LEARNING AND TEACHING COMMITTEE

GLASGOW CLYDE COLLEGE

LEARNING AND TEACHING COMMITTEE

The sixteenth meeting of the Learning and Teaching Committee will be held on Wednesday 7 February 2018 at 4.30pm in the Boardroom, Anniesland Campus

A G E N D A

18.01	Welcome and Apologies		G McGuinness
18.02	Declarations of Interests		G McGuinness
Minutes of Previous Meeting			
18.03	Minute of the Meeting held on 8 November 2017	P	G McGuinness
18.04	Matters Arising Action Grid	P	G McGuinness
Items for Discussion/Decision			
18.05	Student President Report	P	K Gasiorowska
18.06	Learning & Teaching Portfolio 2018-19	P	B Hughes
18.07	L & T Programmes update	P	B Hughes
18.08	Student Satisfaction survey 2016/18	P	E Brownlie
18.09	Remit of Committee	P	G McGuinness
18.10	Professional Development for Teaching Staff	P	E Brownlie
18.11	SFC P1 Attainment	P	E Brownlie
Items for Information/Noting			
18.12	E-Learning and Presentation	P	N Hardie
Continual Improvement			
18.13	Equalities Impact Assessment on Decisions Made		G McGuinness
18.14	Review of Papers (including Disclosable Status)		G McGuinness
18.15	Any Other Business		G McGuinness
Date of Next Meeting: 9th May 2018 at the Boardroom, Langside Campus			

Legend
P: Paper
V: Verbal

**LEARNING AND TEACHING COMMITTEE
HELD ON 08 NOVEMBER 2017
ACTION POINTS**

ITEM NUMBER	ACTION	LEAD	COMMENT
17.19	**NEW COLLEGE WEBSITE UPDATE** G McGuinness requested that links to the new website are shared amongst board members when available.	BH	Website is not live yet. A presentation will be given at the meeting.
17.41	**REMIT OF L&T COMMITTEE** Draft circulated		Feedback to February meeting

LEARNING AND TEACHING MEETING

Date of Meeting	7 February 2018
Paper Title	Student President Report
Agenda Item Paper Number	18.05
Responsible Officer	Karolina Gasiorowska, Student President, Student Association
Status	
Action	For Discussion

1. Report Purpose
The purpose of these reports is to inform the committee of the results of various Student Association activities and student perspective of Glasgow Clyde College.

(1) Student President Report

2. Recommendations
The Learning and Teaching committee are asked to discuss the report.

3. Risk Analysis
Inability to act effectively on student feedback will impact on the learning and teaching experience, retention and attainment.

4. Legal Implications
There are no specific legal implications.

5. Financial Implications
Improving the student experience, and acting where concerns are raised, may help to improve the overall student experience.

6. Regional Outcome Agreement Implications

7. Has an Equality Impact Assessment been carried out (Y/N/NA)

Learning and Teaching Committee

Date of Meeting	07th February 2018
Paper Title	GCCSA Report
Agenda Item	
Paper Number	
Responsible Officer	Karolina Gasiorowska
Status	
Action	

1. Report Purpose

This paper will highlight the activity of the GCCSA

2. Recommendations

GCCSA recommend that the committee NOTE the activity of the SA.

3. Background/Objective/Discussion/Proposal/

3.1 INTRODUCTION/ ENGAGEMENT GCCSA

GCCSA exists to fully represent the students of Glasgow Clyde College, GCCSA acts as a student voice within the college, and is focused on improving the overall student experience. Its goal is to continue to improve the student experience, and become a bigger voice within the college, truly representing students through effective consultation.

GCCSA has fully engaged with the student population of Glasgow Clyde College to ensure it meets the needs of its members. From initial inductions talks for students to Fresher´s Fare, Refresher's and a host of activities and events, the needs of the members are clearly identified and addressed. A clear infrastructure has engaged students in their learning through specific training, relevant events, volunteering opportunities, clubs and societies, campaigns and through a robust class rep system. This has been supported by strong partnership working with the College and Eric Brownlie to identity how best you can ensure that class reps are represented at course team meetings to

ensure the student voice is heard and acted upon. Full interaction with College management and active participation at College and Regional Board level has seen the development of a robust engagement framework for student associations across the country to follow.

Multiple communication channels are in place to inform, consult and support members and College staff work with GCCSA to promote a proactive advocacy and mediatory role to ensure students are at the centre of activities and decisions. GCCSA contribute to projects that are running alongside the Healthy Working Lives Group, the Education Scotland Enhancement Plan, the Gender Action plan and the Access and Inclusion Strategy.

Going forward, GCCSA have signed up to be part of the NUS Healthy Body Healthy Mind award and are developing a student mental health agreement in line with the Colleges partnership with SAMH. We have no doubt that our partnership with the College and SAMH will be absolutely vital as we improve the opportunities for our students.

