

Board of Management

Learning & Teaching Committee

Date of Meeting	Thursday 11 May 2023
Paper No.	LTC4-E
Agenda Item	4.4
Subject of Paper	Learning and Teaching Update
FOISA Status	Disclosable
Primary Contact	Dr Claire Carney
Date of production	27 April 2023
Action	For Discussion and Decision

1. Recommendations

1.1 The Committee is asked to note and discuss key elements of Learning and Teaching update.

2. Purpose

2.1 The purpose of this paper is to provide an update on progress on Learning and Teaching.

3. Consultation

3.1 The contents and substance of the paper have been developed, discussed and reviewed with the Student Experience Group (Deans and Director of Student Experience), the Senior Management Team, the Associate Dean Forum, Curriculum Head forum.

4. Key Insights

The following sections highlight key Learning and Teaching updates and developments:

- **Structure of the Academic Year:** The move to 2 semesters and reduction of global hours is currently being operationalised through the timetabling process for academic year 23/24. Because of the far-reaching complications of the work a set of key principles were defined and include:
 - The college calendar once agreed will incorporate **Flexibility**. Course teams will work within a certain amount of total weeks and global hours and will define thereafter allocation of hours to units.
 - Maintain and enhance the **quality of learning and teaching** through use of Active, Blended and Connected
 - A model that **develops students** who can adapt and thrive in an increasingly changing world, can flourish in a modern blended and digital working environment. (Linked with City Attributes work below)

A timetabling group (led by the Associate Director MIS) is in place to provide support and guidance for curricular teams. In addition, the Learning and Teaching Academy conducted Faculty workshops during inter block week and follow-up support with curricular teams is ongoing.

- **Portfolio review:** Every year the College reviews its portfolio as part of quality and performance and quality processes. This year the review has been fundamentally influenced by the 10% credit reduction announced by the Scottish Funding Council. This resulted in each Faculty having to reduce credit provision by circa 5000 credits. To date, this has resulted in the removal of 46 courses and cohort reduction of 47 – this will continue to change as the recruitment cycle continues. Decisions on removal and reduction and removal of courses were based on the following set of criteria: Enrolment figures; Retention and attainment; Satisfaction responses from student surveys; Progression routes; Early and further withdrawals. The College now offers a portfolio that amounts to circa 158,000 credits. As a reminder and in line with the Student Academic Experience Strategy, each Faculty will over the course of 23/24 will further review portfolio to ensure delivery of a relevant work- related portfolio meeting employer and sectoral demands ensuring equality, diversity and inclusivity and integrate sustainability and environmental impact management.
- **City Attributes:** The first phase of the work on City attributes is coming to completion and a presentation to the Committee will be provided by the project lead Alison Bell. The next phase and key to implementation is the mechanism in which to embed, evidence and assess within student course work. The work undertaken so far has demonstrated Canvas has the ability to support evidencing attributes and this will be fully implemented during academic year 23/24.
- **Student Success Framework:** The purpose of the Framework is to provide a strategic overview of what the College currently does and will implement to ensure success for **all** students. It is a high-level framework but with supporting underpinning activities that are impactful and evidence based. Development of the Framework is being led by a small cross college working group with proposed majority of work/consultation/workshops being conducted throughout from mid April/May into summer period. A draft framework will be available in September and finessed/tested in Sept/Oct 2023. A key component of the success framework is Transition and Induction activities to ensure enhanced retention and student success. In addition, A student Transition and Induction Group led by the VPSE has been established to

provide a holistic and overarching view of induction activities across the college ensuring all aspects are covered and any gaps identified.

- **Learning & Teaching Conference:** The College held a very successful L&T conference was held 7 March 2023 during inter-block week allowing most teaching staff to attend. The Theme of the conference was Transforming Tertiary Education and featured an exemplary keynote presentation by Donald Clark on the use of Artificial Intelligence in Education (see <https://www.youtube.com/watch?v=2iFXyFNNCs8>). A total of 278 delegates registered for the conference an 28% increase on attendance in 2022 (218). 49 delegates were external to the College. In addition, a further 99 delegates, 32 of whom were external, registered as online attendees. The next LT conference will be held 23 January 2024 (during inter-semester week).

5. Impact and Implications

5.1 Continual enhancement of L&T is a key aspect of the SAES. A key impact is improving the student learning experience.