

# Board of Management

## Learning, Teaching & Student Experience Committee

<b>Date of Meeting</b>	<b>Tuesday 12 November 2012</b>
<b>Paper No.</b>	<b>LTSEC2-E</b>
<b>Agenda Item</b>	<b>4.5</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>1 November 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 and highlight key developments in relation to the Student Academic Experience Strategy (SAES).

### 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 Student Success:** Clearly, industrial action over the last 2 academic years has had real impact on student success and attainment for the college. The consequences of losing 65 days of 171 available days of teaching was most obvious for those areas where majority of staff were on strike but has also impacted on students who chose to discontinue studies, study

elsewhere or leave with a lower certification. This latter aspect will 'wash-through' this current academic year as students made choices based on experience in their college journey, but it is anticipated that with a more positive experience for year 1 students this academic year they are more likely to continue their studies at the college. The focus now across the College is enhancing student success and attainment and faculty staff are pleased and keen to return to 'normal business' and focus on ensuring that students achieve the best they can whilst at the college. The work on the Student Success Framework is timely and like other strategic developments in the Learning and Teaching area is being developed in consultation with staff and students across the college to ensure embedding and ownership of framework across curricular teams. The Framework also positions the college well regarding the new Tertiary Quality Enhancement Framework.

**4.2 Student Recruitment and Retention for 24/25:** The college has a credit target of 158k to achieve over the course of academic year 24/25 equating to 170 courses and 285 cohorts. At this point in time enrolment conversion is at 100%. A further admission cycle for January has commenced and this is necessary to ensure our target of credits is delivered. A reduction at this point will mainly be due to under recruitment in some areas and student withdrawal. It is pleasing to note that Early withdrawal figures (those who leave before end of September) have much improved since last year, 1.95% compared to 2.63%: in real numbers 113 vs 162 students) and Further Withdrawal until end of October has also declined compared to last year (2.79% compared to 5.19% or 56 vs 141 students) These are positive signs at this point in the year and as indicated in 4.1, the focus is on the complex task of improving student success.

**4.3 SAES: City Attributes** – The Vice Principal Student Experience and Dean Alison Bell made a successful bid to the Arms Length Foundation in October to provide funding to continue the development and implementation of City attributes and enable the release of 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:

- 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).

Funding secured totaled £99k and the majority of work outlined above has commenced.

**4.4 Learning and Teaching Fund:** The Learning and Teaching fund 24/25 was launched mid September and aims is to support innovative practice in course development and design and to improve student success and learner experience. Twenty-seven applications were received from across all four faculties and nine projects were funded.

It is expected that successful bids will share practice 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 has been seconded to the Learning and Teaching Academy to oversee the development, delivery and evaluation of projects.

**4.5 SAES: L&T Conference 2025:** As the committee is aware, 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 keynote has been confirmed as Dr Emily McIntosh, Director of Student Success at University of the West of Scotland. Her expertise includes institutional leadership for learning and teaching, including student transition, digital learning, academic practice, equality, diversity and inclusion, academic advising, and student engagement. Emily is a Principal Fellow of the Higher Education Academy and a National Teaching Fellow. She was a founding Board member and Trustee of UK Advising and Tutoring, is an Executive Member & Trustee of the Heads of Educational Development and an Independent Board Member of the Board of Corporation for the Trafford College Group. Emily will bring a practical approach in understanding the student body and how best to influence student success and outcomes. The conference will also benefit from a student-led session in the afternoon considering the lived experience of our student body and will culminate with a panel of College alumni who will offer their insights to college education and how key consideration to thrive in a complex world.

**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.

The project is currently in the procurement stage, with requirements being gathered from curriculum teams and early discussions taking pace with potential suppliers. It is envisaged that the invitation for a mini-competition will be issued in mid November, with work commencing in Semester 2, although dates have yet to be confirmed.

**4.7 Learning and Teaching Academy:** A new Head of the Learning and Teaching Academy has been appointed and will begin work on 2 December 2024. The successful candidate was Dr Vic Boyd, who is currently a Senior Lecturer in the Learning Futures team at UWS. Vic will lead the Lecturer Development and Learning Technology teams and so will form a vital part in delivering aspects of the SAES. In support of the College's commitment to active blended learning, a new learning design service will be offered by the Learning Technology team. A consultation process on changes to job descriptions has been completed and appointments made, to commence on 4 November 2024. Finally, in accordance with aim 2.9 of the SAES, a lecturer, Lisa Shields, has been seconded part-time to the LTA to support the development and sharing of innovative practice in learning and teaching. As well as supporting projects funded by the L&T Fund, Lisa will also develop a community of practice around practitioner enquiry, develop resources to support staff who wish to undertake research into learning and teaching, and support the sharing and dissemination of results.

## **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.