

## Board of Management

### Meeting of the Learning & Teaching Committee

#### MINUTE OF 2<sup>nd</sup> MEETING HELD ON TUESDAY 24 NOVEMBER 2021 AT 1500 HRS (LTC2) VIA MS TEAMS

Present	
Audrey Sullivan (AS) (Convenor)	Karen Kelly (KK)
David Eaton (DE)	Megan McClellan (MMcC)
Ewart Keep (EK)	Bernie Savage (BS)
In Attendance	
Claire Carney (CC)	Sheila Lodge (SL)
David Cullen (DC)	Gillian Plunkett (GP)
Paul Clark (PC)	Mark Stagg (MS)
Paul Little (PL)	Mairi McIntosh (MMc) (Minute)
Apologies for absence	
Siobhan Wilson (SW)	
Absent	
Rebekah Widdowfield (RW)	

Item LTC1-1	Apologies for Absence	
Paper No:	Lead: Convener	Action requested: Note
Decision/Noted	The apologies were noted.  The Chair welcomed Ewart Keep (EK) to the Committee, as a new member of the Board of Management.	

Item LTC2-2	Declarations of Interest	
Paper No:	Lead: Convener	Action requested: Note
Decision/Noted	There were no declarations of interest.	

Item LTC2-3.1	Minute of the Learning & Teaching Committee meeting held on 24 November 2021	
Paper No: LTC2-A	Lead: Convener	Action requested: Approve
Decision/Noted	The minute was approved without amendment.	

Item LTC2-3.2	Gaelic Language Plan	
Paper No: LTC2-B	Lead: S Lodge	Action requested: Approve
Discussion/ Matters Arising	SL introduced the paper, noting that all Colleges and Universities in Scotland must have Gaelic Plans. A short life working group was established to create the plan, with the group concluding activity by summer	

	2021. The draft Gaelic Plan had previously been approved by Academic Board and Executive Leadership Team, and will be taken to the next meeting of the Lecturer Negotiation Committee.
<b>Decision/Noted</b>	The Committee moved to approve the Gaelic Plan. Approved.

<b>Item LTC2-4.1</b>	<b>Learning and Teaching Update Nov 2021-22</b>	
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<b>Paper No: LTC2-C</b>	Lead: C Carney	Action requested: Discuss
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<b>Discussion/ Matters Arising</b>	<p>CC introduced the Learning and Teaching Update, inviting the Committee to note key developments since the previous Committee meeting.</p> <p>City of Glasgow College continues to abide by Scottish Government restrictions, however, the College has 'resized' all teaching areas taking account of 1m distancing (rather than 2m) to increase capacity. This allows a marked increase in flexibility for groups of students to continue with onsite activity beyond learning tasks and assessment. These activities often require the use of practical equipment for example small class presentations/tutorials/seminar and collaborative learning which cannot be conducted online. The College has 'kitted out' 90 general teaching rooms to including cameras and desktops in rooms. This has increased the amount of on-site teaching possible, and has made hybrid classes more easily facilitated.</p> <p>Feedback from students illustrates how they enjoy being back on campus, being able to meet fellow students and engage face to face with staff.</p> <p>Canvas, our new VLE, is being rolled out across the college. Staff continue to participate in 'Growing with Canvas', a course to help them move to this new platform. To further push the adoption of Canvas, each Faculty has appointed two 'Canvas Digital Champions', who will be available to support their fellow colleagues and field queries throughout this transition.</p>	
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<b>Decision/Noted</b>	Noted.	
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<b>Item LTC2-4.2</b>	<b>Student Academic Experience Strategy - Microcredentials</b>	
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<b>Paper No: LTC2-D</b>	Lead: C Carney / S Wilson	Action requested: Discuss
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<b>Discussion/ Matters Arising</b>	Due to apologies from SW, the Chair asked that the item be deferred to the next meeting of the Committee.	
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<b>Decision/Noted</b>	The microcredentials item will be deferred to the next meeting of the Committee, 15 February 2022.	
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<b>Item LTC2-4.3</b>	<b>Faculty Presentation – Nautical and STEM</b>	
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<b>Paper No:</b>	Lead: M Stagg	Action requested: Discuss
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<b>Presentation</b>	
<b>Discussion/ Matters Arising</b>	<p>MS invited the Committee to note that despite huge demand across the shipping sector, there is a significant skills shortage. 95% of the global demand for goods is shipped from the UK, with a shortage of ship berths and 26% reduced recruitment of students. Due to ever changing restrictions, access to and from vessels for students is continuously compromised. Peer to peer support has been key to retention of these learners, as a lack of social skill development can be seen since the beginning of the pandemic.</p> <p>The impact upon STEM is also considerable, with an initial shutdown across all sectors following the pandemic, leading to a significant reduction of workforce and skillsets, and a surge in demand. The online learning aspect of College life for students was challenging, particularly in terms of digital poverty. This was offset by the College's laptop loan scheme, which provided students with the software and hardware required to complete their coursework, and the Blended Learning projects created and executed with the aid of the Blended Learning Fund. The introduction of the new VLE has been hugely useful for all Faculties, particularly for engaging teaching staff, enabling the easier design of the Nautical and STEM curriculum.</p> <p>The Maritime Skills Commission aided curriculum modernization with the addition of Honours Degree routes. In particular, Carol Davies, IMO Secretary General attended the first ever IMO Council meeting from Riverside Campus, noting the impressive offering put forward by CoGC.</p>
<b>Decision/Noted</b>	Noted.

