

Board of Management

Meeting of the Learning & Teaching Committee

MINUTE OF 3rd MEETING HELD ON WEDNESDAY 9 FEBRUARY 2021 AT 1500 HRS (LTC3) VIA MS TEAMS

Present	
Audrey Sullivan (AS) (Convenor)	David Eaton (DE)
Sarah Erskine (SE)	Karen Kelly (KK)
Paul Little (PL)	Bernadette Savage (BS)
In Attendance	
Paul Clark (PC)	Claire Carney (CC)
Jon Gray (JG)	Gillian Plunkett (GP)
Sharon Ritchie (SR) (Minute)	
Apologies for absence	
Nicolas Garcia (NG)	Rebekah Widdowfield (RW)

Item LTC3-1	Apologies for Absence	
Paper No:	Lead: Convener	Action requested: Note
Decision/Noted	Apologies were received from N Garcia and R Widdowfield. The Chair welcomed Jon Gray, Director of Excellence to the meeting.	

Item LTC3-2	Declarations of Interest	
Paper No:	Lead: Convener	Action requested: Note
Decision/Noted	There were no declarations of interest.	

Item LTC3-3.1	Learning and Teaching Committee - Convenorship	
Paper No: Verbal	Lead: P Clark	Action requested: Approve
Decision/Noted	PC advised that Convenorship for AS has been confirmed by the Chairman of the Board. PC pointed out that all Committee positions would be reviewed and progressed after the external review and appraisal meetings This will form part of a broader succession planning review. Approved	

Item LTC3-3.2	Minute of the Learning & Teaching Committee meeting held on 09 December 2020	
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Paper No: LTC3-A	Lead: Convener	Action requested: Approve
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Discussion/ Matters Arising	That subject to a minor amendment, the minute be approved. Page 3, Item 4.3: The updated Learning and Teaching guidance provides clear guidance on the new Blended model of delivery. PC suggested that that all completed historic action items be removed therefore allowing the key focus to remain on current actions and developments.	
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Decision/Noted	Approved	
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Item LTC3-4.1	Student Update	
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Paper No: LTC3-B	Lead: B Savage	Action requested: Discussion/Decision
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Discussion/ Matters Arising	BS provided an update on the recruitment of additional class representatives who were inducted in January 2021. At the end of January/beginning of February 2021, networking sessions took place for Faculties to allow for the representatives to become better acquainted. BS reported that the staff awards were progressing well, with 298 nominations to date. It was noted that the Class Rep Recruitment for Creative Industries number was low but the engagement has been higher than previous years. Concerns have been raised at various committees regarding the challenge that staff and students face when a camera is turned off during virtual meetings. The Student Association is in the process of requesting Faculties to produce a guidance video. SA will also create news articles on Zoom fatigue to highlight the importance of leaving the camera on.	
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Decision/Noted	To note the report.	
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Item LTC3-4.2	Learning & Teaching: Covid Response	
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Paper No: LTC3-C	Lead: C Carney	Action requested: Discussion/Decision
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Discussion/ Matters Arising	CC advised that the ongoing and enhanced Covid restrictions have impacted severely on delivery of practical teaching. The longer the restrictions continue, the more difficult it becomes at the latter end of the academic year to complete courses. A limited number of students have been allowed onsite to complete critically important practical classes. Pre-Covid saw 10 000 students onsite; Tier 3 restrictions saw the number reduce to 1500, and in Tier 4 there was a further reduction to 500 students across both campuses. The very limited numbers will have an impact not only on the delivery of Learning and Teaching, but also on the completion of academic certification.	
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It was noted that when the country moved into lockdown in January, it became apparent that the operational scenarios needed to be revised. In response, the Covid Learning and Teaching Task Group was established, with representation from across Faculties, Student Experience Directorate, Performance, HR, Finance and the Student Association. Three meetings have taken place to date and the group aim to deliver a paper to SMT to make the necessary planning and budget decisions.

The Task Group will categorise priority student groups for delivery (if/when campus re-opens and by tier level) but it was clear that there would be significant implications for academic year 21/22, including recruitment, delivery of courses and financial implications for students. The Task Group has been assigned to work through these implications and derive potential solutions and approaches.

The overarching aim is to consider separate scenarios that capture different durations of lockdown and the potential impact on the likely number of days available for practical delivery of classes and assessment. This will help identify a set of principles for prioritisation of students,

The recruitment portal opened on 13th January 2021. The group will consider the impact on student deferrals and the implications on the balance of places available for completing students from last session, alongside new starts in the 21-22 session. They have also come up with potential solutions (longer day, week, academic year, additional staff, delayed/staggered start, etc.). However the impact on students, staff, and finances/resources needs to be considered. It was noted that this is a complex piece of work.

