

Board of Management Learning & Teaching Committee

Date of Meeting	Tuesday 27 September 2015
Paper No.	LTC1-B
Agenda Item	4
Subject of Paper	Committee Annual Report 2015-16
FOISA Status	Disclosable
Primary Contact	Paul Clark, College Secretary/Planning
Date of production	9 September 2016
Action	For Approval

1. Recommendations

1. To review the Committee Annual Report 2015-16
2. To approve the report (for noting by the Board) subject to any agreed changes.

2. Purpose of report

2.1 To provide the Committee with a high-level review of the activities of the Committee throughout 2015-16 within the framework of the Committee's Terms of Reference.

3. Context

3.1 In May 2014 the Committee agreed to a recommendation from the Internal Auditor to prepare "an annual report...for each sub-committee and that this is used as the basis for the preparation of the annual report for the full Board " (Ref. paper AC4-F, May 2014: "Internal Audit Report - Risk Management and Governance").

3.2 Referencing the Committee Terms of Reference, the summary schedule of work of the Committee for 2015-16, and the considerations and discussions undertaken by the Committee through the session, the attached report provides a summary report of the Committee's activities.

3.3 The benefits of such a review include the following:

- It provides a reference for progress and achievement, and an accessible update on the Committee's recent and current areas of focus, within the parameters of the Committee's areas of responsibilities. This is of value to new Committee members, other Board members, and other stakeholders.
- It provides a sound basis for the development of a College Annual Report, ensuring a robust governance framework and perspective for reportage.
- It reflects good governance practice.
- It facilitates reflection and performance improvement, thereby supporting the College's Strategic Aim 5. "With a high performance focus, be the best we can be in the way we operate and work together".

4. Impact and implications

4.1 The review process comprises a thorough review of the Committees activities in the previous academic session, informing strategic direction, and facilitating development and improvement.

4.2 It will provide further reassurance to the Board and its stakeholders, including the Regional Board, that the City of Glasgow College systems of governance review are robust, and delivered to a high standard.

Appendices:

Appendix 1: Learning and Teaching Committee Annual Report 2015-16.



Learning and Teaching Committee

Annual Report 2015-16

LEARNING AND TEACHING COMMITTEE

CONVENER: Jim Gallacher

VICE CONVENER: David Eaton

MEMBERS: Ian Gilmour, Paul Little, Stuart Patrick, Ruta Simonyte

Introduction

The Learning and Teaching Committee performs a vital role on behalf of the Board of Management (ref. Appendix: Terms of Reference), in matters relating to the curriculum, academic policies and procedures, quality and performance, and learning, teaching and support. Particular priorities are student recruitment, retention, attainment and achievement. The Committee's remit also includes the monitoring and review of student admissions, access and inclusion, as well as arrangements for articulation and partnerships with other providers.

The student experience as a whole is also a key focus for the Committee, which includes approaches to learning and teaching, resourcing - including the use of ICT, as well as student complaints handling and outcomes. Student support and discipline also falls within the scope of the Committee, as does the conduct of the academic appeals process.

The Committee also considers new and innovative developments in all aspects of pedagogy, and seeks to ensure that the College is actively working to meet the needs of all stakeholders in presenting learning and teaching opportunities that meet current and future needs. Strategies for pedagogical and curriculum development are overseen by the Committee, as it seeks continuous improvement in the College's principal function.

Feedback from student engagement, such as surveys and academic fora, is considered by the Committee, and an overview of academic quality and improvement is maintained.

Review of 2015-16

Curriculum

Throughout 2015-16 the Committee received reports at each of its meetings on progress in the continuing development and delivery of the curriculum and estates plan for Glasgow, with the Regional Curriculum and New Pedagogy and Innovation being retained as standing agenda items. The sector-leading Industry Academies

continued to progress and expand throughout the session, and the Committee received regular reports on IA progress.

Regional Curriculum

The transfer of some curriculum activity and staff from Kelvin College was successfully achieved through the session, in accordance with the Regional curriculum and estates plan for Glasgow. The Committee noted that this was an ongoing process, and considered the potential impact of such transfer upon staffing, and the continuing effectiveness and efficiency of delivery. Discussions continued with Kelvin College, in the context of TUPE, regarding the transfer of staff and students in 2016-17.

It was highlighted by the Committee that students progressing into the second year of a course, relocated to CoGC, might experience particular difficulties.

Curriculum Performance

The Curriculum Performance Report was presented to the Committee, with an ongoing review of the related performance dashboard. The Committee noted that Performance Reviews are on-going within all Faculties to ensure all layers of faculty staff are fully aware of what is required of them in relation to performance. It was noted that the introduction of the Data Dashboard has embedded this priority throughout Faculties, providing evidence to be considered during the review process. As well as curriculum PIs, information on finance/projected income targets is now included. In session 2015-16 Curriculum Heads were included in review meetings for the first time.

In February 2016, It was noted that the focus was upon Early Withdrawals (EW) – i.e. students who have left the course and College. The College's EW data was noted as within national benchmarks/standards with Full-Time Higher Education EW at 2.2%, with the national benchmark at 4%.

Following publication of the national college performance indicators, the Committee was pleased to note that City of Glasgow College had moved into 2nd place nationally.

City Learning

New Campus New Learning evolved into City Learning in 2015-16, and an audit of City Learning was undertaken within all full-time curriculum courses in advance of the Education Scotland Review in January 2016.

