

## Board of Management Learning, Teaching & Student Experience Committee

<b>Date of Meeting</b>	<b>Tuesday 17 September 2024</b>
<b>Paper No.</b>	<b>LTSEC1-D</b>
<b>Agenda Item</b>	<b>4.2</b>
<b>Subject of Paper</b>	<b>Learning, Teaching and Student Experience Update</b>
<b>FOISA Status</b>	<b>Disclosable</b>
<b>Primary Contact</b>	<b>Dr Claire Carney / Dr Derek Robertson</b>
<b>Date of production</b>	<b>6 September 2024</b>
<b>Action</b>	<b>For Discussion and Decision</b>

### **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:**

The committee will be aware that the ongoing national industrial action and action short of strike (ASOS) was concluded on 3 September 2024. This was very welcome news for all and particularly for those areas that have been most impacted over academic year 23/24. The most disruptive aspect of ASOS was the resulting boycott which led to large numbers of students without results and outcomes presenting issues related to onward progression to work and further education routes. The agreement reached as part of the pay deal stated *'that results that are being withheld should be inputted within 10 days of the Agreement's ratification – which we expect to be on Tuesday, 3rd September'* and therefore full resulting should be complete by 17 September. At the time of writing, 5% of results remain outstanding and it is hoped this all outstanding results will be completed by 17 Sept

**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 has a credit target of 158k (as per 23/24) equating to 170 courses and 285 cohorts. Enrolment conversion (as at Sept 1 2024) is at 101% and each Faculty is ensuring that where students do not arrive for their course, they are followed up at least 3 times and thereafter their place is offered to another student on the waiting or reserve list. This is part of the annual process of ensuring we meet our credit target and operate efficient class sizes.

**4.3 Student Transition, Induction and Retention:** Planning for start of Semester 24/25 commenced in March 24. A Student Transition and Induction Group, with representation from across Faculties and Professional Services, met over a 6-month period and planned a cohesive and holistic induction and transition plan. Approximately 6,500 students attended induction and welcome week activities in the 2 weeks prior to start of academic year. The college will run its annual My Student Experience Survey in October to evaluate the 'start of year' preparation and experience and the VPSE will also run a 'lessons learned' exercise for induction and welcome week activities, this will influence activity for academic year 25/26.

Whilst recruitment is a strategic priority, retention is equally important, involving the whole college community in ensuring all our students are welcomed, acclimated and prepared to begin their studies. Each Faculty has a 36-week plan of induction and transition activities and for the first year and City Attributes plan of work is incorporated for the academic year (see below). For the benefit of the committee, each student on a 15-credit course attracts in the region of £4k in credit funding (additional fees for HE) and a key aim to 'keep' students for the first 5 weeks to ensure the college retains the funding and thereafter to ensure that students stay the course and complete.

The focus this academic year is on student attainment and success. There is no denying the impact of ongoing industrial action on the college KPIs (particularly second year) and for that reason every area is tasked with enhancing and improving student success this academic year.

**4.4 SAES: City Attributes** – The strategic project, City Attributes was completed on time for implementation across the College in 24/25. The aim is to 'roll-out' City attributes syllabus in Guidance sessions (36 x 1hour sessions) over this next academic year and be supported by a series of roadshows across the college and a comprehensive set of resources on Canvas for both staff and students. An application has been made to the Arm's Length Foundation (ALF) to continue the work to enable the following:

- Release staff to continue implementation of City Attributes across every course level in the College. This would allow development of materials; course design and self-assessment methods appropriate to level of study and include:
  - o Develop course specification and specialist innovative learning and teaching materials for SCQF levels 5, 7 and 8;

- Develop City Attributes at SCQF levels 3 and 4. This would ensure our supported learners and ESOL student body are able to recognise and develop essential skills. This work requires specialist input from staff in these areas with key skills in developing appropriately levelled content;
- Contextualise City Attributes and develop materials for Modern Apprentices, teams and assessors that meet SDS requirements and support equitable access for all apprentices;
- Refine and further develop lecturer course content for all SCQF levels to fully support adoption and delivery of City Attributes to all students at all levels;
- Development of digital badging for all SCQF levels and digital certification for inclusion in digital portfolio;
- Support and drive implementation of City Attributes across all faculties, professional support services and work-based learning programmes;
- Deliver staff Continuous Professional Development via workshops to all staff involved in delivery and assessment (circa 600 staff).

**4.5 Learning and Teaching Fund:** A Learning and Teaching fund has been established for 24/25. The aim is to support innovative practice in course development and design and to improve student success and learner experience. It is a competitive process with clear outcomes and impact required as part of judging criteria. It is expected that successful bids will share practise on a College Learning and Teaching Academy portal, present at the Learning and Teaching Conference, conduct workshops for staff (where appropriate) and present externally at appropriate events – aiming to build capacity and expertise of our Learning and Teaching staff. A member of lecturing staff will be seconded to the Learning and Teaching Academy to oversee the development, delivery and evaluation of projects.

**4.6 SAES: Learning Spaces project:** As per the SAES (2.2), the aim of the Learning spaces project is to progressively develop our learning spaces across the college. A 4-year project plan for the progressive development of learning spaces across the College is in place, year 1 (24/25) will include the development of approximately 12 learning spaces (inclusive of at least 4 specialist learning spaces). Year 1 of the project will act as a pilot to inform capital requirements for years 2-4. This is an exciting and important project aiming to transform our learning spaces into innovative learning spaces reflective of our Active, Blended and Connected approach to learning and Teaching.

**4.7 SAES: L&T Conference 2025:** Our next conference will be held 21 January 2025 under the general Theme of '*A celebration of Learning and Teaching*'. 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. As per the SAES, our ambition is for the conference to be the premier L&T conference in the college sector in Scotland. The conference organising group are currently identifying a keynote speaker and creating the conference programme.

**4.8 Lecturer Development:** The College's first cohort of 14 students in the new University of Strathclyde TQFE programme completed their course in June 2024, with a celebration event held at City campus on 18 June.

16 members of staff commenced TQFE on 26 August and, on the same day, a member of the Learning and Teaching Academy Lecturer Development team commenced a one-day-a-week secondment to the programme team at Strathclyde. This arrangement forms part of a Memorandum of Understanding with the University supporting greater collaboration around the development of teaching and learning.

The PDA Teaching Practice in Scotland's colleges commences on 17 September. At the time of writing, we have 21 accepted students, including groups from the Scottish Prison Service College and from British Transport Police.

**4.9 Learning Support** – Over the summer period our Learning Support team has been arranging support for students who have additional needs. This year sees a continued pattern of increasing demand for learning support - as of week ending 30 August the figures were:

	<b>August 24/25</b>	<b>August 23/24</b>
<b>High priority students</b>		
Deaf/BSL user	9	6
Blind/visual impairment	6	3
<b>Students requiring in-class support</b>	45	47
<b>Students receiving Disabled Student Allowance</b>	172	114
<b>Support referrals</b>	1996	1884

In-class support (for example, the provision of a scribe or a note-taker) remains a challenge, given the large amount of time required. Like other colleges, the need is met by a combination of college staff and a specialist external provider. The nature of the challenge is logistical as much as financial, with a large part of the provision reclaimable via funding bodies. The Student Experience Directorate is monitoring the effectiveness and efficiency of in-class support and the new procurement arrangements.

## **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.