

Board of Management

Learning, Teaching & Student Experience Committee

Date of Meeting	Tuesday 27 February 2024
Paper No.	LTSEC3-E
Agenda Item	4.5
Subject of Paper	Learning, Teaching and Student Experience Update
FOISA Status	Disclosable
Primary Contact	Dr Claire Carney
Date of production	February 2024
Action	For Discussion and Decision

1. Recommendations

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

2. Purpose

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

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).

4. Key Insights

The following sections highlight key Learning, Teaching and Student Experience updates and developments:

4.1 Impact of strike action and upcoming strike action: As the committee is aware local strike action was concluded mid-December 2024 allowing full delivery of curriculum to recommence week 15 of Semester 1. The impact of the continued rolling strike action for some areas has clearly necessitated additional teaching and catch-up lessons throughout

the semester 1 and 2 during inter-semester week. This will continue to ensure student progression. Separately, national Action Short of Strike (ASOS) which consisted of a resulting boycott in place since academic year 22/23 was also resolved, allowing all results and outcomes from 22/23 to be submitted thus allowing students to progress in further education routes and employment.

Disappointingly, in January 2024 the EIS-FELA has called for Action Short of a Strike (ASOS) following completion of a statutory ballot over pay. ASOS is due to begin on Monday 12 February 2024 and is planned to continue until Monday 15 July 2024, or until the pay dispute is resolved. It is also anticipated a programme of discontinuous strike action will be staged. The College has been notified that the first date for a national strike day will be Thursday 29 February. To mitigate some of the impact of ASOS each Faculty has been pushing to ensure full resulting for Semester 1. As a reminder the College has 2 semesters and therefore completion of the majority of results before ASOS commences will support student progression later in the year. However, the committee is reminded that in those areas most impacted by local strike action in Semester 1, students were deprived in the region of 40 days teaching and thus significant amount time needs to be 'caught-up' before any assessment can be concluded.

4.2 Student Recruitment for 24/25: Internal recruitment for 24/25 commenced first week in December 2023 and the external recruitment portal opened on 15 January 2024. The college is currently working to the credit target of 158k (as per last year) equating to 169 courses and 283 cohorts. At this point in time, recruitment is healthy with an increase in first choice applications of 7%.

4.3 SAES: City Attributes

The work on City Attributes continues across the College. In August 23/24, a working group was established to develop an online CANVAS City Attributes course for staff and students. The Canvas course was piloted for 4 weeks across Faculties. The working group has representation from each Faculty, The Learning and Teaching Academy and the student experience directorate.

The pilot demonstrated the effective use of Canvas to raise awareness and understanding of City Attributes, facilitating self-reflection on development and its integration into both formative and summative coursework. To ensure ongoing success, securing funding is crucial to release academic staff time in course development and roll out across the college. Mindful of financial strains the funding to Arm's Length Foundation was not taken forward and have sought funding internally from the college. The funding will cover lecturer release time, whilst all other members and marketing will dedicate their own resources. The key objectives of this implementation phase are: refinement of student course content; refinement and creation of a further bank of resources to support lecturers and curriculum teams to contextualise and map city attributes across their course delivery; Embed City Attributes into Student Engagement workshops and PLSPs; roll out City Attributes to faculties via a roadshow and circa 60 workshops. Finally, HND Illustration students are currently working on a live brief as the college as their live client. This will involve students' creating characters and icons that represent City Attributes. This will be judged at the end of March and the winning design will become the branding design of City Attributes. The marketing team are working with the group and have created a marketing plan and will support in the output of City Attributes via marketing campaign for internal and external stakeholders.

4.4 SAES: Student Success Framework (SSF): Work is beginning on the development of the Colleges' Student Success Framework, a key part of the SAES 'City Student Journey' aim. The framework will provide a strategic overview of what the College currently implements to ensure success for **all** students. Initial development work, facilitated by Dr

Derek Roberston, will consider current practice in four main areas (access, retention, attainment and progression) with a view to mapping what we do successfully and where we should focus development. A timetable for development of the framework over the remainder of the academic year is in development.