<b>Item LTC2-4.4</b>	<b>Student Association Update – Academic Integrity</b>	
<b>Paper No: Presentation</b>	Lead: B Savage	Action requested: Discuss
<b>Discussion/ Matters Arising</b>	<p>BS informed the Committee of the rising considerable concern around 'essay mills'.</p> <p>An essay mill is a business that allows students to commission a piece of writing on a particular topic. The student is then charged a certain amount per page. These companies target students via social events, student societies and peer referrals. Often, peer referrals are as a result of blackmail, with students being threatened with their potential academic fraud being brought to the attention of their College or University.</p> <p>The marketing tactics of these essay mill companies are constantly evolving, with one company specifically targeting CoGC students by using the College logo without permission.</p> <p>BS noted that students very often do not use these services with the intention of cheating, but as a further support mechanism for their studies. Staff are also targeted, being offered compensation for their contribution of notes or professional input. The stress caused to both staff and students is overwhelming.</p> <p>A short life working group will be instated to tackle this, with an update to return to the Committee at the next meeting. The working group in place will remain in close contact with the NUS on this matter.</p> <p>The Principal commended BS for her commitment to this concerning piece,</p>	

	and acknowledged this would be a key theme of her role as Student President.
<b>Decision/Noted</b>	BS to bring an update from the Academic Integrity short life working group to the next meeting of the Learning and Teaching Committee.

<b>Item LTC2-4.5</b>		<b>End of Year Performance</b>	
<b>Paper No:</b> LTC2-E	Lead: J Gray	Action requested: Discuss	
<b>Discussion/ Matters Arising</b>	<p>JG invited the Committee to note that despite being an incredibly challenging year for CoGC, an extraordinary effort was made by staff to maintain retention, recruitment and satisfaction.</p> <p>Following the success of 2019-20, the impact of the pandemic on the performance of the College is increasingly evident especially in terms of Further Education courses.</p> <p>Following the incredible work undertaken by Faculties to support learners to extend, defer and repeat, the College has largely carried on the success of last year, maintaining a high rate of Higher Education students successfully completing their courses.</p> <p>However, within FE biggest impact of lockdown can be seen, with a significant increase this year in the number of withdrawals. The college met and exceeded the learning delivery volume target but enrolments overall fell. Compared to 19-20, 21-22 saw a further 309 learners withdraw, making a total of 2495 withdrawn learners.</p> <p>Successful completion rates fell across full-time FE but were largely sustained in other modes of study. GP noted that a great number of students across the UK have withdrawn applications due to a number of factors; travel costs saved by learning at home, the appeal of continuing to 6<sup>th</sup> year of school, paid work etc.</p> <p>The paper suggested that Faculties should produce a joint action plan to support and sustain improved learner completion on our full-time FE courses. Further clarification is required on the role of Student Experience directorate reporting on the sector, and further discussion is required with Faculties around this centralisation before approval can be granted.</p>		
<b>Decision/Noted</b>	JG to continue discussions with Student Experience Directorate and Faculties around their roles within recommendations set forth within the paper.		

