.1 The Celebration of Success event for a year of the College Local Innovation Centres was held on 28 March 2025. This was a great showcase event and an opportunity for all of the six colleges in Glasgow City Region to highlight the excellent work undertaken to date. (Presentation circulated to the Board)

6.2 In addition, the UK Research and Innovation reinforced the success of the project and officially announced the continuation of the funding £1.2m across the six colleges for another year.

7 CURRICULUM HIGHLIGHTS

7.1 Project Search

7.2 Project Search is one year transition to work programme for young adults with a learning disability or autism spectrum conditions, or both. The project involves partnering with organisations across public, private or voluntary sectors to provide supported employment internships for young people on their last year of education, helping them to take positive first steps into the world of work.

7.3 South Lanarkshire Council have approached the Inclusive Learning Curriculum Area regarding opening a site in partnership with ASDA. This would provide a further step towards employment for our students attending supported courses. The curriculum area plan to deliver a programme for one cohort of twelve students commencing next

academic session 2025/26, providing a progression pathway for current students studying on a Supported Programme at SCQF Level 4.

7.4 This programme will be delivered working in partnership with South Lanarkshire Council and ASDA at their Torglen site. Students will access a combination of classroom-based education and complete three rotations of work placement in different departments across the site. They will be supported by Job Coaches from South Lanarkshire Council.

7.5 *Experience the Art of Open Razor Shaving (Peer supported Learning)*

7.6 SCQF Level 3 Barbering students recently organised an open razor shaving seminar as part of their promotional activity assessment and chose their target audience to be a group of first year barbering students. They hoped that this event would help to inspire and motivate their peers to continue to the next level of their training and skills development in their career journey.

7.7 They contacted one of our local employers Jamie Hamilton from Cutthroat Barbers in East Kilbride who kindly volunteered to give of his time along with members of his talented team to deliver a masterclass in the precision razoring techniques showcasing the timeless skill of open razor shaving and the newest on trend blending techniques.

7.8 The students reflected on the structure, content and the success of the seminar by providing the audience with the opportunity to ask questions during and at the end of the seminar. They concluded that whether you are a styling enthusiast or simply curious about the trade, this seminar offered a unique glimpse into this specialist craft.

7.9 *Construction Industry Training Board (CITB)*

7.10 The College received a “green” RAG rating at the last monthly CITB contract meeting and which is the highest that can be achieved. These RAG ratings are scored against the series of provider obligations set by CITB and aligned with other obligations set by Skills Development Scotland (SDS) too. It provides further reassurance to CITB that the apprenticeship experience is good.

7.11 *Award Winning Apprentice*

7.12 Nathan Alexander one of the second year Painting and Decorating apprentices has won the CITB second year apprentice of the year at Dalmahoy on Friday, nominated and supported by Lecturer Mark Haddow.



8 EQUALITIES

- 8.1 There are no new matters for people with protected characteristics or from areas of multiple deprivation which arise from consideration of the report.

9 RISK

- 9.1 That the quality of learning, teaching and assessment declines, negatively impacting the student experience

10 RECOMMENDATIONS

- 10.1 Members are recommended to:
- 10.1.1 Note the achievement of the credit target; and
 - 10.1.2 Note the curriculum restructure;

ANNEX A

Table 1: Overall Curriculum Area Enrolments, Retention, Early and Further Withdrawals 8 April 2025

Mode	No. of Enrolments	Early Withdrawals	%	No. of Further Withdrawals	%	Retention %
Building Service Engineering	410	12	3	15	3.8	93
Built Environment	365	10	2.9	13	3.9	93
Business Management and Media and Accounts	647	22	3.8	38	6.6	89
Carpentry and Joinery	420	1	0.2	0	0	99.8
Early Education and Childcare	328	16	5	39	12	83
Hairdressing, Beauty and Make Up Artistry	515	19	4	50	11	85
Health and Social Care	392	16	4.5	24	6.7	88.8
Hospitality, Tourism, Legal and Police Studies	397	21	6	40	11.5	82
Inclusive Learning	420	16	4.1	20	5	91
Life Sciences	301	14	5	37	13	81
Wet Trades	387	3	0.8	1	0.3	99