On a positive note, CC reported that student recruitment had been over target in August 2020, and student retention has been very good.

CC reported on the College's Virtual Learning Environment (VLE) development. A business plan will be brought forward to the next Executive Leadership Team (ELT), highlighting the initiation of APUC and the College procurement processes for a new VLE that will replace Moodle. It will also identify components of MyCity and initiate a project that will see the new VLE rolled out for all learners at start of session 21/22.

DE enquired on what has led to a positive engagement with courses from the student's side and what was the driving factor behind them staying. CC reported on student engagement patterns. CC advised that discussions have taken place with the Director of Excellence on developing a form of institutional research.

Concerns regarding the SQA and the lack of support/information was raised. CC advised that the SQA have set up a core group looking at HN delivery and are meeting on a weekly basis. They have provided a level of comfort by allowing holistic assessment. However, the team continues to wait on subject specific guidance for core competencies.

The Principal and the Director of Excellence have met with the Chief Executive of the SQA, which will be followed up. Among the developments discussed was the opportunity for a College based secondment.

PL pointed out to the Committee that Education Scotland will soon be conducting a survey, exploring remote learning. There will also be a

	<p>corresponding survey around the mental wellbeing of students/staff.</p> <p>CC advised that the Blended Learning Fund has been opened, with a total of 63 bids and 19 across the Associate Dean areas. The total funding bids were in the region of £345 000.</p> <p>It was noted that there are plans underway for a Learning & Teaching conference to take place in June 2021. The date is yet to be confirmed.</p> <p>Based on the paper, discussion and the establishment of the task group, action item LTC1-3.2 was considered complete.</p>
Decision/Noted	To note the report.

Item LTC3-4.3 Student Academic Experience Strategy	
Paper No: LTC3-D	Lead: C Carney Action requested: Discussion/Decision
Discussion/ Matters Arising	<p>CC introduced the paper and highlighted that the Student Academic Experience Strategy has 3 key elements: City Student, City Learning and Teaching and City Student Journey.</p> <p>It was noted that there are 12 criteria for Taught Degree Awarding Powers. One criterion is around Academic Development, Staff Development and the Student Journey.</p> <p>CC emphasised the need for progressive development of the estate to accommodate additional use of digital Learning and Teaching. This will ensure that every room will have onsite streaming capability, and have active learning suites or collaborative tables.</p> <p>CC indicated the importance of the core strategy themes of City Student, City Learning and Teaching and City Student Journey, which will enable the strategy to evolve.</p> <p>The next steps of strategy is to work across the document with ELT colleagues to ensure that each strategy is comparable and consistent. Outputs and impacts will be outlined in more detail.</p>
Decision/Noted	The draft Student Academic Experience Strategy was approved for further development.

Item LTC3-4.4 Faculty Review Meetings	
Paper No: LTC3-E	Lead: J Gray Action requested: Discussion/Decision
Discussion/ Matters Arising	<p>JG highlighted that the process was underway to embed evidence-based enhancement within the College's strategic planning process, to enhance practise and improve KPI's. It was important to note that this would not be a start/stop process, but rather an ongoing relationship.</p> <p>The Faculty reviews have commenced and the output is currently being written to support further engagement with the Faculties. Data has been collected around the Learner Journey Narrative. Faculties were asked to reflect on their effectiveness in designing and enabling the Leaner Journey,</p>

which is now in the process of drawing conclusions both about the output and the process itself.

It was noted that the student voice is reflected in the discussions in an organised way.

The process will be repeated with Directorates, so ultimately there will be a coherent performance review conversation undertaken across the College, obtaining ownership of enhancement at course and directorate level.

Building relations with the Deans was vital, as it allowed for deeper conversations/ analysis to determine what was taking place. Targeting deliberate actions and enabling improvement by understanding the issues that people face. This builds trust, allowing long standing issues in each Faculty to be addressed. The key area is to establish mechanisms that can provide stewardship of that ongoing conversation.

PL highlighted that the reasons for a Director of Excellence as opposed to a VP Curriculum Excellence, was to create an inherent intention between the production and quality assurance side. The concept of consistency is key. What one sees is the skeleton of ensuring that CoGC at a curriculum and support delivery level is consistently world class. This is a robust approach, and it has been articulated very well.

The Chair suggested a review of the programme of work, to make slight amendments in scheduling. JG to firm up on the items, to be looked at for the next academic session. This will ensure that the work is neatly joined with the data and reporting.

Decision/Noted To note the report.

