

## Board of Management

### Meeting of the Learning & Teaching Committee

#### MINUTE OF 4<sup>th</sup> MEETING HELD ON TUESDAY 10 MAY 2022 AT 1500 HRS (LTC4) VIA MS TEAMS

Present	
Audrey Sullivan (AS) (Convenor)	Bernie Savage (BS)
David Eaton (DE)	Rebekah Widdowfield (RW)
Megan McClellan (MMcC)	
In Attendance	
Alison Bell (AB)	Sheila Lodge (SL)
Claire Carney (CC)	Gillian Plunkett (GP)
Michael Cross (MC)	Derek Robertson (DR)
Jon Gray (JG)	
Iain Houston (IH)	Ann Butcher (Minute)
Apologies for absence	
Ewart Keep (EK)	Paul Little (PL)
Karen Kelly (KK)	

Item LTC4-1	Apologies for Absence	
Paper No:	Lead: Convener	Action requested: Note
Decision/Noted	<p>Apologies were received from EK, KK and PL. SL represented the Principal in his absence.</p> <p>AS introduced Michael Cross to the Committee as Interim College Secretary. She extended thanks to M McIntosh (previous minute secretary) who has moved to a new position in the university sector and wished her well for the future.</p> <p>AS welcomed to the meeting Alison Bell (Interim Dean, Creative Industries), Iain Houston (Associate Dean - Sport and Fitness) and Derek Robertson (Associate Director - Learning and Teaching Academy). She congratulated Megan McClellan as new Student President elect and Bernie Savage in her new role as Vice President Further Education at NUS.</p> <p>AS was delighted to note that the College has been shortlisted in 5 categories at the forthcoming Herald FE Awards 2022 and congratulated all staff and students involved.</p>	

Item LTC4-2	Declarations of Interest	
Paper No:	Lead: Convener	Action requested: Note
Decision/Noted	There were no declarations of interest.	

<b>Item LTC4-3.1</b>	<b>Minute of the Learning &amp; Teaching Committee meeting held on 15 February 2022</b>	
Paper No: LTC4-A	Lead: Convener	Action requested: Approve
Decision/Noted	Subject to one amendment, the minute was approved.	

<b>Item LTC4-3.2</b>	<b>Committee Terms of Reference Review</b>	
Paper No: LTC4-B	Lead: M Cross	Action requested: Discuss
Discussion/ Matters Arising	<p>MC presented the current Committee Terms of Reference for review and further suggested that in addition to the current external and internal stakeholders, learners should also be specifically identified as key constituents. It was agreed that Point 3 be amended to:</p> <p><i>'.... the College is successfully serving the needs of learners and other external and internal stakeholders, ....'</i></p> <p>CC further suggested that as the new Student Academic Experience Strategy (SAES) has been approved, this should be specifically mentioned within Point 1. This was also agreed. CC and MC will liaise to agree final wording.</p> <p>RW referred to the Committee Programme of Work, in particular the key strategic issues required for discussion next session which will ensure that the remit is delivered. AS confirmed her attendance at regular pre-meeting agenda discussions with CC and the College Secretary which helps ensure that the work of the Committee and implementation of the SAES are being appropriately addressed throughout the academic year. Members were reassured that focussed, forward-looking strategic discussions were routinely undertaken.</p> <p>CC suggested that progress on SAES strategic objectives should be provided for update and review. It was agreed that this be provided at the first meeting in AY 2022-23.</p>	
Decision/Noted	<ul style="list-style-type: none"> <li>To endorse the revised Terms of Reference for approval at the next meeting of the Board of Management in June.</li> <li>To provide an update on the progress of SAES objectives at the next meeting.</li> </ul>	

<b>Item LTC4-4.1</b>	<b>Students' Association – Class Rep System</b>	
Paper No: Verbal	Lead: M McClellan/B Savage	Action requested: Discuss
Discussion/ Matters Arising	<p>MMcC informed that Class Rep feedback and suggestions provided in Block 1 were allocated appropriate actions and that updates were provided for further evaluation during Block 2. GP added that all actions are assigned owners for progression by agreed completion dates.</p> <p>During 2021-22, 90% of classes elected Class Reps. Feedback gathered from Class Rep check-ins covered topics including Blended Learning, Timetabling and Communications.</p>	

CC provided a further update on the ongoing work of the College Timetabling Group which now has student representation. This supportive environment has provided an informal forum for discussion and a new Timetabling Procedure is currently under review. Students have provided meaningful feedback on the impact and challenges they faced from last minute changes which occur, particularly because of staff absences. A request for a more considered, mindful approach to timetabling is being addressed.