4.5 SAES: Annual Learning and Teaching Conference: A key aspect of the SAES is to deliver an annual 'sector leading' Learning and Teaching Conference. Our fourth conference took place on 23 January 2024. The theme this year was 'The Inclusive College' and had a series of well attended workshops delivered by our own L&T staff including:

- Trans inclusion within Student Support
- Supporting visually impaired learners
- Challenges and emerging solutions for deaf and hard of hearing students
- ADHD in the classroom
- Neurodiversity Awareness
- Beyond the silence - 6 ways to engage your introverted learners
- Epilepsy Awareness
- Trauma informed Learning and Teaching

As well as presentations from our Student President Leo Subido and Principal Paul Little, the conference had 2 well received keynote speakers:

- Prof John McKendrick, Professor of Social Justice at Glasgow Caledonian University, and Scotland's Commissioner for Fair Access acting as a focus for ensuring that universities and colleges promote fair access;
- Dr Kevin Merry lead for academic development at De Montfort University, Leicester. Kevin is internationally known for his work on universal design for learning (UDL) an approach to learning design that emphasises flexible approaches to accommodate the diverse needs of learners.

The conference concluded with a performance on the theme of inclusion made up of HNC and HND students from the acting & Performance course. The preparation, design and actual performance contributed to student's college coursework. A conference evaluation is currently being conducted to help inform planning for the next conference to be held 21 January 2025.

4.6 Lecturer Development: In academic year 2023-24 we have 12 students on our Personal Development Award (PDA) programme and 18 students on the TQFE programme, 14 with funded places and 4 who are self-funded.

As noted at the last committee, the fall in places on the PDA is reflective of lower numbers of recruitment of new lecturers and a drop in the use of bank staff. We are working on internal communications and with external partners to increase recruitment in 2024-25.

Following a procurement process, the Teaching Qualification in Further Education (TQFE) support moved to the University of Strathclyde (from the University of Aberdeen) for academic years 2023-24 and 2024-25. Part of this agreement included a provision for greater co-operation between the institutions to support learning and teaching development including a secondment from the College to a part-time Teaching Fellow post on the TQFE programme. This post has now been approved by Strathclyde and will be recruited shortly.

The team is in the process of updating the College's Teacher Training Policy to reflect the move to GTCS registration and the increased focus on professional update. The intention is

to streamline our workshop offering and to align it more directly to the Professional Standards for Lecturers in Scotland's Colleges.

4.7 Learning Support: Academic Year 23/24 has seen the Learning Support Team assist more students than in previous years. To date there have been 3619 support referrals made which is an 11% increase on February last year (3266). The Learning Support and Development Advisors have undertaken just under 1400 needs assessments and have been working alongside faculty staff to ensure students with disabilities have the reasonable adjustments and interventions they require to ensure a positive student experience.

Intervention information

Intervention	Update
Equipment Loan	150 students are engaged with the equipment loan scheme and have borrowed, ergonomic chairs, laptop, recording devices etc.
Dyslexia Testing	The team have supported 134 students through the Lucid Adult Dyslexia Screening process, then offered support and coaching to manage the process and outcome. The Learning Development Support Advisors are currently working with the Learning and Teaching Academy to develop a module support resource.
Disabled Students Allowance	128 Disabled Students Allowance applications have been submitted to SAAS, supporting students to acquire the specialist equipment, software and human support required to undertake their course.
Educational Psychologist	The team have referred 45 students to our procured Educational Psychologist and supported students to understand the report findings. The team have used the information to encourage students to find new approaches and techniques to manage the challenges faced by their Additional Support Need.

In addition, the learning support team have continued to provide one-to-one mentoring, check-in support, and generic study skills workshops (5 Steps to Success). The team also continue to support the Disabled Students Network, support a drop in provision and are reviewing and updating processes to look for SMART alternatives. As well as the development of the [Supporting Students \(Disability\) Campaign](#), the team have also launched the [Supporting Students \(Assistive Technology\) Campaign](#). Both campaigns aim to increase awareness of both staff and students about the benefits of inclusivity and our responsibility to strive towards an inclusive college.

In addition, last semester 560 students requested Alternative Assessment Arrangements. The interventions have created a need for new systems and flexibility from the team and the wider college. Since September 2023 the team have supported 423 assessments (reader, scribe). The team are currently working with faculty staff to identify specific needs, to agree practical solutions but importantly to consider alternative inclusive assessment arrangements.

4.8 Library and CitySA: On 29 January (first day of Semester 2) the Library Service, working in conjunction with CitySA, launched a new self-service, long-loan laptop service. There are eighty four laptops available for 48-hour loans and are situated within the CitySA space. Initial uptake of the service, which was funded from the SFC's capital fund for supporting digital poverty, has been good. The service is in addition to the short-loan service (48 laptops) already available in City campus library.

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.