GCCSA organise Refreshers to support January starts, National Careers week (it is run by Student Advice but has opportunities for GCCSA to engage with students to promote careers) and the Diversity Competition. GCCSA are happy to contribute to those project to show our capacity to the College.

The GGCSA has led to positive engagement with groups and individuals. The recruitment of over 326 class reps has been the key mechanism for student engagement. Student representation is at the heart of GCCSA activity and whether that takes the form of individual activities or one-to-one access and support, the positive impact upon students has been clearly evidenced. Initiatives including learning and teaching projects, employment opportunities, LGBT events, OCD support group or ASL activities have had a significant impact upon the students and wider community.

The GCCSA have worked closely with the wider community to promote opportunities for volunteering opportunities identified by the GCCSA for student participation. The establishment of a welfare fund has supported students should they encounter short-term financial hardship and encouraged students to stay on programmes where they may have previously been unable to continue.

The system of class representation has been structured and developed to ensure that all student groups have full representation. Student groups where

there has traditionally been an underrepresentation or where there are high levels of vulnerable students have been actively targeted for engagement with the new Additional Support Class Rep Meetings. ESOL learners and supported learning students have fully participated in class representation and provided to be the inspiration for projects and activities within the College.

The GCCSA has a positive profile on a local, regional and national level. The work initially focused upon the grass-root development of a robust structure of student representation and has flourished through engagement with College management, active participation at College Board level and Regional Board level to promote the interests of students in Glasgow Clyde College but also the wider Glasgow Region and in National campaigns.

The GCCSA has been fully supported by teaching and academic staff to promote the interests of students and has become an integral part of College life and decision making. Full access to College Senior Management has supported the development and profile of the GCCSA and the willingness to work in partnership has been hugely beneficial to students. The GCCSA has developed a high profile within the FE sector by fully engaging with external stakeholders to the College including community groups, local employers and other College Student Associations, but has pursued student representation at a regional and national level through discussions with the Scottish Funding Council, Scottish Government and senior politicians. Planning is well advanced for session 2017/18 to build on the success and impact of the GCCSA with further engagement tools and a range of development projects already in the pipeline.

3.2 STRUCTURE GCCSA

Sabbatical Officers:

- Karolina Gasiorowska President and Chief Executive (Full time)

- Taylor Campbell – Vice President Cardonald Campus (Part-time)

- Michaela Ditrichova – Vice President Langside Campus (Part-time)

- David Parada Perez – Vice President Anniesland Campus (Part-time)

GCCSA Staff:

- Jodie McNair Development Officer (Full time)

- Toni McFadyen Administrator (Part time)

Executive Officers:

- Craig Rae - Campus Officer

- Eve Clark - Charities & Fundraising Officer

- Kim Sweeney - Mental Health Officer

- Mary Jane McNally - Additional Support Officer

- Chelsey Gow - LGBTQ+ Officer

- Agnieszka Pacholczyk - ESOL and International Officer

- Jackson Walker (Left the College) - Media & Marketing Officer

3.3 COMUNICATION CHANNELS

- Tweeter - @OfficialGCCSA
- Facebook- clydestudentassociation
- Email – GCCSA@glasgowclyde.ac.uk
- Intranet /VLE
- Student Emails
- Leaflets
- GCCSA Handbook
- Each campus office

LEARNING AND TEACHING COMMITTEE MEETING

Date of Meeting	7 February 2018
Paper Title	Portfolio 2018/19 Update
Agenda Item Paper Number	18.06
Responsible Officer	Brian Hughes, Vice Principal Curriculum and External Relations
Status	Disclosable
Action	For Discussion

1. Report Purpose

The purpose of this report is to update members on the development of the college's portfolio of courses for the academic year 2018/19.

2. Recommendations

Learning & Teaching Committee members are asked to **DISCUSS** this paper.

3. Background

Each year the college's four curriculum Faculties engage in planning activities to determine the composition of the course offering for the next academic year. In parallel there are planning sessions at which each Faculty senior team (normally the Curriculum Assistant Principal and Heads of Curriculum) meets with the college Principal, Vice Principals and the Assistant Principals for Quality and H.R. Through these meetings previous course performance is discussed and issues around the potential changes to the portfolio for the following year are shared. These planning sessions for the Faculties concluded on Friday 19th January. This was later than planned due to staff absence prior to the Christmas break.

Applications for courses for 2018/19 were opened via the college's new website on 17th January 2018. Numbers of applications for these courses will be reported regularly to the Board. The number of applications as at the morning of 23rd January 2018 is 4,065. This represents 6 days of applications, an average of 677 applications per day. At the February meeting of the L&T Committee in 2017 the figures reported were 6,028 applications at 3rd February 2017: 10 days of applications = 603 average per day;

Some changes have been made to the portfolio for 2018/19 compared to the 2017/18 offer. Examples of these are outlined below.