**Decision/Noted** To note the update report.

**Item LTC4-4.2 Education Scotland Progress Visit**

**Paper No:  
Verbal**

Lead: Jon Gray

Action requested: Discuss

**Discussion/  
Matters Arising**

JG provided an update from initial feedback received following the Education Scotland (ES) Progress visit held from 6 - 9 May 2022. The visit provided an opportunity for the College to showcase the work undertaken, and arrangements made, to help maintain a positive student experience during the pandemic.

Overall feedback presented a positive reflection of the work done, with no major concerns raised on the delivery of learning and teaching, though recurring themes emerged on communication and timetabling. ES also reflected on results from the SFC Student Experience and Satisfaction Survey and the extent to which the College had demonstrated continued development and enhancement. Additional information and points of clarification will be provided to help with the final report. A final feedback meeting will be held on 13 05 22.

JG thanked all staff and students for their contribution throughout the visit.

CC added her concern regarding the lack of clarity on the brief provided by Education Scotland and reminded the Committee that the SFC Survey was conducted in March, limiting the time for meaningful action to be taken. All findings from the Survey would naturally be reviewed and appropriate action taken to help address issues raised. RW suggested that if appropriate, the College should feedback its concerns to ES.

Whilst noting the areas of concern raised, AS congratulated the College on the positive outcome.

**Decision/Noted** To note the update report.

**Item LTC4-4.3 Blended Learning Planning 2022-23**

**Paper No:  
LTC4-C**

Lead: C Carney

Action requested: Discuss

**Discussion/  
Matters Arising**

CC reminded the Committee that as a result of the Covid pandemic, a fundamental shift in curriculum delivery was necessary over the past two years. This shift included fully online delivery, and a more blended approach (i.e., a blend of online and on campus).

During this time, a wealth of knowledge and experience has been

developed; following consultation with staff across a wide range of College fora, a Blended Learning Model based on 3 key principles ('Pedagogically Driven'; 'Inclusive and Accessible'; and 'Student Centred') has been adopted to help support forward planning. By observing these principles and focusing on an additional set of 7 key questions, course teams will work together to decide on the appropriate blend of activities relevant to each curriculum area. Staff will also be provided with appropriate development and digital skills training needed to support this approach. CC added that the blend in activity may change over the academic year and stressed that the student experience will take priority over any hybrid working arrangement.

DE referred to hybrid learning and raised some concern regarding delivery of the curriculum using both online and on-site methods simultaneously. He considered this may provide a lesser learning experience, particularly for students working remotely. CC advised that all hybrid learning delivery would require careful deliberation using the 7 key questions but considered that this approach may prove useful in some situations. She further highlighted that the terminology connected with blended learning, hybrid learning and hybrid working must be differentiated and should not be confused. DR further confirmed that if appropriate, a different course design process would be deployed for the delivery of hybrid learning.

CC also informed that work is being developed to record lessons. This may prove beneficial particularly where students are unable to attend classes, or as an emergency response. Members noted that a Learning Capture Policy is being produced. CC advised that this initiative, along with other innovative work, will be showcased at the forthcoming in-person Celebration of Learning and Teaching Conference on 28 June 2022. She encouraged all Board members to attend.

AB and IH confirmed that this new model has been developed through consultation and the subsequent guidance provided offers curriculum teams autonomy and flexibility to design course programmes that work best within their own areas.

AS was pleased that the new Model had been embraced by staff and students and thanked CC for taking this forward.

**Decision/Noted**

To note the update report.

