

Board of Management

Meeting of the Learning & Teaching Committee

MINUTE OF 3rd MEETING HELD ON TUESDAY 15 FEBRUARY 2022 AT 1500 HRS (LTC3) VIA MS TEAMS

Present	
Audrey Sullivan (AS) (Convenor)	Megan McClellan (MMcC)
David Eaton (DE)	Bernie Savage (BS)
Ewart Keep (EK)	Rebekah Widdowfield (RW)
Karen Kelly (KK)	
In Attendance	
Claire Carney (CC)	Gillian Plunkett (GP)
Paul Clark (PC)	Mairi McIntosh (MMc) (Minute)
Paul Little (PL)	Jacquie Shaw (JS)
Sheila Lodge (SL)	Siobhan Wilson (SW)
Apologies for absence	
None	

Item LTC3-1	Apologies for Absence	
Paper No:	Lead: Convener	Action requested: Note
Decision/Noted	<p>The apologies were noted.</p> <p>The Chair welcomed Siobhan Wilson (Dean, Hospitality and Leisure) and Jacquie Shaw (Associate Dean, Media) to the meeting.</p> <p>The Chair extended special thanks to PC for his service to the Committee and College, noting his exceptional knowledge and efficiencies will be greatly missed.</p>	

Item LTC3-2	Declarations of Interest	
Paper No:	Lead: Convener	Action requested: Note
Decision/Noted	There were no declarations of interest.	

Item LTC3-3.1	Minute of the Learning & Teaching Committee meeting held on 24 November 2021	
Paper No: LTC2-A	Lead: Convener	Action requested: Approve
Decision/Noted	The minute was approved without amendment.	

Item LTC3-4.1	Learning and Teaching Update February 2021-22	
Paper No: LTC2-B	Lead: C Carney	Action requested: Discuss

Discussion/ Matters Arising	<p>Regarding Covid restrictions, when reporting to the Nov 2021 Board LTC, we were operating at a 'beyond 0' level and whilst many of the restrictions had been lifted across society, certain restrictions remained within colleges. The Covid Learning and Teaching Task Group weighed and decided the criticality of courses. The majority of learning back online from Monday 20 December with only critical delivery of practical learning and teaching and key staff on campus for the last teaching week of 2021. Students and staff will be brought back on site in a steady, phased and progressive manner.</p> <p>The Blended Learning Fund is now in the second tranche of applications for the academic year. There are 4 applications relating to the development of micro-credentials.</p> <p>The migration to the new VLE, Canvas, has continues to progress well, with upwards of 800 staff already engaged.</p> <p>Following the success of the first conference, the second annual Learning and Teaching Conference will take place 28 June 2022. An update on the conference will be brought to the next meeting of the Committee.</p>
Decision/Noted	Noted.

Item LTC3-4.2	Student Academic Experience Strategy - Microcredentials	
Paper No: LTC3-C	Lead: S Wilson	Action requested: Discuss
Discussion/ Matters Arising	<p>Drawing on the recommendation of the Cumberford-Little Report, SW created a consortium of Scottish Colleges for a sector level approach to micro-credentials.</p> <p>The College sector classes micro-credentials as 20 hours of learning, versus the Universities 100 hours of learning. Micro-credentials should be designed to be 'stackable' and 'connected' to enable learners to access the next level upon completion and tailor their own qualifications according to personal preference.</p> <p>The Principal commended SW on the excellent presentation, acknowledging the marvelous ambassadorial role that she plays for the College. PL noted the need for convergence between University and Colleges on the implementation of micro-credentials.</p>	
Decision/Noted	Noted.	

Item LTC3-4.3	Faculty Presentation – Media: Creative Industries	
Paper No: Verbal	Lead: J Shaw	Action requested: Discuss
Discussion/ Matters Arising	<p>JS invited the Committee to note the importance and impact of COP26 for students within the College and Faculty of Creative Industries (Media), as a massive and historical event for Glasgow. The aim of the curriculum was to ensure every media student achieved meaningful engagement and work experience, ensuring their CV's were bolstered from their involvement in the</p>	

event.