Access & Continuing Learning:
Evening "Highers" programme moved into the commercial portfolio

Business, Creative & Digital Industries
Consideration is being given to removal of some Level 5 NQ Administration courses – poor performance. Some changes to course structure for those being retained.
Consideration is being given to introduction of additional HND Dance group and the introduction of a higher level course in Musical Instrument Making – however these have not been agreed at the time of writing until further resource implications are considered.

Engineering, Computing & the Built Environment
1 HND Networking Group and HND Interactive media removed - poor recruitment
1 NC Manufacturing Full Time Group removed – poor recruitment
SVQ 2 Amenity Horticulture – reduced offering
Range of smaller modifications to specific areas.

Added in: HN WEB Engineering, HNC Landscape Management
Additional group of SVQ Carpentry and Joinery (2nd year) Block Release

Health & Wellbeing
Removal of some underperforming courses; NC Allied Care, HNC Working with Communities;
Removal of 2nd Year HND Fitness, Health and Exercise – focus delivery at alternative campus to improve attainment

Additional Childcare provision will be required across a range of levels in order to meet new targets for activity in this area. Quantity of this increased activity currently unknown.
Introduce HNC Hairdressing with Fashion Make-up; HND Industrial Biotechnology (2nd year); Foundation Apprenticeship in Laboratory Skills.

One outstanding issue at the time of writing this paper, which will affect the final course offering / uptake, is the activity credit target that will be agreed between the college and the GCRB. There is currently no information from SFC about what the regional credit target will be for session 18/19 and therefore no information about the college's target. What is known at this point is that there will be an overall

reduction in ESF activity (Youth Employment Initiative replaced by Developing Scotland's Workforce but at a lower level); Foundation Apprenticeships and Flexible Workforce Development Funds are activity streams that are ineligible for credits; an increase in the volume of credits to support additional activity in childcare courses to support the Government's childcare aspirations for 2020. We are currently planning for a credit target similar to this year's but there is no guarantee that this will remain the position. If there is a significant drop in credits due to the changes described then we will have to re-examine the curriculum to respond to these changes.

4. Risk Analysis

As has been reported regularly to the Board and the Learning and Teaching Committee, achievement of our annual credit activity target is dependent on our January start courses enrolling and performing to target.

5. Legal Implications

There are no legal implications raised by this paper

6. Financial Implications

Failure to achieve our activity target has financial implications in the form of a potential clawback of funding by SFC / GCRB.

7. Regional Outcome Agreement Implications

Our credit target is one aspect of our agreed contribution to the Regional Outcome Agreement and as such, our failure to achieve will adversely affect the region's ability to deliver its activity targets

8. Has an Equality Impact Assessment been carried out (Y/N/NA)

N/A

LEARNING AND TEACHING COMMITTEE MEETING

Date of Meeting	7 February 2018
Paper Title	January 2018 Programmes Update
Agenda Item Paper Number	18.07
Responsible Officer	Brian Hughes, Vice Principal Curriculum and External Relations
Status	Disclosable
Action	For Discussion

1. Report Purpose

The purpose of this report is to provide an update on Programmes / Courses which started within our "January Start" programme.

2. Recommendations

Learning & Teaching Committee members are asked to **DISCUSS** this paper.

3. Background

Each year the college sets aside, as part of its overall credit activity, a number of credits that will allow courses to start in January. This January activity serves a range of purposes for the college's communities allowing, for example, school (Christmas) leavers to take up a place in college provision.

Additionally, some learners who were unable to take up a place in our August start programmes may see the January start programme as an opportunity to get into college. These courses traditionally also act as feeder courses for this year's August 2018 programmes.

For January 2018 we offered 36 full-time courses with a total value of 5,505 credits. This however only accounts for a portion of the total volume of activity that starts in January. There is a significant volume of part-time activity including, for example, ESOL and community based provision. Overall, courses starting in January account for some 10,379 credits.

Applications for these full-time courses began in November and most of them started either week commencing 15 Jan 2018 or w/c 22 January 2018. At the time of writing this paper, 1,942 applications had been received against a target of 677 places. These applications however are not spread evenly against all of the courses on offer, and many of the courses are heavily over-subscribed. One

further feature of this offer is that it is almost exclusively at non-advanced levels; SCQF levels 4, 5 and 6.

Due to the fact that the courses have just started to enrol at the time of writing this paper, there is insufficient data available to inform the actual enrolment position. It will be a couple of weeks before that figure settles sufficiently to allow timely accurate information to be gathered. Anecdotally, within each specific curricular area, course teams are confident about the numbers enrolling each day. If, by the date of the learning and teaching committee, there is better data available I will table that at the meeting with the Chair's agreement.

4. Risk Analysis

As has been reported regularly to the Board and the Learning and Teaching Committee, achievement of our annual credit activity target is dependent on our January start courses enrolling and performing to target.

