CITY OF GLASGOW COLLEGE

Board of Management

Meeting of the Learning & Teaching Committee

Minute of 2nd meeting held on 9 December 2020 at 1500 hrs (LTC2)

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

Item LTC2-1	Apologies for Absence
	Lead: A Sullivan Action requested: Note
Discussion	AS welcomed all to the second meeting of the Committee, and to Gus Grubb, Dean of Education and Humanities.

AS wished to note the Committee's sadness at the passing of Prof Jim Gallacher, an esteemed colleague who had such significant input, not only to this Committee as its Convener, but also to the whole College as a Board member for many years.

AS noted that as Vice Convener, she would serve as interim Convenor until February, at which point there may be discussion around the continuing arrangement of Convenor and Vice Convenor.

Apologies were received from Sarah Erskine, Jon Gray, Gillian Plunkett and Rebekah Widdowfield. |
| **Decision** | The apologies were noted. |

Item LTC2-2	Declarations of Interest
	A Sullivan Action requested: Note
Decision/Noted	No interests were declared.

Item LTC2-3.1	Minutes of Previous Meeting 8 September 2020
	A Sullivan Action requested: Approval
Discussion/ Matters Arising	The minute of 8 September 2020 was approved with one amendment: Page 2, Item 4.2: 'GP advised 1200 responses were received for the SFC Survey'.
Decision/Noted	The minute of 8 September 2020 was approved with one amendment.

Item LTC2-3.2	Committee Programme of Work 2019-20
Paper No: LTC2-B	Lead: Paul Clark (PC) Action Requested: For Approval
Discussion/ Decision	PC advised the Committee Programme of Work had undergone a significant review in terms of agenda analysis to ensure the committee can maximise time and attention to the challenge of COVID-19, and what provision will look like the other side of the pandemic. Standing items have been reduced and simplified.

PL noted that the Programme should have clear identifiable items whereby the impact and reaction to COVID-19 is discussed. This should be covered explicitly.

It was noted that CC had undertaken a significant amount of work developing the new Student Experience Strategy, working with Faculties and the Student Services.

PL advised that the Programme should factor in L&T operations, with reports on the impacts and challenges of timetabling, and reports on the changing nature of assessment and awarding bodies.

PL stressed the capacity issues within SQA, advising that the College may have to consider alternative accreditation arrangements, an issue which should be thoroughly discussed at this Committee. This is particularly relevant in the context of an application for taught degree-awarding powers (TDAP). |
| **Decision/Noted** | Action: AS/PC to introduce a reporting mechanism related to the impact of COVID on Learning and Teaching. |

Item LTC2-4.1	Student Update
Presentation	Lead: Nicolas Garcia (NG) Action requested: Discussion
Discussion/ Matters Arising	NG thanked the Committee for the opportunity to present. NG advised that one goal for the Student Association was to set up a new resource hub on the SA website, available to class reps. This would house the booking system for induction training, and provide access links in one location. The feedback from reps indicated this system was very user friendly, concise and appreciated.

A class rep forum has been set up in the form of a Facebook group, with feedback indicating it was again user friendly and going well. 81% of class reps have been elected, with 38 predicted to complete induction. 26% are actively engaged in the Facebook forum.

It was noted that breakout rooms are popular amongst classes, as were interactive activities.

One constructive criticism from classes was that communication of how to access resources, from a student point of view, was hard to track courses through multiple platforms. Cohorts reported staff uploading to multiple varying sources, which can cause confusion. |

GG advised that within the Education and Humanities Faculty, class reps from across the Faculty were invited to meet with himself and the Faculty Teams. This meeting will continue to take place one a month, to encourage reps to advise areas of improvement and good practice. GG has encouraged teams to invite class reps to their team meetings.

CC advised there was significant engagement with the Learning and Teaching Academy to design 'chat' forums which can support student/lecturer communications. CC advised that comms with students is an active priority and is working with the Student Experience Directorate and the Director of Communications to enhance delivery of student comms.

Decision/Noted Noted.

Paper No: LTC2-4.2	Curriculum Performance Reporting: SFC PIs 2019-20
Paper No: LTC2-C	Lead: Jon Gray (JG) Action requested: Discussion
Discussion/ Matters Arising	PL spoke to the paper in JG's absence, advising there must be careful consideration to avoid tension between performance reporting and curriculum oversight, and that there must be a degree of separation. Overall, there has been a performance improvement for 2019-20, partially as a consequence of pandemic measures. CC noted that every leaver student is asked to complete a withdrawal form. In general, the responses indicate they withdrew due to incorrect course choice or for personal reasons. To gain more specific reasoning in future, more focused targeted follow up questions may aid this. DE joined the meeting at 1600hrs.
Decision/Noted	Action: Noted.