Media students pitched to the Newsquest editorial division, conducting a series of editorial meetings. Students generated 96 articles for the College, with 14 published in The Herald, The National and The Glasgow Times. The students were also commissioned to do 3 television programmes based in the College studio. Each project undertaken was evaluated on environmental impact, whilst the aim was to reach net 0 as a result of project delivery.

The Climate Solutions Accelerator was established, including 200 staff and students, educating managers and decision makers of current local/national and international climate status, and serving as a one stop shop for carbon literacy and zero waste strategies. The sponsored pilot comprises of 4 online modules to result in a digital certificate.

Decision/Noted

Noted.

Item LTC3-4.4 Students' Association Update – Academic Integrity

**Paper No:
Verbal**

Lead: B Savage

Action requested: Discuss

**Discussion/
Matters Arising**

BS updated the Committee on the Academic Integrity Campaign, noting that BS has led on the creation of a centralised reporting system for academic malpractice. This system will allow teams to revert back to dashboard to attain the date and type of misconduct, contributing to improvement.

The Academic Integrity event will take place online on 10 March 2022 as a half day event, with BS as lead keynote. Matt Crilly of NUS will also speak at the event, along with other colleagues from the sector. The event aims to get more people informed on essay mills, how best to support those who fall victim to the sites, and also to promote change in legislation.

A phishing link was posted on social media under the guise of an essay mill targeting students, which upon clicking, would direct students back to CoGC's Student Association page where information and support was offered.

CC concurred that the event was hugely important in terms of raising awareness and supporting CoGC students and AS noted that this would be a key achievement in BS's presidency, and ongoing theme for the president of the next academic year too.

Decision/Noted

Noted.

Item LTC3-4.5 My Student Experience Survey

**Paper No:
LTC3-D**

Lead: J Gray

Action requested: Discuss

Discussion/

Following the resulting of the three annual surveys, area teams were asked

Matters Arising	<p>to review and discuss outcomes with class representatives, establishing a conversation on including the student body as a part of Stop Check Support (SCS). Outcomes and action plans were brought to Faculty Board meetings, informing discussions on quality, implementing change and communicating this to the student body.</p> <p>CC noted that curriculum teams should know and own their data, understanding it at a local level. Each area has action plans in place and can demonstrate key issues, contributing to the sharing of good practice.</p> <p>The response rate was down compared to previous years, however the College fared better than average. JG noted that Performance aim to mechanise the system of analysing responses, however in the short-term, will aim to gain better understanding of student engagement since the increase of on-campus learning.</p> <p>JG noted that the Scottish Funding Council survey is upcoming, adding to the overall 'survey fatigue' To ensure maximum and qualitative participation, it was recommended that class time was used to fill out the survey.</p> <p>PC proposed that leaver destinations become a key performance indicator.</p>
Decision/Noted	Noted

Item LTC3-4.6	Leaver Destination Data	
Paper No: LTC3-E	Lead: J Gray	Action requested: Discuss
Discussion/ Matters Arising	<p>Leaver destination data was obtained from over 5000 CoGC leavers, the highest number of learners from the College sector (2pp higher than the sector).</p> <p>The College Leaver Destination results for our 2019-20 leavers helps to demonstrate the college's effectiveness in building the needs of business and industry within the curriculum.</p> <p>As a proportion of all the College leavers sampled, just over 90% were reported to be in a positive destination. This is 6pp above the sector average. Of those progressing into employment, 66% work in an area related to their study, 1pp above the college sector average. Of those completing and continuing in education, 87% do so at a higher level of study, some 4pp above the college average.</p> <p>Looking Ahead, performance continues to be particularly mindful of the scale of local, regional and national economic challenges, and the combined impact on the hospitality and leisure sector in Glasgow. It is unsurprising that industries such as Hairdressing, Beauty and Complementary Therapies had such large drops in employment, work destinations for qualifiers at SCQF + were down 23.8pp to 55.1% reflecting on closure of salons during the pandemic. Whilst this demand will build back, outcomes for learners on current courses may face significant barriers to work.</p> <p>The Covid-19 Pandemic had a significant impact on both the completion of</p>	

	<p>learning and the destination for this year's qualifying cohort, reducing the number of qualifiers as well as having a direct impact on available destinations.</p> <p>Employment opportunities were impacted by recurring lockdowns, but universities still offered attractive alternatives to qualifiers, as reflected in a significant increase in the number of college leavers moving into university.</p>
Decision/Noted	Noted.