5. Legal Implications

There are no legal implications raised by this paper

6. Financial Implications

Failure to achieve our activity target has financial implications in the form of a potential clawback of funding by SFC / GCRB.

7. Regional Outcome Agreement Implications

Our credit target is one aspect of our agreed contribution to the Regional Outcome Agreement and as such our failure to achieve will adversely affect the region's ability to deliver its activity targets

8. Has an Equality Impact Assessment been carried out (Y/N/NA)

N/A

LEARNING AND TEACHING MEETING

Date of Meeting	7 February 2018
Paper Title	
Agenda Item	Student Satisfaction data
Paper Number	18.08
Responsible Officer	Eric Brownlie, Assistant Principal Quality and Performance
Status	
Action	For Discussion

1. Report Purpose

The purpose of these reports is to inform the committee of the results of various Student Satisfaction surveys:

(1) SFC Student Satisfaction survey 2016-17 (2 reports)

(2) Glasgow Clyde College Early Impressions survey 2017-18 (1 report)

2. Recommendations

The Learning and Teaching committee are asked to discuss the report.

3. Background

The SFC's annual Student Satisfaction and Engagement survey for 2016-17 reports on students at HE and FE levels across the sector. The college embeds the mandatory SFC questions in its own survey in March (2700 respondents) and the attached papers benchmark college performance against the sector and other Glasgow colleges. Results are very positive overall and we are using the feedback to improve our service and also promote the college externally.

The Early Impressions survey for 2017-18 is an internal college process carried out in October. We had 2100 responses, including qualitative feedback, and the questions focus on the significant pre-entry and early services received by students. Results overall are positive and we follow up on the specific issues identified to help enhance services.

4. Risk Analysis

Inability to act effectively on learner feedback will impact on the learning and teaching experience, retention and attainment.

5. Legal Implications

There are no specific legal implications.

6. Financial Implications

Improving the student experience, particularly pre-entry and early on-course impressions, may help to reduce early withdrawal numbers – with the outcome of increased funding and positive performance results.

7. Regional Outcome Agreement Implications

Student satisfaction data is not a specific regional target but may become an important indicator of student experience as data is promoted and shared.

8. Has an Equality Impact Assessment been carried out (Y/N/NA)

Yes – there are issues about access to the SFC questions for ASL students – this issue has not been resolved.

Student Satisfaction Survey 2017
Scottish Funding Council Questions

GLASGOW CLYDE COLLEGE

Satisfaction level comparison for combined HE full time students:

	% Satisfied*		
	GCC 917	City 3,717	Kelvin 224
Overall I'm satisfied with my college experience	94.4%	81.7%	90.2%
Staff regularly discuss progress with me	83.2%	71.1%	79.9%
Staff encourage students to take responsibility for their learning	96.8%	88.1%	98.7%
I am able to influence learning on my course	87.8%	75.6%	87.1%
I receive useful feedback which informs my future learning	85.6%	75.0%	84.4%
The way I'm taught helps me learn	86.5%	74.9%	87.9%
My time at college has helped me develop knowledge and skills for the workplace	92.4%	81.7%	91.5%
I believe student suggestions are taken seriously	77.0%	64.2%	68.3%
I believe all students at the college are treated equally and fairly by staff	86.3%	78.6%	75.9%
The college Students' Association influences change for the better	40.7%	51.6%	32.1%

Satisfaction level comparison for combined HE part time students:

	% Satisfied*		
	GCC 148	City 130	Kelvin 9
Overall I'm satisfied with my college experience	95.3%	87.7%	66.7%
Staff regularly discuss progress with me	81.8%	60.3%	66.7%
Staff encourage students to take responsibility for their learning	99.3%	86.2%	66.7%
I am able to influence learning on my course	81.8%	72.5%	44.4%
I receive useful feedback which informs my future learning	85.1%	66.4%	44.4%
The way I'm taught helps me learn	89.9%	73.1%	55.6%
My time at college has helped me develop knowledge and skills for the workplace	91.2%	85.5%	66.7%
I believe student suggestions are taken seriously	81.8%	64.3%	55.6%
I believe all students at the college are treated equally and fairly by staff	91.2%	79.4%	66.7%
The college Students' Association influences change for the better	28.4%	41.3%	11.1%

Satisfaction level comparison for combined FE full time students:

	% Satisfied*		
	GCC 1,202	City 1,614	Kelvin 397
Overall I'm satisfied with my college experience	96.6%	87.6%	96.5%
Staff regularly discuss progress with me	91.3%	77.8%	92.4%
Staff encourage students to take responsibility for their learning	98.5%	90.9%	97.7%
I am able to influence learning on my course	92.7%	83.6%	94.7%
I receive useful feedback which informs my future learning	92.3%	80.8%	91.2%
The way I'm taught helps me learn	93.5%	80.7%	95.0%
My time at college has helped me develop knowledge and skills for the workplace	95.0%	85.4%	95.7%
I believe student suggestions are taken seriously	83.3%	71.9%	82.6%
I believe all students at the college are treated equally and fairly by staff	88.4%	80.4%	89.9%
The college Students' Association influences change for the better	55.5%	61.8%	55.4%