Item LTC3-4.5	College Leaver Destination Report	
Paper No: LTC3-F	Lead: J Gray	Action requested: Discussion/Decision
Discussion/ Matters Arising	<p>The Chair pointed out that in October 2020, the committee was privy to high level data supplied by the Performance System Administrator. It was a start of the plan for improving the way the destinations data was received.</p> <p>JG highlighted that the paper provided the Committee with an update on the student destination survey results for AY 2018-19 emphasising the importance of a culture and a conversation about destination planning, as opposed to simpler data collection.</p> <p>In terms of the data collection, CoGC collects more data than any other College in Scotland, by virtue of having the biggest student body. A sample size of over 5500 learners is in the process of collation. 96% of those sampled have a positive outcome.</p> <p>The majority of people work in an area are linked to their study, 7% above the sector. Those who continue within the College do so at a higher level, 5% above the sector.</p> <p>In the Faculty Review discussions, it was evident that the College could highlight effective examples of Employer Engagement. However, the depth</p>	

and breadth of employer engagement, requires development. The challenge would be for the College to determine what information needed collating.

Equally important is drawing together the commercial and the core activity, to understand expectations within Faculties around business generation and how the work from the Corporate Development and Innovation team connects. Placing it into a framework, becomes a thematic review process which will be managed on a cycle.

JG advised that there seemed to be a disconnect regarding WorldSkills. The culture could be better embedded in the organisation.

AS suggested another key aim (ahead), was to look at the preparedness of students moving into employment. JG confirmed that it would be added to the scope and framework ambition.

Decision/Noted The Committee agreed the outlined approach.

Item LTC3-4.6	My Student Experience Questionnaire	
Paper No: LTC3-G	Lead: J Gray	Action requested: Discussion/Decision
Discussion/ Matters Arising	<p>JG indicated that the paper summarised the AY20-21 My Student Experience Survey, undertaken 19th October to 13th November 2020. It showed the importance of establishing good robust processes than can withstand environmental change. In addition it will provide information on a systematic basis that continues to be an important survey for the College.</p> <p>The findings support and validate the work undertaken to move to online learning. The response has been very positive under the circumstances. And yet despite those circumstances, satisfaction remains high.</p> <p>The key lesson will be communication and encouraging teaching staff to be more systematic around learner engagement as opposed to offering deficit models of engagement.</p> <p>This is the renewal and replacement of the ‘Stop, Check, Support’ process. The aim is to obtain better feedback coming into the system and having the ability to ask thematic questions.</p> <p>The survey identifies good data from the College and reflects the hard work undertaken by colleagues to keep the engagement going.</p> <p>CC noted that the paper was considered at the Student Academic Experience Committee. CC also reported that the Scottish Funding Council would be undertaking their annual delivery survey, commencing by mid-March for 6 weeks. The SFC Student Engagement Survey did not take place the previous academic year due to the emergence/interruption of covid.</p> <p>GP pointed out that further concerns were raised in the Student Academic Experience Committee around the recommendations (1-5) in the paper, where do they go? Who is the responsible champion within a Faculty? Who would take the recommendations forward? JG advised that this was an ongoing performance conversation.</p>	

Decision/Noted	Noted
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Item LTC3-5.1	Developing Scotland's Young Workforce	
Paper No: Verbal	Lead: G Plunkett	Action requested: Note
Discussion/ Matters Arising	GP advised that from Academic Year 2021/22 Foundation Apprenticeships will no longer be funded by contract bid to Skills Development Scotland and will be funded by the Scottish Funding Council via Credits instead which is good news as this will make funding more transparent and stable.	
Decision/Noted	Noted.	

Item LTC3-6	Any Other Notified Business	
Paper No: Verbal	Lead: Convener	Action requested: Note
Decision/Noted	Housekeeping: PC highlighted the need to follow the template for Board and Board Committee papers. PC to circulate the Board paper template to senior staff.	

Item LTC3-7	Disclosability of Papers	
Paper No: Verbal	Lead: Convener	Action requested: Note
Decision/Noted	No changes proposed at present.	

Item LTC3-8	Date of Next Meeting	
Paper No: Verbal	Lead: Convener	Action requested: Note
Decision/Noted	Tuesday 11 May 2021.	

The meeting closed at 1730 hours

ANNEX TO THE MINUTE

ACTIONS OF THE MEETING

Item	Description	Owner	Target Date
LTC3-4.2	CC to take forward the attendance and impact on retention with Performance and the Student Association.	CC	TBC

ACTION POINTS ARISING FROM PREVIOUS MEETINGS

Item	Description	Owner	Target Date
LTC1-4.8	Deans to present Student Destination data annually to the Committee, with PC adding this to the Schedule of Work.	DEANS/PC	11/5/21 Within New Faculty Review

			Process
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ACTION POINTS ARISING FROM PREVIOUS MEETINGS

Item	Description	Owner	Target Date
LTC2-4.5	PC to contact Board members regarding contact with Deans and other senior staff.	PC	28/04/20 Complete