Item LTC2-4.3	Learning and Teaching Developments
Paper No: LTC2-D	Lead: Claire Carney (CC) Action requested: Discussion
Discussion/ Matters Arising	CC reminded the Committee that the last meeting coincided with week 2 of induction, with efforts from Student Experience and Faculties ensuring that all activity was based online. Over 170 induction sessions took place over 2 weeks, engaging thousands of students. The feedback received via the Student Experience Survey very positive. It was noted that a huge effort also took place via Student Experience and IT, to purchase and distribute over 2000 laptops, enabling students to progress and continue as if they were onsite. The updated Learning and Teaching guidance provides clear guidance on the new Blended model of delivery. This includes regular updates on assessment changes, and their implications for learning and teaching delivery. This is routinely updated as a live document and shared with staff, also being housed on the College website via the LTA page.

	The 'My Student Experience Survey' was issued to all students in mid-October, prompting their reflections on their experience with City of Glasgow College. Data analysed by the Performance and Student Experience directorates. Each Faculty will receive individualised reports highlighting strengths and areas for development.
	It was noted that the Digital Learning Group continues, focussing on the virtual learning environment, working collaboratively with multiple areas across the College to ensure a VLE that is fit for the 21st century.
Decision/Noted	DE highlighted that there is a severe lack of sectoral guidance from SQA around assessment. PL noted that the SQA is very school centric, and in need of urgent attention. This further validates the need for TDAP. Action: Noted

Item LTC2-4.4	**Faculty Presentation: Education & Humanities**
Paper No: Verbal	Lead: Gus Grubb (GG) Action requested: Approval
Discussion/ Matters Arising	GG thanked the Committee for the opportunity to update on Education and Humanities activity.

GG noted the Faculty is now 100% online, the move resulting in overall positive feedback from staff. The learning and teaching guidance has helped support this move, as have the Learning and Teaching Academy webinars across technical areas. GG commended the LTA support for online learning and teaching, and also the support provided by Learning and Teaching technologists.

Some staff challenges were presented by online working such as:
- High workload, high intensity.
- Mental health and Wellbeing were under strain.
- Technical and IT issues.
- Communications with students after working hours have increased, challenging work/home life balance.
- Courses adapted to suit online environments took time, made difficult by various different devices being used/varying versions of Microsoft office.
- Staff are working more to create engaging activities. This development is not a "one-off", as applications and software move so fast that the change of skills in staff needs to match that.
- Isolation is huge concern for staff in a home working environment, where there is no work socialising. This is further exacerbated by students choosing to present blank screens during class interactions.

GG advised there must be creation of online working induction, separate from academic integration, to get technical issues out of the way. Development time is needed for lecturers to keep up with the speed of change regarding software etc.

Staff and students must be aware of when students will get responses from their lecturers. There must be short regular contact with students, whereby students have input to content, giving them ownership of the course and platform.

	PL noted that staff wellbeing was always a top concern for the College, and encouraged the bond between staff and their line manager. The longer staff and students are working from home, the tougher the challenge becomes. Addressing this in the first instance is within faculty structures, with clear guidance in the operation protocols as to how staff should be supported. The need for regular contact every week with their line manager is more important than ever.

PL left the meeting at 1710hrs. |
| **Decision/Noted** | Action: Noted. |

Item LTC2-4.5	**Student Academic Experience Strategy**
Paper No: Verbal	Lead: Claire Carney (CC) Action requested: Discussion
Discussion/ Matters Arising	CC provided a presentation on the development of the strategy, key consultation events conducted and feedback received. The ongoing pandemic has reinforced the focus on pedagogy driving technology. This is reflected within and across the strategy in terms of developing a 'digital first' approach to Learning and Teaching student advice and support and the provision of learning analytics.

The 2 key remain as:
- To be an inspirational place of learning and
- To enable individuals to excel and realise their full potential.

The College has excellent practice in Learning and Teaching and staff must be encouraged to share this. CC plans to hold a Learning and Teaching conference in June 2021, showcasing the College as a centre of learning excellence.

The consultation asked 3 key questions:
- Is it ambitious enough?
- What is it missing?
- What can be removed?