Satisfaction level comparison for combined FE part time students:

	% Satisfied*		
	GCC 496	City 754	Kelvin 244
Overall I'm satisfied with my college experience	96.6%	93.4%	98.8%
Staff regularly discuss progress with me	90.1%	91.6%	94.3%
Staff encourage students to take responsibility for their learning	98.2%	93.3%	97.1%
I am able to influence learning on my course	92.5%	90.4%	98.0%
I receive useful feedback which informs my future learning	90.5%	90.4%	93.4%
The way I'm taught helps me learn	90.3%	92.8%	96.7%
My time at college has helped me develop knowledge and skills for the workplace	93.8%	89.4%	95.1%
I believe student suggestions are taken seriously	88.5%	88.3%	93.0%
I believe all students at the college are treated equally and fairly by staff	94.6%	91.5%	95.5%
The college Students' Association influences change for the better	58.7%	69.8%	56.1%

*The overall % Satisfied figure is based on the combined figure for 'Strongly Agree' and 'Agree'.

Student Satisfaction Survey 2017
Scottish Funding Council Questions

Satisfaction level comparison for combined (HE and FE) full time students:

	% Satisfied*	
	GCC	Sector
Overall I'm satisfied with my college experience	95.7%	90.2%
Staff regularly discuss progress with me	87.8%	80.9%
Staff encourage students to take responsibility for their learning	97.8%	94.0%
I am able to influence learning on my course	90.6%	86.1%
I receive useful feedback which informs my future learning	89.4%	84.9%
The way I'm taught helps me learn	90.5%	84.8%
My time at college has helped me develop knowledge and skills for the workplace	93.9%	89.1%
I believe student suggestions are taken seriously	80.6%	74.4%
I believe all students at the college are treated equally and fairly by staff	87.4%	81.7%
The college Students' Association influences change for the better	49.1%	57.7%

Satisfaction level comparison for combined (HE and FE) part time students:

	% Satisfied*	
	GCC	Sector
Overall I'm satisfied with my college experience	96.3%	94.6%
Staff regularly discuss progress with me	88.2%	87.3%
Staff encourage students to take responsibility for their learning	98.4%	96.3%
I am able to influence learning on my course	90.1%	90.4%
I receive useful feedback which informs my future learning	89.3%	89.7%
The way I'm taught helps me learn	90.2%	90.1%
My time at college has helped me develop knowledge and skills for the workplace	93.2%	91.8%
I believe student suggestions are taken seriously	87.0%	85.8%
I believe all students at the college are treated equally and fairly by staff	93.8%	91.1%
The college Students' Association influences change for the better	51.7%	59.2%

Satisfaction level comparison for combined (HE and FE) distance / flexible students:

	% Satisfied*	
	GCC	Sector
Overall I'm satisfied with my college experience	100.0%	92.7%
Staff regularly discuss progress with me	50.0%	84.6%
Staff encourage students to take responsibility for their learning	100.0%	94.7%
I am able to influence learning on my course	100.0%	85.5%
I receive useful feedback which informs my future learning	50.0%	89.4%
The way I'm taught helps me learn	100.0%	87.9%
My time at college has helped me develop knowledge and skills for the workplace	100.0%	90.7%
I believe student suggestions are taken seriously	100.0%	83.9%
I believe all students at the college are treated equally and fairly by staff	100.0%	91.9%
The college Students' Association influences change for the better	100.0%	50.1%

*The overall % Satisfied figure is based on the combined figure for 'Strongly Agree' and 'Agree'.

18.09 LEARNING AND TEACHING COMMITTEE REMIT

The functions listed here are delegated by the Board to the Learning and Teaching Committee.

REMIT	To provide assurance to the Board that all activities related to achieving excellence in learning and teaching are effective and support the overall strategic direction of the CollegeTo fulfil this function, the Committee will: • Be kept appraised of those aspects of the external and internal environments that affect the portfolio and learning experience of our students and how the College proposes to respond; • monitor the College's achievement of its portfolio target and oversee relevant external reporting; • monitor and advise on College performance indicators, self-evaluation outcomes, benchmarking and external verification feedback; • be kept appraised of proposed improvements to the learning experience of our students and offer constructive challenge; • consider cross-College activities that impact on learning and teaching such as overall approach to learning and teaching, eLearning, community learning, extended learning support. • • Be kept appraised of opportunities and uptake ofstaff training and development and the contribution it makes to improving learning and teaching. ; • receive reports from Student Board Members and representatives from the student body relevant to their experience of learning and teaching; • where required take appropriate action in all matters pertaining to student affairs, including welfare and discipline and student appeals; • make recommendations to the Board on major policy matters but have devolved powers to deal with time urgent matters, seeking the Chairman of the Board's approval where appropriate; and • consider and act on any other information it deems appropriate

in the conduct of its business.

