

Board of Management

Learning, Teaching & Student Experience Committee

Date of Meeting	17 September 2024
Paper No.	LTSEC1-B
Agenda Item	3.2
Subject of Paper	Learning, Teaching & Student Experience Committee Annual Report 2023-24
FOISA Status	Disclosable
Primary Contact	Drew McGowan Associate Director of Governance and Risk
Date of production	15 August 2024
Action	For Approval

1. Recommendations

- 1.1. To review the Learning, Teaching & Student Experience Committee annual report for the 2023-24 academic year and approve it for tabling at the Board of Management for noting.

2. Purpose

- 2.1. To provide the Committee and the Board of Management with a high-level review of the Committee's business throughout the most recent academic year.

3. Consultation

- 3.1. Members are asked to discuss the Committee's annual report and, subject to any changes, approve the paper for tabling at the Board of Management's next meeting for noting.

4. Key Insights

- 4.1. Since 2014-15, following an internal audit recommendation, the Board of Management has established the practice of preparing an annual report for each committee. Annual committee reports are tabled early in the academic year.
- 4.2. The annual reports provide a high-level review and record of the Committee's deliberations and decision-making which can be used by members to reflect on the year, as well as to inform other stakeholders. In addition to the regular publication of Board and committee minutes and papers, annual committee reports demonstrate the College's commitment to openness and transparency.
- 4.3. All of the annual reports prepared for the committees will be used as a basis for the drafting of the College's annual report, in line with the original internal audit recommendation.

5. Impact and Implications

- 5.1. Annual committee reports are one aspect of the Board's established practices that aim to provide assurance to the College's students, staff and other stakeholders, including the Regional Board, that our systems of governance, effectiveness and accountability remain robust and delivered to a high standard.

Appendices:

Appendix 1: The Learning, Teaching & Student Experience Committee Annual Report 2023-24

Learning, Teaching & Student Experience Committee Annual Report 2023-24

Introduction

1. The Learning, Teaching & Student Experience Committee oversees the curriculum, learning, teaching and quality across the College. The Committee provides assurance to the Board of Management that the College continues to be an inspirational place of learning that enables individuals to excel and realise their full potential.
2. In June 2023, the Board of Management approved a new structure and Terms of Reference for its committees. From the 2023-24 academic year, the Committee was retitled “Learning, Teaching & Student Experience” and assumed a wider remit to include the student experience, previously under the Students, Staffing & Equalities Committee.
3. A Sullivan convened the Committee in 2023-24 and, over the course of the academic year, its membership consisted of C Singh, E Keep, L Subido, P Little and R Gillespie. M Miller also served as a co-opted member.

Committee Business

4. During this academic year, four meetings of the Committee were held to consider the work and priorities of the College within its remit. Members received reports and presentations from the Vice Principal of Student Experience, members of the Senior Management Team (SMT), the Students’ Association (SA) and other staff members. A summary of key issues and business of note is enclosed below.

City Attributes

5. The development of City Attributes has been an area of interest to the Committee in the 2022-23 and 2023-24 academic years. This work was guided by the ambition outlined in the Student Academic Experience Strategy (SAES) to ensure students develop a whole series of personal skills and attributes, such as soft, interpersonal and career management skills, in addition to gaining qualifications and technical skills. The four overarching City Student Attributes will support our students to be:
 - **Curious:** encouraged to develop independent attributes such as critical thinking and being eager and creative.
 - **Optimistic and Open:** prepared to be open to new experiences and willing to take on challenges with a positive attitude and enhance their ability to learn, grow and adapt to a rapidly changing world.
 - **Globally Ready:** prepared to understand the effects of globalisation, promote inclusiveness, interact respectfully with others and promote human rights and wellbeing.
 - **Contributor:** feel a sense of belonging and connection to their learning and will be empowered to contribute, make choices, measure and reflect on their progress.
6. The Dean of Creative Industries, who led the cross-college project, reported to the Committee in May 2024 on progress and plans for a full rollout in the 2024-25 academic year. Members also received a demonstration of how Canvas, the College’s virtual learning environment, will be used to deliver City Attributes by a member of the project team. The Committee once again commended the staff involved and looked forward to seeing the implementation of City Attributes in the new academic year.

Student Academic Experience Strategy

7. The Student Academic Experience Strategy (SAES) 2021-30, informed by students and developed in alignment with the Strategic Plan 2021-30, outlines the College’s vision to provide an outstanding student learning experience and to be a sector leader with an international reputation for academic and professional excellence. The SAES has three themed aims – the

City Student, City Learning and Teaching, City Student Journey – and outlines the series of objectives to achieve these aims.

8. The Vice Principal of Student Experience provided a report on the progress of delivering on the objectives outlined in SAES at the end of the academic year. Members noted the development of City Attributes and the Virtual Learning Environment had both been completed. It was also reported that the development of all formal learning spaces and the creation of the Library of the Future were in progress, while the Student Success Framework and Careers Strategy will be delivered in the 2024-25 academic year.