Industry Academies

The Committee welcomed regular updates on the development of the College's new Industry Academies. Six new Industry Academy Curriculum Heads were appointed at the beginning of session 2014-15, each of whom developed an Industry Academy (IA) development plan. The IA's provide an invaluable industry based learning experience for students, as well as providing an additional income stream to the

College. The Committee noted interest from the rest of the sector in the IA model, as well as from SDS.

Learning and Teaching Strategy

The Committee received reports on the updating of the College Learning and Teaching Strategy from the Depute Principal. The strategy includes indications of how the strategic objectives are to be measured, and the Committee noted that some of the longer term targets (2019) were particularly challenging, as these were required to match the College's strategic ambitions.

Developing Scotland's Young Workforce

The Scottish Government's Youth Employment Strategy – Developing Scotland's Young Workforce was also a standing item, given a key priority by the Committee which welcomed reports of the development of new partnerships. The importance of the College extending its involvement in Foundation Apprenticeships and Modern Apprenticeships was noted.

The Committee was pleased to note the College's success in winning the "Employer Engagement Award at the November 2015 Annual Awards.

College Leaver Destinations

Data on student destinations 3-6 months after leaving the College was considered, this being of particular interest to the Government in the context of the Youth Employment Strategy. The Committee discussed the range of positive destinations available to leavers, noting that this extended beyond the university option, For example, the College has links with banking chains who take CoGC HE students for guaranteed interview.

Education Scotland

The Committee received reports on preparations for the Education Scotland review of the College (January 2016) – a major review which is scheduled every four years. In February 2016, initial reports to the Committee confirmed that Education Scotland had undertaken 59 staff classroom observations during their 5 days of Review in College.

The Committee noted that the review had been highly successful, and the College had achieved the highest judgement available, i.e. "Effective". Of note, the report found that:

- The number of learners who successfully complete their programme at the College has continued to improve and is well above the sector performance level.
- Over 90% of the College's successful learners progress directly to further learning, apprenticeships, or employment. In fact, over 1,000 students progress each to degree level study at university
- Over 90% also describe a sense of pride in being part of the College and enjoy mutual, respectful and productive relationships with College staff.

The key point of action identified in the report was that College managers should ensure that teaching staff reflect on their practice to ensure that an appropriate range of teaching approaches are used within lessons. (n.b. One year on from the Education Scotland Report, the College will produce a report setting out what it has done to address the main points of action/development).

The report found an unprecedented four Examples of Excellence. Education Scotland reports normally feature a maximum of two per college. The four examples highlighted in the report related to:

- Worldskills
- Support Services
- Effective Employer Engagement – Industry Academies
- Maritime Mobile Application

The full report was presented to the Board of Management by the HM Inspector Gill Ritchie.

Student Feedback

The Committee was pleased to note the results of the Learning and Teaching Questionnaire that overall student satisfaction was still over 90%. Some areas of decreasing satisfaction were also noted. ,

Academic Board

The College Academic Board, comprising staff and students from across the curriculum areas of the College, continued to operate through 2015-16 having been reconstituted the previous session. The Academic Board reports to the Committee, and members of the Board attend Committee meetings as appropriate. The Committee noted that the Academic Board's emergent themes in the session were:

1. Research Academy
2. Learning and Teaching Academy, and
3. Digital Academy

The Academic Board considered three new areas of research:

1. City Partners
2. Improving industry-based short courses, and
3. Improving the College's Alumni network

The Depute Principal reported that the Academic Board had evolved into a series of project working groups to develop and progress learning and teaching across the College.

Risk Management

The Committee conducted a regular review of strategic risks, particular those risks most closely associated with the Committee's responsibilities to students, and to Learning and Teaching provision generally. The key strategic risks reviewed by the Committee were:

Risk 1 – Failure to support student success

Risk 2 – Failure to establish optimal pedagogical model

Risk 3 – Failure to achieve good student outcome/progression

Risk 18 – Failure to agree with SFC a transition plan to deliver 180,000+ Credits (formerly 210,000 sUMs).

Following the successful Education Scotland Review, the risk ratings for risks 1 and 3 were reduced from Amber to Green.

Attendance

Learning and Teaching Committee Attendance				
Year	No. of Meetings	Total Possible Attendances	Total Actual Attendances	Percentage Attendance
2015-16	4	20	28	90%

Attendance levels were noted as excellent by the Board of Management as part of the Board evaluation exercise in June 2016.

APPENDIX : COMMITTEE TERMS OF REFERENCE

1. To provide reports, advice and recommendations to the Board of Management on academic policies and procedures, on matters relating to the curriculum, quality and learning, teaching and support, and on the role and composition of the Academic Board.
2. To undertake high level review of:
 - key aspects of academic performance, including student retention, progression, attainment and achievement;
 - performance on admissions, access and inclusion;
 - arrangements for articulation and partnership
 - approaches to learning and teaching, including the use of ICT;
 - the volume and themes of student complaints, and their handling and outcomes.
3. To reflect on trends in education and encourage innovation and curriculum development to ensure that the College is successfully serving the needs of its internal and external stakeholders and is preparing effectively to meet future needs.
4. To maintain an overview of academic quality assurance and improvement standards and outcomes by reviewing reports from the Academic Board and other relevant sources, both internal and external, including feedback and evaluation from student and stakeholder surveys.
5. To review student induction and support mechanisms.
6. To consider matters concerning student discipline.
7. To monitor the conduct of the academic appeals process.