MEMBERSHIP   The membership of the Committee is a minimum of six members of the Board of Management, of which one will be the Student Member plus the Principal and staff representative.   The Committee should be chaired by a Board Member, other than the Chairman of the Board. The Chair of the Committee is elected by the Board and the Vice Chair is elected by the Committee. The Board reviews the membership every four years.   The Vice Principal, Curriculum, the Director for Learning and Teaching, and the Director for Quality and Performance, the Secretary to the Board and from time-to-time a representative from the Directors of Faculty attend the Committee as advisers. The Committee meets four times per year.

QUORUM   The quorum set by the Committee is three members.

LEARNING AND TEACHING MEETING

Date of Meeting	7 February 2018
Paper Title	
Agenda Item	18.10 Professional Learning for Lecturers
Paper Number	
Responsible Officer	Eric Brownlie, Assistant Principal Quality and Performance
Status	
Action	For Discussion

1. Report Purpose

The purpose of this report is to inform the committee of the professional learning opportunities available to teaching staff and the challenges ahead in addressing the professional development of lecturers.

2. Recommendations

The Learning and Teaching committee are asked to discuss the report.

3. Background

The college deliver a mix of formal qualifications and college devised professional development programmes for teaching staff. Whilst feedback from the in-house programmes has been excellent, the uptake on all programmes is disappointing and the overall college figure for qualified teaching staff is reducing. The challenge for the college going forward is to ensure more comprehensive participation by staff across all professional learning activities.

4. Risk Analysis

Inability to robustly enhance the learning and teaching experience through professional learning may impact on student retention, funding and reputation.

5. Legal Implications

There are no specific legal implications.

6. Financial Implications

Improving the learning and teaching experience in the classroom will correlate in helping to reduce early withdrawal numbers – with the outcome of increased funding and more positive performance results.

7. Regional Outcome Agreement Implications
There is an opportunity to lead and offer a distinctive experience to staff undertaking professional learning programmes.

8. Has an Equality Impact Assessment been carried out (Y/N/NA)
N/A

Professional Development for Teaching staff - January 2018

1. Background

The Teaching Qualification in Further Education (TQFE) is the benchmark professional qualification for the college sector, however there is no period within which new entrants are required to gain the qualification. Glasgow Clyde offers this qualification each year to a small number of staff as part of a wider professional pathway (**see Table 1**):

1. Foundation Programme for College Lecturers (college devised programme)
2. Professional Development Award (group award SCQF 9)
3. Teaching Qualification in Further Education (group award SCQF 9 or 11)
4. Developing Learning and Teaching programme (college devised programme)

Programmes 1 and 4 were developed internally, funded by the GCC Education Foundation, with the aspiration of supporting teaching staff with no qualifications at the start of their career or upskilling qualified staff who already hold their TQFE. The latest data held by the college suggests that 62% of all lecturers hold a TQFE or equivalent, 7% hold a teaching qualification which is not equivalent to TQFE and 31% of staff do not hold a teaching qualification. For permanent teaching staff the figure holding a TQFE is higher (approx. 89%).

2. College Professional Learning Programmes

Foundation Programme 2017-18
This is the first year of this 12 hour programme, aimed at unqualified staff, with a focus on introducing staff to good classroom management, implementing effective teaching approaches and better understanding the emotional needs of learners. Uptake is low – with 10 completed and another 20 identified for block 3. Initial feedback is excellent (*see Appendix 3).*

Professional Development Award 2017-18
This is a nationally recognised qualification, with assessment and observation built in. It's aimed at all teaching staff without the TQFE and we only have 9 candidates this year which is half of the target number of 18 – each will be mentored by our Teaching Fellows.

TQFE Programme
Due to remission costs the TQFE programme is currently limited to 8 places each year. Current practice is to recruit based on length of service but this is not always effective or efficient and this session we opened up to a wider group of staff. With increasing numbers of new, unqualified staff the number of lecturers holding this qualification is likely to reduce.

Developing Learning and Teaching programme
Aimed at TQ qualified staff, the programme has been running for two years and aims to:
- deepen understanding of learning and teaching processes and strengthen knowledge about effective teaching methods
- strengthen the capacity of lecturers to reflect critically on their own practice, and identify and address their own professional development needs
- strengthen skills about evidence-based teaching and practitioner enquiry

Staff receive remission to attend for one half day over 12 weeks and by June at least 74 staff will have completed the programme. Independent evaluation is used and feedback has been excellent *(see Appendix 2).*

3. Challenges

Arguably, professional identity is weaker for college lecturers in Scotland than it is in other professions (school teaching, nursing, midwifery, law, social work, medicine). This has largely been due to two factors:

- There is no mandatory professional registration and regulation for college lecturers in Scotland
- Although the Teaching Qualification in Further Education (TQFE) has long been recognised as the benchmark professional qualification, there has been no mandatory requirement for college lecturers in Scotland to have TQFE or equivalent, or to acquire it within a specified period.

