

Board of Management Learning & Teaching Committee

Date of Meeting	Wednesday 5 September 2018
Paper No.	LTC1-B
Agenda Item	4
Subject of Paper	Committee Annual Report 2017-18
FOISA Status	Disclosable
Primary Contact	Paul Clark, College Secretary/Planning
Date of production	22 August 2018
Action	For Approval

1. Recommendations

1. To review the Committee Annual Report 2017-18
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 and the Board with a high-level review of the activities of the Committee throughout 2017-18 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 2017-18, 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, vigilance, effectiveness and performance improvement, thereby supporting the College's Strategic Aims 5 and 6 - "To deliver excellence in performance", and "To be efficient, effective, innovating, and vigilant".¹

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, performance monitoring, and improvement.

¹ City of Glasgow College Strategic Plan 2017-25

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 2017-18.

LEARNING AND TEACHING COMMITTEE

CONVENER: Prof. Jim Gallacher

VICE CONVENER: David Eaton

MEMBERS: Prof. Tracey Howe, Principal Paul Little, Student President Megan Cartwright, Student VP Jack McAllister

Annual Report 2017-18

Introduction

The Learning and Teaching Committee performs a vital role on behalf of the Board of Management in matters relating to the curriculum, academic policies and procedures, quality and performance, and learning, teaching and support (ref. Appendix: Terms of Reference). 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 learning and teaching, 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.

The Committee includes a number of key issues as standing items on its agenda, including a Regional Curriculum Update, Curriculum Performance Report, Pedagogy and Innovation, and Developing Scotland's Young Workforce.

Review of 2017-18

Curriculum Innovation and Strategy

The first two Strategic Priorities set out in the new College Strategic Plan are:

1. To be an inspirational place of learning, and
2. To enable individuals to excel and realise their full potential

The new landmark College Campus sites at Riverside and City have been established as major learning and working centres for three and two years respectively. These represent a highly visible statement of the College's strategic intent, providing well-resourced, technology-enriched learning spaces within which innovative learning and teaching approaches are being constantly developed and refined in support of the Glasgow Regional Curriculum, and the latest Regional Outcome Agreement for Glasgow Region.

A new Student Experience Strategy with associated initiatives was developed in 2017-18 in support of the College Strategic Plan. The plan was created in consultation with students and staff with the oversight of the Committee, and includes three key initiatives, all of which support the Regional Outcome Agreement (ROA):

- Widening Access
- Student Partnership Agreement
- City Learning 4.0

The VP Student Experience provided regular updates on these three initiatives, highlighting, among other College innovations, the work of a new Centre for Technical and Professional Education (COPTe) which supports the implementation of City Learning 4.0 - the College's new approach to learning and student engagement. A programme of staff and student support aligned to City Learning 4.0 was run by the Library and Learning Technology Team.

Innovation

Curriculum innovation was a priority theme of the Committee in 2017-18. 40 bids were received to the Innovation Catalyst Fund, with themes ranging from cryptocurrency, the Internet of Things, and digitising learning.

The key aims of the Fund include:

- supporting initiatives that address key priorities of the City of Glasgow College that cannot be supported through existing resource allocation mechanisms;
- providing opportunities to trial currently untested potential practices of the future;
- encouraging staff at all levels to become involved in innovation and action research; and
- creating networks and mechanisms with the City of Glasgow College for sharing and transferring innovative practices.

The use of social media in the curriculum was also reviewed by the Committee, which aims to enhance the curriculum, promote faculty/College activities, facilitate industry engagement, and develop stakeholder relationships and communications. A programme developed with CalMac was particularly successful, and was nominated for a TES award. A partnership was developed with the Friends of the TS Queen Mary steamer, now docked on the Clyde, with some of the College's maritime cadets involved in the refurbishment, and travel, tourism and hospitality students also involved.

A new innovation and enterprise start-up space was launched at City Campus, supporting students for a six-month period to assist in establishing self-sustaining independent businesses. A £40,000 prize was awarded to the winner of a new Enterprise Competition, funded via the John Mather Trust.

Widening Access

In relation to widening access, the Committee was pleased to note that the College has a clear statement of commitment to widening access through fairness, opportunity and respect. It was noted that there is an inclusive admissions policy and the College provides additional support to care leavers and carers. Entry requirements to the College are set at a minimum required to succeed. Applicants living in the most deprived regions of Scotland are provided with a guaranteed interview, where the applicant holds the minimum entry requirements.

A clearance system is now in place across the Region for applications/admissions. Information on recruitment and supply/demand is being shared to assist with any unmet demand for places on courses, and progress is continuing to create a common application portal. A review of inter-college progression arrangements to City of Glasgow College was undertaken with pathways now in place for the most popular subject areas.

The College was been shortlisted for the AoC Beacon Awards under the widening participation category. The submission was based on the Women into Engineering programme.

A National Articulation Forum has been established to provide collaborative opportunities for colleges and universities to address the recommendations from the Commission on Widening Access, and the College continues to work towards clearer, better, and wider-ranging articulation arrangements.

