

Board of Management

Learning, Teaching & Student Experience Committee

Date of Meeting	Tuesday 28 May 2024
Paper No.	LTSEC4-H
Agenda Item	4.6
Subject of Paper	Learning, Teaching and Student Experience Update
FOISA Status	Disclosable
Primary Contact	Dr Claire Carney
Date of production	May 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 and 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 called for Action Short of a Strike (ASOS) following completion of a statutory ballot over pay. ASOS began on Monday 12 February 2024 and is planned to continue until Monday 15 July 2024, or until the pay dispute is resolved. In addition, a programme of discontinuous strike action was staged over last 2 months including: 29 February; 16 April; 22 April and 3 May.

To mitigate some of the impact of ASOS each Faculty has ensured full resulting (where possible) for Semester 1. As a reminder the College has 2 semesters and therefore completion of the majority of results before ASOS commenced 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. In addition, faculties have been empowered to extend academic year (where possible) where additional teaching is required.

However, and again disappointingly, a further round of continuous strike action (9 days) is planned for week beginning 20 May 2024 and includes 20, 23, 28, 30, 31 May and 3, 4, 5, 7 June (2 days, 3 days and 4 days over 3-week period). This will bring the total number of days lost to strike action (in those areas most affected) to 53 out of a total 171 of teaching days or 31% of the academic year.

To mitigate the impact on students the College will reinstate the 'Extraordinary Arrangements for Assessment, Resulting and Progression Guidance', that sets out how the College will conduct end of year assessment, resulting and manage arrangements for student progression. The aim is to have a 'no detriment' policy for students and do all we can to find a fair solution. There are areas for which these solutions will not be possible for example students on professional programmes - gas assured etc and presents challenges for apprentices and Phase 5 cadets. Clearly the additional strike action will compound most efforts and once again student progression is potentially compromised. It is possible that students will not finish in academic year and potential for deferral is increased impacting on student numbers and class sizes in 24/25.

For those progressing to University, the University of the West of Scotland and Glasgow Caledonian University have already indicated that it will accept all applications from our students and have written to all applicants. As a reminder circa 1200 of our students articulate onto universities every year to continue their studies, they do so on the basis of achieving required application grades. It is hoped that other universities will follow suit and mitigate the uncertainty and stress for our students.

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 23/24) equating to 170 courses and 285 cohorts. At this point in time, recruitment is healthy across most areas with an increase in first choice applications of 10% compared to this time last year.

4.3 Student Transition and Induction: Planning for start of Semester 24/25 commenced in March 24. Whilst recruitment is a strategic priority, retention is equally important involving the whole college community in ensure all our students are welcomed, acclimated and prepared to begin their studies.

A Student Transition and Induction Group (STIG) is in place, led by the VPSE and has representation from each of the Faculties, the Student Experience directorate, the Students' Association and other areas when appropriate for example: Front of House and IT. Preparations include a bespoke 'Get Ready for College' webpages (for each faculty area), where students learn all about their area of study, can meet their lecturers online and are informed of all the various support available from finance/funding, digital learning, study preparation and what to expect from their college course.

Welcome week and Induction weeks involve complex planning for all services to ensure students have ID cards, meet their lecturers at allotted times and have tours and welcome contributions from across the college. We have a lessons-learned from last year with increased emphasis on 'onboarding' to college digital systems, particularly the Multi Factorials Authentication aspects which is vital for start of college digital journey. Finally, every area of the College is asked to be part of rotas for the first 2 weeks of college to physically direct and support students around the college. These first few weeks can be overwhelming for the 1000's of students who come through our doors and the college has excelled in the support provided pre-induction and induction weeks as evidenced year on year in the student satisfaction survey.

4.4 Tertiary Quality Enhancement Framework: The current arrangements to oversee the quality of colleges were introduced in AY 2016-17. These require colleges to produce annual evaluative reports and enhancement plans, based on the *How Good is our College?* which are independently validated by Education Scotland and Scottish Funding Council (SFC). As part of these arrangements the College is required to complete an Annual Engagement Visit (AEV) from His Majesty's Inspectorate. Our most recent visit took place 16 May 2024 and is the last review of the College in its current form. The new Tertiary Enhancement Quality Framework (TQEF) will be introduced from AY2024-25 and is a key outcome of the SFC review of Coherent provision which aimed to develop a more coherent system for learners' pathways between colleges and universities. A key step in that is to develop one quality method for the tertiary sector. Recently the Quality Assurance Agency for Scotland has been commissioned to deliver the new method and implement a review schedule.