Item LTC3-4.7	SPSO Annual Report: College Complaint Handling	
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Paper No: LTC3-F	Lead: J Gray	Action requested: Discuss
Discussion/ Matters Arising	<p>PC reminded the Committee that through complaints, the College has the opportunity to learn and improve practice. Complaints often reflect how we listen and communicate to students. This year, the College has seen positive progress with fewer complaints received, quicker turnaround and fewer complaints upheld. From August 2020 to July 2021, the College received 83 complaints, 28 fewer from the same period in 2019/2020.</p> <p>The British Standards Institute (BS) recently conducted two assessments of the Quality Management System. The audits confirmed that on-going improvements had been realised, highlighting the strong and agile leadership, especially the ability to quickly meet the immediate needs of the organisation during a challenging year.</p> <p>A total of 16 complaints were received - a reduction of 7 complaints on last session - relating to applications and progression within the College. A small number of these related to progression from the College in terms of articulation. Whilst the volume of complaints is small overall, investigations did reveal that College progression handling could benefit from more consistency, particularly mindful of how internal references, in support of progression internally, are established and communicated to students.</p> <p>As part of the College commitment to continuous improvement, a review of the complaint handling process was conducted. As a result, this coming year, a new automated online complaint handling system and revised process will be introduced, with comprehensive training and guidance for all staff rolled out incrementally.</p>	
Decision/Noted	Noted.	

Item LTC3-4.8	Strategic Risk Review	
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Paper No: LTC3-G	Lead: P Clark	Action requested: Note
Discussion	<p>Risk Management is a key component of the College's internal control and governance arrangements, and as such is an important responsibility of the Senior Management Team, and the Board of Management. The current strategic risks have been identified by SMT and the Audit Committee, as the primary strategic risks currently faced by the College. The risks are aligned within the same framework of strategic themes as the College Strategic Plan. The risks included in the Risk Register have potential impacts on one</p>	

Decision/Noted

or more of the College’s strategic priorities.

KK noted that Risk 1 could perhaps be re-evaluated given the scale of impact being currently unknown.

KK also noted that Risk 3, given positive leaver destinations, this risk required review,. With an updated narrative surrounding whether scores must be amended.

After discussion on these suggestions it was agreed to retain the existing scores for a further period.

Noted.

Item LTC3-5.1 Learning and Teaching Academy Update

Paper No: LTC3-H	Lead: C Carney	Action requested: Note
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Decision/Noted Noted.

Item LTC3-5.2 Academic Board

Paper No: LTC3-I	Lead: P Little	Action requested: Note
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Decision/Noted Noted.

Item LTC3-6 Any Other Notified Business

Paper No: Verbal	Lead: Convener	Action requested: Note
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Decision/Noted Noted.

Item LTC3-7 Disclosability of Papers

Paper No: Verbal	Lead: Convener	Action requested: Note
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Decision/Noted Noted.

LTC3-8 Date of Next Meeting

Paper No: Verbal	Lead: Convener	Action requested: Note
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Decision/Noted Noted.

ACTIONS FROM PREVIOUS MEETINGS

Item	Description	Owner	Target Date
LTC2-4.5 24 11 21	End of Year Performance: JG to continue discussions with Student Experience Directorate and Faculties around their roles within recommendations set forth within the paper.	JG	15 02 22
LTC1-3.3 07 09 21	Programme of Work: Further consider strategic items for discussion.	CC/PC	Ongoing
LTC3-4.2	CC to take forward the attendance and impact on retention with Performance and the Student Association.	CC	Ongoing