Students' Association

9. Members received reports and presentations on the work, priorities and impact of the SA at each meeting during the academic year. In 2023-24, the SA's goal has been to support students facing additional barriers such as neurodivergence, disabilities, marginalised backgrounds and those facing food insecurity. They have achieved this through the development of the Student Pantry, which was staffed by 22 student volunteers who provided over 5,000 items to students, as well as the "We Can" campaign and efforts to integrate Trans inclusion.
10. The SA also ensured that the student voice continues to be promoted by enhancing the class representation system – described as "leading the way" and "robust" by a staff member from another tertiary institution. – and Student Parliament. It was highlighted that plans are in place to improve class representation in areas with low engagement in the new academic year. In 2024-25, the SA also hopes to complete the National Union of Students (NUS) Quality Students' Union Framework.

Student Mental Health Agreement

11. The Student Mental Health Agreement 2024-2029 was tabled by the Students' Association for the Committee's consideration in May 2024. Members noted the extensive consultation undertaken and that the five-year thematic plan replaced the current two-year cycle. The Committee agreed to recommend it to the Board of Management for final approval, which was subsequently issued in June 2024.

Industrial Action

12. The Committee were kept apprised of the local and national industrial action – both strike action and action short of strike action – undertaken by the lecturers' trade union EIS-FELA. In 2023-24, 38% of the academic year was affected by industrial action and members discussed the impact on the College's students, their studies and progression.
13. During the academic year, the College implemented a series of measures to mitigate the impact of industrial action as far as possible. These measures include re-purposing timetables, class cover, larger classes on-campus and online, extraordinary arrangements for assessment, a no-detriment policy for internal progression and engaging with universities to secure articulation. The Vice Principal of Student Experience assured the Committee and the Board that the College would continue to monitor the impact of industrial action and ensure measures are in place to minimise disruption, support students to progress and mitigate damage to our reputation.

Education Scotland Annual Engagement

14. At the Committee's first meeting of the academic year, the Director of Excellence presented the Evaluative Report and Enhancement Plan and informed members of the positive outcome of Education Scotland's annual engagement visit in April 2023. Members welcomed Education Scotland's conclusion that the College had achieved satisfactory progress and discussed the areas identified for development.
15. At the final meeting of the academic year, the Director of Excellence was pleased to report that the most recent annual visit from Education Scotland in May 2024 had also been positive. He informed members the work of the SA and the development of City Attributes received attention and positive feedback during the visit. Areas for development, including the impact of external

factors on student outcomes, were also raised and discussed. Members noted that this would be the final engagement from Education Scotland, with the implementation of the Tertiary Quality Enhancement Framework beginning in 2024-25.

Academic Performance

16. The Committee received an annual report on the College's academic performance for the 2022-23 academic year from the Director of Excellence. He advised the Committee that local and national industrial action undertaken by the EIS-FELA has caused disruption to certification and that the performance figures tabled may be subject to change as these issues are resolved.
17. Members noted that the College delivered 172,154 credits against a target of 175,333 – representing 98%, within the 2% tolerance threshold set by the SFC. The Committee was also kept apprised of the College's portfolio review which aims to ensure the provision is responsive to demand and underperformance is addressed.

Student Satisfaction

18. The Director of Excellence provided a report to members on the Scottish Funding Council (SFC) Student Satisfaction and Engagement Survey results for 2022-23. He informed the Committee that the response rate increased from 26% to 46% and the overall satisfaction increased from 79% to 85%. Members were advised that the results show that satisfaction levels increased across all modes of study and reached their highest level over three years.

Leaver Destinations

19. The Committee also received a report from the Director of Excellence on the destinations of the College's leavers in 2021-22. The College surveyed the most leavers within the sector and the results indicate that 97% were in a positive destination, which was above the sector average and the third highest in the sector.

Learning & Teaching Academy

20. The Learning & Teaching Academy has been established to position the College as a sector-leading tertiary academic development unit. The Academy is formed of three teams – Learning Technologies, Lecturer Development and Library Services – which brings together expertise in instructional design, academic development, learning technology and information science to enhance learning and teaching at the College. The Committee was updated on the work of the Learning & Teaching Academy throughout the year.

Presentations: Student Support, ESOL and Community Engagement

21. Members also received presentations from members of staff on work that was being undertaken across the College. In addition to the presentation of City Attributes, the Committee welcomed members of staff to present on the College's student learning support provision, English for Speakers of Other Languages (ESOL) curriculum and community engagement.

Risk Management

22. Members regularly reviewed the Strategic Risk Register and Management Action Plans (MAPs) for those risks within the remit of the Committee, recommending any changes to the Board for final approval. Risks are rated low, medium, high or critical.
23. The risk of a failure to support successful student outcomes and progression (SR1) increased throughout the academic year and was rated red. This was due to the local and national industrial action, including strike and action short of strike action, undertaken by the EIS-FELA during 2023-24 – as detailed in paragraphs 12 and 13. The risk of a failure to prepare for the impact and harness the capabilities of Artificial Intelligence (SR27) was added to the Strategic Risk Register and rated amber at the end of the academic year.

Members' Attendance

24. The attendance of members of the Committee for this academic session, and the previous four academic years, is as follows:

Year	No. of Meetings	Possible Attendances	Actual Attendances	Percentage Attendance
2019-20	3	27	25	93%
2020-21	4	33	24	73%
2021-22	4	31	28	90%
2022-23	4	26	22	85%
2023-24	4	26	18	69%

Review

25. The Board of Management's committees review their Terms of Reference annually, recommending any changes to the Board for approval. This is an opportunity for members of the Committee to reflect on the purpose, remit, business, membership and meetings at the end of the academic year with the next session in mind. No material changes were requested by the Committee in 2023-24.