Item LTC4-4.4	City Student Attributes	
Paper No: LTC4-D	Lead: A Bell	Action requested: Discuss
Discussion/ Matters Arising	<p>AB provided an overview of the plans and timeline for development and creation of a set of City of Glasgow College Student Attributes. This has been driven by the ambition and vision set out within the SAES.</p> <p>It is widely recognised that in addition to technical and vocational skills, students develop additional qualities and personal attributes (such as 'soft' or 'meta' and career management skills) as a result of their learning experience. These attributes add value and can be shared more widely, and recognised by employers.</p>	

A working group has been set up to identify and develop the City Student Attributes, following the four key drivers of Curriculum for Excellence; Skills Development Scotland's Meta Skills 4.0; and the 3 'Rs' of the SAES - Readiness, Resilience and Ready. As the project progresses the College will engage with employers and key stakeholders to ensure these attributes are appropriate and representative of their needs.

While a significant national and international body of work has been developed, it is expected that City Attributes will provide students with a set of distinctive qualities and skills that set them apart and help them succeed in life, well beyond the qualifications gained in College.

DE reminded that some courses have soft skills already embedded within the curriculum and suggested that these may need to be signposted. Consideration should also be given on how to engage and encourage students to participate in extracurricular activities should this be necessary.

Whilst acknowledging that stakeholder engagement is important, AS considered that, given the short timescale involved, lecturers may be better placed to advise on the skills employers require. Lecturers are also aware of the skills embedded within each curriculum area and could provide advice on how these could be evidenced. AS further suggested that a set of clear behaviours should be developed to underpin each attribute skill heading.

RW proposed that an additional student representative should also be invited to join the working group. This was agreed.

**Decision/Noted**

To approve the approach to develop a set of City of Glasgow Student attributes.

*AB left the meeting.*

Item LTC4-4.5 Canvas Implementation Update	
Paper No: LTC4-E	Lead: D Robertson <span style="float: right;">Action requested: Discuss</span>
Discussion/ Matters Arising	<p>CC reported that adoption of Canvas by curriculum areas is being closely monitored. Current figures are encouraging, and further uptake in activity and workshop training will be promoted towards the end of June to help support staff once teaching and assessments are complete.</p> <p>DR informed that implementation of the Canvas VLE project continues to be on track and within budget. The Project Board has recently approved procurement and integration of two additional tools (BB Ally, Canvas Panopto). Both have been purchased within the existing budget. A new dedicated Learning Technologist is also in place.</p> <p>AS thanked DR for the update and requested further Learning and Teaching Academy Updates be provided next session. This will be added as a Standing Item on the Programme of Work. AS further requested an update on Library Services. This too was agreed.</p>
Decision/Noted	<ul style="list-style-type: none"> <li>• To note the update.</li> <li>• That the Learning and Teaching Academy Update be added as a Standing Item at future meetings.</li> <li>• To provide a Library Update next session.</li> </ul>