The TQEF will consist of an External Peer Review, annual quality engagements (supported and informed by the Self-Evaluation Action Plan (SEAP)), Institutional Led Activity and National Tertiary Enhancement Activity. The TQEF review method guidance is currently being drafted and is expected to be delivered to the sector in June 2024, in time for the implementation in academic year 24/25. Two institutions have volunteered to participate in the first year. One final thing to note is the much-enhanced role of students in the whole process which is positive but will require additional support from sectoral agency sparqs and awareness raising amongst student associations.

Committee members can access further information [TQEF: Enhancing the student learning experience through partnership - Scottish Funding Council \(sfc.ac.uk\)](#)

You may also find the FAQs a helpful reference guide: [Tertiary Quality Enhancement Framework: Frequently Asked Questions - Scottish Funding Council \(sfc.ac.uk\)](#)

4.5 SAES: City Attributes – The committee will receive a presentation at the meeting on the key outputs of the City Attributes work. The work has been completed on time for implementation across the College in 24/25. Dean of Creative Industries is to be commended on the work alongside the working group which consisted of one rep from each faculty, the Learning and Teaching Academy and marketing services. The aim is to ‘roll-out’ City attributes syllabus in Guidance sessions (36x1hour sessions) over the next academic year and will be supported by a series of roadshows across the college and a comprehensive set of resources on Canvas for both staff and students.

4.6 Lecturer Development: The College’s first cohort of students in the new University of Strathclyde TQFE programme completed their final assessment on 13 May. We expect 14 students to complete the programme, with three withdrawals or deferrals. Feedback sessions are scheduled for the last week in May as part of an evaluation of the first year of this partnership.

As reported at the last Committee meeting, the agreement with Strathclyde included a 0.2FTE secondment from the College to a part-time Teaching Fellow post on the TQFE programme. This post has now been filled by a member of the College Lecturer Development team and will commence in August 2024.

The final teaching session for the Professional Development Award in Teaching Practice in Scotland’s Colleges took place on 14 May and we expect 11 students to complete the programme. Recruitment is underway for academic year 2024-25, with the possibility of the inclusion of a large cohort from another college currently being discussed with colleagues in Business and International Development.

4.7 British Sign Language (BSL) Action Plan: The British Sign Language (Scotland) Act 2015 requires listed authorities in Scotland to publish plans every six years, showing how they will promote, and facilitate the promotion of the use and understanding of BSL in Scotland.

In November 2023 the Scottish Government published the British Sign Language (BSL): national plan 2023 to 2029. In response to this, the College’s new BSL Action Plan 2023-2029 reflects the core themes of the National Plan and illustrates our ambitious aim of becoming Scotland’s leading college for BSL users. The Action Plan aligns with our wider commitment to create an inclusive and welcoming environment for all students, regardless of background and is available at <https://www.cityofglasgowcollege.ac.uk/bsl>. The plan includes the creation of a BSL intervention team who will work with a wider network, including BSL users, to facilitate discussions, training and feedback.

4.8 SAES: Annual Learning and Teaching Conference: The Learning and Teaching Conference will take place on 21 January 2025. The conference is intended to allow College staff and external speakers to share practice and to learn from their colleagues and contributors from across the sector. Our ambition is for the conference to be the premier L&T conference in the college sector in Scotland.

The theme for 2024 was ‘The Inclusive College’ and the keynote speakers were Prof John McKendrick from Glasgow Caledonian University and Scotland’s Commissioner for Fair Access, and Dr Kevin Merry, Associate Professor at De Montfort University and expert on universal design for learning (UDL). A total of 200 delegates registered for the conference. This is a decrease on attendance in 2023 (278) but is because a decision was taken to make the conference ‘in-person’ only with no online option. 200 was the cap on admission to the lecture theatre and the event was ‘sold out’ well in advance of it taking place. On completion of the event an online questionnaire was sent to all registered delegates. 22 responses were

received (11% of registered delegates). The following insights are based on those responses.

The key strength of 2024 conference identified from the feedback are the quality and usefulness of the conference sessions:

- 85-95% satisfaction with the elective sessions
- 82-92% satisfaction with the keynote sessions.

Both electives and the keynotes scored highly when respondents were asked to consider whether they gave attendees ideas to develop their practice. All respondents felt that the right number of elective sessions and all but one felt that the timetable for the day was appropriate. The open comments were overwhelmingly positive. Action to be considered from the feedback are the earlier publication of elective options and the ability to sign up for these in advance.

4.9 Blended learning and learning design. On 17 April the College hosted a learning design workshop facilitated by QAA Scotland and the College Development Network. The session involved one curriculum team from each Faculty undertaking a review and redesign of a programme or unit using the ABC Learning Design methodology. The LTA is currently in the final stages of developing a new learning design service for academic year 2024-25 that will support curriculum design more widely, with the aim of supporting the College's strategic aim of developing active, blended and connected learning.

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.