Industry Academies

The Committee received regular reports on the further development of the College's innovative Industry Academy model, with a particular focus upon external placements with industry partners; entrepreneurship, innovation and enterprise; expansion plans relating to the Industry Academies; three-year trend analyses, and

Key Performance Indicators. KPIs were monitored via the College Performance Dashboard. The Committee noted the progress made since the College's award of STEM Assured status by the STEM Foundation in 2015, with an increasing shift toward digital technologies and approaches.

The Students' Association undertook an evaluation of the Student Partnership Agreement and the MyVoice platform, identifying areas for improvement and ways to further integrate the process with student satisfaction and engagement

The Committee received reports on a series of curriculum planning reviews, informed by a new approach to curriculum planning, aligning with performance improvement. A Performance Action Group (PAG) was established to identify the factors impacting on student engagement with courses, and to assist with producing a comprehensive action plan. With a focus upon the complete student journey, a number of recommendations emerging from the work of the PAG was approved and progressed.

How Good is Our College

The College's HMI lead reported to the Committee, providing assurance that the College's quality reporting was robust, and that College's report was a very positive one, demonstrating a strong quality structure and containing accurate descriptions of how the data had been collected. Existing processes were evaluated as good, both for data collection and for reflection and analysis.

In terms of widening access, the report found that the College has a clear statement of commitment to widening access through fairness, opportunity and respect. The College has an inclusive admissions policy and provides additional support to care leavers and carers. Entry requirements to the College are set at a minimum required to succeed. Applicants living in the most deprived regions of Scotland are provided with a guaranteed interview, where the applicant holds the minimum entry requirements.

Developing Scotland's Young Workforce

The Committee noted ongoing contact with SDS with a view to the further development of apprenticeships. The Committee also received reports on progress against key actions for 2017-18, including:

- the increase in programmes and learners engaged in Senior Phase programmes across all faculties;
- the specific programmes to engage gender balances in Engineering, Construction, Health and Care and Early Years and Childcare;
- the increase in Modern Apprenticeships, rising to 105 by the end of March 2018;
- bids for new programme frameworks.

It was reported to the Committee that the College had expanded to 486 places for

the senior phase programme, and that a bid for the next round of Foundation Apprenticeships had been submitted, increasing the College's offer into healthcare and early years.

Early Years

The Committee noted the College's response to meeting the Scottish Government's pledge to increase the provision of free early learning and childcare. The College curriculum in this area had increased by 100% last year, with a further 500 credits being allocated this year. An additional 847 FTE childcare workers will be required for the Glasgow region by 2020, and an expansion plan is being developed and implemented to meet the needs of the sector and employers. The Committee recognised that there are risks around the recruitment of staff and physical resources to deliver the plan.

Education Scotland

The Committee welcomed Education Scotland who provided information sessions on the new quality arrangements for the sector, both for College staff and Board members. The Committee also discussed the Annual Evaluative Report to be produced by the College and evaluated by Education Scotland and the Scottish Funding Council.

Regional Outcome Agreement

Reportage relating to the regional curriculum was received, with senior CoGC staff chairing their respective Regional Curriculum Hub groups. The activities of the six regional curriculum hubs were noted, recognising the need for the curriculum to be sufficiently agile to fit with the economic drivers, and to provide curriculum maps to learners, indicating progression routes.

Risk Management

The Committee conducted a regular review of the College's strategic risks, particularly those risks most closely associated with the Committee's responsibilities to students, the potential of failure to meet the strategic aims under the "Students" strategic theme, 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 a sustainable level of grant-funded activity within the Region

Risk 18 was closely considered, and remained a high scoring risk throughout 2016-17 pending further assurances from the Glasgow Colleges Regional Board.

The impact of the consequences of national bargaining discussions and agreements between the Colleges (via Colleges Scotland) and EIS, were also considered. Towards the end of session 2016-17, EIS had initiated strike action with negative impact upon the learning and teaching experience for students, and the financial cost to the College sector of the emerging settlement became apparent in 2017-18. As a consequence, a number of strategic risks relating to student success, performance, and finance were re-scored upwards by the Audit Committee, to reflect increased likelihood and impact upon the organisation.

The table below indicates these key Strategic Risks within the relevant strategic themes outlined in the College Strategic Plan, with RAG status reflecting risk scores for each risk (Red, Amber, Green) as approved by the Board of Management in June 2018.

Strategic Theme	Risk Name	RAG Status
Students	1. Failure to support successful student outcomes	A
	2. Failure to establish optimal pedagogical model	G
	3. Failure to achieve good student outcome/progression levels	A
Finance	18. Failure to agree a sustainable model and level of grant funding within Glasgow Region	R

Attendance

Learning and Teaching Committee Attendance					
Year	No. of Meetings	No. of Members	Total Possible Attendances	Total Actual Attendances	Percentage Attendance
2015-16	4	5	20	18	90%
2016-17	4	7	26	16	62%
2017-18	4	6	24	16	67%

Attendance levels were slightly higher than the previous session, but significantly lower than in 2015-16. It should be noted, however, that the Convener and the two student members recorded near 100% attendances, i.e. one absence out of 12 possible).

Appendix 1:

Learning and Teaching 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 IT resources
 - 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.