<b>Item LTC4-4.6</b>	<b>Faculty of Hospitality &amp; Leisure – Sports &amp; Fitness</b>	
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<b>Paper No: Presentation</b>	Lead: I Houston	Action requested: Discuss
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<b>Discussion/ Matters Arising</b>	<p>IH (AD, Sport and Fitness) provided a presentation on the wide variety of courses on offer in the School of Sport and Fitness across three curriculum specialisms: Sports Therapy; Sports Coaching; and Fitness, Health and Exercise. The course portfolio proposed for AY 2022-23 is currently full with reserve lists in place. To ensure courses are fit for purpose, staff continue to liaise with a broad range of external agencies, employers and placement providers including Charitable Trusts, Local Authorities and Private, Commercial and Specialist gyms. Links with Sport Scotland, CIMSPA and Scottish Leisure Network Group also provides students with opportunities for engagement and relevant experience required to further develop their skills and attributes for future employment.</p> <p>IH provided additional information on the various pathways and developments resulting from the additional Blended Learning funding received including Instructor Training experiences with CoGC, Strathclyde Sport, LesMills and Glasgow Life.</p> <p>Strong HND articulation routes with universities continue however IH reported that currently HND Sports Therapy graduates have little opportunity to progress their studies within this profession. Following consultation with Queen Margaret University (QMU) and Edinburgh College, a proposal to offer progression into a BSc (Hons) Sports Rehabilitation degree programme, which includes professional accreditation with the British Association of Sports Rehabilitators and Trainers is currently under approval. This proposal is a 2 plus 2 degree with the 3<sup>rd</sup> year taught at COGC and the 4<sup>th</sup> year taught at QMU.</p> <p>IH further updated the Committee on the range of recreational and competitive sports programmes offered. HE articulation routes also continue with a number of Universities including Strathclyde, Stirling, Edinburgh Napier, UWS, Abertay and Robert Gordon.</p> <p>IH was pleased to inform the Committee that for the first time in the Scottish Student Sport College Final event history, CoGC won the College cup.</p> <p>AS and Committee members thanked IH for the detailed and inspiring presentation and congratulated the staff on the diverse range of programmes, activities and opportunities on offer.</p>	
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<b>Decision/Noted</b>	To note the update.	
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<b>Item LTC4-5.1</b>	<b>Learning and Teaching Academy Update</b>	
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<b>Paper No: Verbal</b>	Lead: D Robertson	Action requested: Note
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<b>Decision/Noted</b>	To note the report as discussed under item 4.5.	
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<b>Item LTC4-5.2</b>	<b>2021-22 Performance</b>	
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<b>Paper No: Verbal</b>	Lead: J Gray	Action requested: Discuss
<b>Discussion/ Matters Arising</b>	<p>Following publication of the SFC performance indicators (April 2022), JG provided the Committee with an update on the performance of the College during AY 2020-21 relative to the rest of the College sector.</p> <p>The College exceeded the sector average for the number of learners successfully completing full-time courses for both FE and HE. Completion rates for FE part time courses were significantly better than the sector average.</p> <p>The Committee noted that results for AY21-22, provide a partial picture of progress as students continue to work toward completion of assessments. Students presented with an extension or repeating year will not be fully resulted and processed until the end of June.</p> <p>GP highlighted the need to reconnect with students who have withdrawn over the last few years. The offer of advice and support will be considered.</p>	
<b>Decision/Noted</b>	To note the report.	

<b>Item LTC4-6</b>	<b>Any Other Notified Business</b>	
<b>Paper No: Verbal</b>	Lead: Convener	Action requested: Note
<b>Decision/Noted</b>	<p><b>Timing of Future Meetings</b></p> <p>AS suggested that future meeting start times be scheduled to commence at 1500 hrs. This was agreed.</p> <p>AS thanked members and staff attendees for their valued participation over the past challenging year. The excellent, high quality reportage received was informative and appreciated. She encouraged all staff members to share the Committee's thanks to the wider College staff for their significant contributions to learning and teaching delivery and development this session.</p>	

<b>Item LTC4-7</b>	<b>Disclosability of Papers</b>	
<b>Paper No: Verbal</b>	Lead: Convener	Action requested: Note
<b>Decision/Noted</b>	Noted.	

<b>Item LTC4-8</b>	<b>Date of Next Meeting</b>	
<b>Paper No: Verbal</b>	Lead: Convener	Action requested: Note
<b>Decision/Noted</b>	Tuesday 27 September 2022.	

## ACTIONS FROM MEETING

Item	Description	Owner	Target Date
LTC4-3.2 10 05 22	<b>Committee ToR Review:</b> Provide update on progress of SAES objectives.	CC	27 09 22
LTC4-4.5 10 05 22	<b>Canvas Implementation Update:</b> LTA to be added as Standing Item.	CC/DR	Ongoing
LTC4-4.5 10 05 22	<b>Canvas Implementation Update:</b> Arrange Library update next session.	CC/DR	Ongoing
LTC4-6 10 05 22	<b>Timing of Future Meetings:</b> LTC meetings to commence at 1500 hrs.	MC/ABu	Ongoing

## ACTIONS FROM PREVIOUS MEETINGS

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