The Strategy has 3 key elements:
- The City Student: Who is the CofGC student? What attributes/skills will they have achieved during their time at College? What can employers expect?, Can Students articulate them? How can we implement them across the curriculum?
- City Learning and Teaching: The CofGC Learning and Teaching model, built upon 3 key Principles; Active, Blended and Connected (see diagram below) and concentrates on Curriculum (Portfolio and Delivery) and Staff (Capability and skills) where digital learning is central but where pedagogy drives technology and focus is on staff development and recognition.
- City Student Journey: The City Student Journey from Application to Graduation, access, inclusion and wellbeing, Retention and Learner Analytics and the Student Association |

	Key themes from the consultation events will be incorporated into the strategy and a further update will be provided at the next Board meeting
Decision/Noted	Action: Noted.

Item LTC2-4.6	**Strategic Risk Review**	
Paper No: LTC2-E	Lead: Paul Clark (PC)	Action requested: Discuss
Discussion/ Matters Arising Decision/Noted	PC noted there were no risk score changes. Action: Noted.	

Item LTC2-5.1	**Academic Board**	
Paper No: LTC2-F	Lead: Paul Little (PL)	Action requested: Note
Discussion/ Matters Arising Decision/Noted	The paper was noted. Action: Noted.	

Item LTC2-5.2	**Developing Scotland's Young Workforce**	
Paper No: LTC2-G	Lead: G Plunkett	Action requested: For Note
Discussion/ Matters Arising Decision/Noted	The paper was noted. Action: Noted.	

Item LTC2-6	**Any Other Notified Business**	
Paper No: Verbal	Lead: Convenor	Action requested: Note
Discussion/ Matters Arising Decision/Noted	No other notified business was raised. Action: Noted.	

Item LTC2-7	**Disclosability of Papers**	
Paper No: Verbal	Lead: P Clark	Action requested: Note
Decision/Noted	There was no change to the disclosability of papers. The Student Academic Experience Strategy is non-disclosable. Action: Noted.	

Item LTC2-8	**Date of Next Meeting**	
Paper No: Verbal	Lead: A Sullivan	Action requested: Note
Decision/Noted	The date of the next meeting is Tuesday 9 February 2021 1500hrs. Action: Noted.	

ANNEX TO THE MINUTE

ACTIONS OF THE MEETING

Item	Description	Owner	Target Date
LTC1-3.2	AS/PC to introduce a reporting mechanism related to the impact of COVID on Learning and Teaching.	AS/PC	09/02/21
LTC1-4.1	CC to investigate the potential of free data from internet providers and the process for student laptop repairs.	CC	17/11/20 Complete
LTC1-4.8	Deans to present Student Destination data annually to the Committee, with PC adding this to the Schedule of Work.	DEANS/PC	TBC

ACTION POINTS ARISING FROM PREVIOUS MEETINGS

Item	Description	Owner	Target Date
LTC2-3	JG to revise Programme of Work with CC and PC.	JG/CC/PC	28/04/20 Complete
LTC2-3	JG to meet with SDS/SG to discuss Graduate Apprenticeship Programme (Feb 2020).	JG	28/04/20
LTC2-4.3	GP and AS to source further data on leaver destinations.	GP/AS	28/04/20 Completed
LTC2-4.4	SL/TH report on progress to the risk register at the next L&TC.	SL/TH	28/04/20 Complete
LTC2-4.5	Each Dean will present on their faculty, demonstrating their visions for their area and the challenges they face.	CC	28/04/20 Complete
LTC2-4.5	PC to contact Board members regarding contact with Deans and other senior staff.	PC	28/04/20
LTC4-3	Graduate Apprenticeship update paper to be brought to the next L&T Committee.	RG	Completed 05/11/2019
LTC4-13	JC to meet with Deans and provide recommendations to ELT on the continuation or closure of low performing courses.	JC	Completed
LTC3-4	Delegate consideration of "sector-leading" criteria to Academic Board (SL) and report back to L&TC.	SL	Completed
LTC3-4	JC to bring back a report on the National Articulation Forum's remit to source expert advice and research and development work.	JC	Completed
LTC3-4	SL to work with Roy Gardner and Michelle Watt to capture information on best practice in employer engagement.	SL	Completed
LTC3-5	An update report on Foundation Apprenticeships to be brought back to the Committee once the	DYW LEAD	Completed

	feedback has been returned to the Scottish Government.		
LTC3-7	New report to the Committee once the Graduate Apprenticeship partnership with GCU is established.	DYW LEAD	Superseded LTC4-3
LTC1-8	JG to raise the need for research into the factors preventing students articulating from one college to another with the Scottish Government.	JG	**06.11.18**