<b>Item LTC2-4.6</b>		<b>Education Scotland Evaluative Report and Enhancement Plan</b>	
<b>Paper No:</b> Verbal	Lead: J Gray	Action requested: Discuss	
<b>Discussion/ Matters Arising</b>	JG invited the Committee to note that the Education Scotland progress visits resume this year, with the first visit expected in May 2022. The focus of the visit will be on the College response to the pandemic, its impact and the College's short to medium term plans.		

	Education Scotland is in transition, mindful of the Scottish Government's review of its role and the SFC's review of coherent and sustainable provision. This also means College Enhancement Plans are equally likely to be in transition. Since the College's current enhancement plan has now expired, this will be updated and aligned with the new Student Academic Experience Strategy. To do this, work will be undertaken over the new Year to establish measures of impact and milestones. These will be shared with the Committee at the appropriate stage.
<b>Decision/Noted</b>	To discuss the report.

<b>Item LTC2-5.1</b>	<b>Student Academic Experience Strategy</b>	
<b>Paper No: LTC2-F</b>	Lead: C Carney / P Clark	Action requested: Note
<b>Decision/Noted</b>	The Committee noted the final, designed version of the Student Academic Experience Strategy.	

<b>Item LTC2-5.2</b>	<b>Academic Board</b>	
<b>Paper No: LTC2-G</b>	Lead: P Little	Action requested: Note
<b>Decision/Noted</b>	Noted.	

<b>Item LTC2-6</b>	<b>Any Other Notified Business</b>	
<b>Paper No: Verbal</b>	Lead: Convener	Action requested: Note
<b>Decision/Noted</b>	The was no other notified business.	

<b>Item LTC2-7</b>	<b>Disclosability of Papers</b>	
<b>Paper No: Verbal</b>	Lead: Convener	Action requested: Note
<b>Decision/Noted</b>	No change to disclosability of papers.	

<b>Item LTC2-8</b>	<b>Date of Next Meeting –15 February 2022</b>	
<b>Paper No: Verbal</b>	Lead: Convener	Action requested: Note
<b>Decision/Noted</b>	Noted.	

## ANNEX TO THE MINUTE

Item	Description	Owner	Target Date
LTC2-4.2 24 11 21	<b>Microcredentials:</b> The item will be deferred to the next meeting of the Committee, 15 February 2022.	SW	15 02 22
LTC2-4.4 24 11 21	<b>Academic Integrity:</b> BS to bring an update from the Academic Integrity short life working group to the next meeting of the Learning and Teaching Committee.	BS	15 02 22
LTC2-4.5 24 11 21	<b>End of Year Performance:</b> JG to continue discussions with Student Experience Directorate and Faculties around their roles within recommendations set forth within the paper.	JG	15 02 22

## ACTIONS FROM PREVIOUS MEETINGS

Item	Description	Owner	Target Date
LTC1-3.3 07 09 21	<b>Programme of Work:</b> Further consider strategic items for discussion.	CC/PC	Ongoing
LTC1-4.1 07 09 21	<b>Learning &amp; Teaching Update:</b> Arrange on Campus visit for Committee members.	CC	ASAP
LTC1-4.6 07 09 21	<b>End of Year Performance:</b> Provide paper at next meeting.	CC/JG	24 11 21 Complete
LTC3-4.2	CC to take forward the attendance and impact on retention with Performance and the Student Association.	CC	Ongoing