It is possible to practice for many years in Scotland as a college lecturer without undertaking any professional training. Professions are characterised not only by their being a set of professional standards (which college lecturing in Scotland has), but by mandatory professional training, and a robust and effective process of mandatory professional registration and regulation. Many would rightly have less confidence in teachers, social workers, lawyers and nurses if there were no regulatory bodies, and no mandatory professional training for these professions.

Essentially, you can be a chef, hairdresser or joiner (or equivalent) on the Friday and a college lecturer on the Monday without any requirement for the individual to attend professional training at any point beforehand or in the months and years ahead. From the lecturer's perspective, each stage in this process at Glasgow Clyde College is currently optional and voluntary. In some ways, by continuing to make professional training optional, the college is communicating that it is not essential and important. If we want all lecturers to be professional, they all need to have professional training and to embark on an effective professional pathway when they join the profession.

New entrants to the profession need to be given the sense that they are joining a profession where high standards of professionalism are expected, and where professional learning is an ongoing and continuous process. Currently, new entrants to the profession are too often left with the impression that teaching in further education is an 'in at the deep end' process.

 'The Scottish Government expectation is that all new full-time lecturers should be working towards or already undertaking a TQFE, if they do not already hold an equivalent qualification'. It also recommends that all college lecturers should complete TQFE within three years of appointment.
http://www.gov.scot/Publications/2010/04/19113746/2

4. National consultations
The Scottish Government has commissioned two national consultation exercises which have important implications for professional learning for college lecturers in Scotland.

4.1 Consultation on the refresh of professional standards for college lecturers in Scotland
The Scottish Government has tasked College Development Network (CDN) with reviewing the existing Professional Standards for Lecturers in Scotland's Colleges.
The Professional Standards have been described as 'a framework which sets out the competencies required for lecturers to deliver an outstanding service to learners. They

consist of Initial Standards, which underpin the Teaching Qualification in Further Education (TQFE), and a suite of Continuing Professional Development Standards'.

Further information on the consultation is available at the following link:
http://www.collegedevelopmentnetwork.ac.uk/college-professional-standards-reviewed-news/

4.2 Consultation on establishing an Education Workforce Council for Scotland
The Scottish Government is currently consulting on proposals to establish an Education Workforce Council for Scotland which would be able to register not only school teachers but also college lecturers, and other education professionals. One of the questions is: (Question 21): Which education professionals should be subject to mandatory registration with the proposed Education Workforce Council for Scotland? There is further information on this consultation at the following link:
http://www.gov.scot/Publications/2017/11/9712/9

Responses to the consultation regarding the proposed Education Workforce Council for Scotland can be made at the following link:
https://consult.gov.scot/learning-directorate/education-scotland-bill/

There would likely be significant benefits for the sector if mandatory professional registration and regulation for college lecturers is introduced. If introduced, it may highlight the need for college lecturers to have effective professional training when they join the profession, rather than many years later when a place becomes available on the TQFE.

It is instructive to compare the professional induction available to new school teachers with the arrangements in the college sector in Scotland. In their initial year of teaching, teachers on the Teacher Induction Scheme have a maximum class contact time of 0.8 FTE, with dedicated time set aside for professional learning, and arrangements in place for coaching, mentoring, and supportive teaching observations. The Teacher Induction Scheme has attracted interest from around the world as an effective model of teacher induction.

5. Next Steps

I believe the college needs to strengthen its professional learning pathway and build in mandatory training, observation, peer review and mentoring at appropriate stages of the lecturing journey.
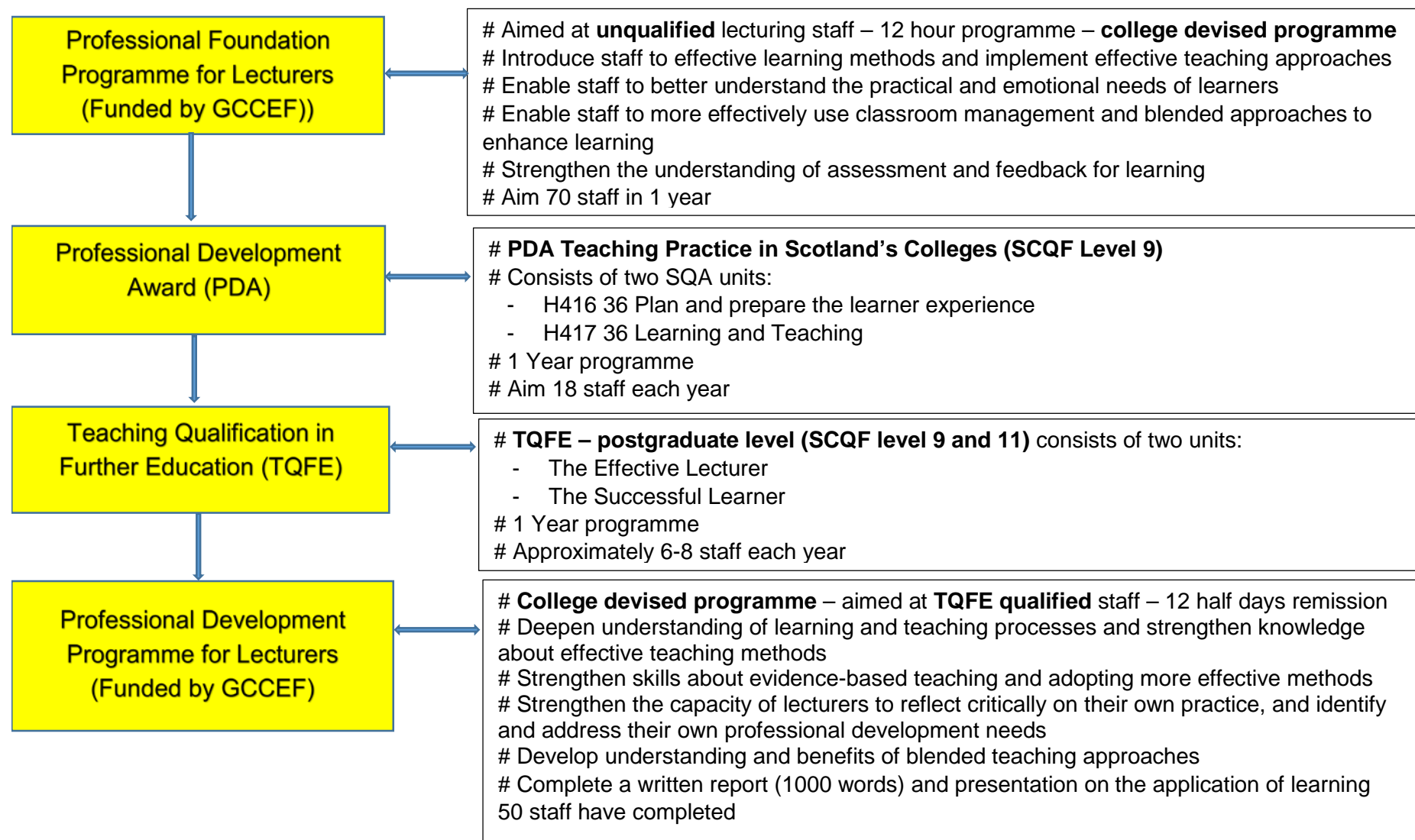
The opportunity exists for Glasgow Clyde to build on current developments and provide a strong and distinctive pathway for teaching staff that stands out from the rest of the sector.

Strong support from the Learning and Teaching committee to strengthen professional learning for our teaching staff will be important in driving this agenda.

Table 1

Professional Learning and Qualifications Flow Chart

Professional Foundation Programme for Lecturers (Funded by GCCEF))	# Aimed at **unqualified** lecturing staff – 12 hour programme – **college devised programme** # Introduce staff to effective learning methods and implement effective teaching approaches # Enable staff to better understand the practical and emotional needs of learners # Enable staff to more effectively use classroom management and blended approaches to enhance learning # Strengthen the understanding of assessment and feedback for learning # Aim 70 staff in 1 year

Professional Development Award (PDA)	# **PDA Teaching Practice in Scotland's Colleges (SCQF Level 9)**
	 # Consists of two SQA units:
	    - H416 36 Plan and prepare the learner experience
	    - H417 36 Learning and Teaching
	 # 1 Year programme
	 # Aim 18 staff each year

Teaching Qualification in Further Education (TQFE)	# **TQFE – postgraduate level (SCQF level 9 and 11)** consists of two units:
	    - The Effective Lecturer
	    - The Successful Learner
	 # 1 Year programme
	 # Approximately 6-8 staff each year

Professional Development Programme for Lecturers (Funded by GCCEF)	# **College devised programme** – aimed at **TQFE qualified** staff – 12 half days remission # Deepen understanding of learning and teaching processes and strengthen knowledge about effective teaching methods # Strengthen skills about evidence-based teaching and adopting more effective methods # Strengthen the capacity of lecturers to reflect critically on their own practice, and identify and address their own professional development needs # Develop understanding and benefits of blended teaching approaches # Complete a written report (1000 words) and presentation on the application of learning 50 staff have completed

Appendix 2: Developing Learning and Teaching Programme – excerpts from External Evaluation report Oct 2017

Aim 1.1 Strengthen tutor knowledge about effective learning methods.

Cohort 3

The impact on my own professional development has been noticed by my students, who have commented on the change.

It has given me a greater understanding of what is meant by effective teaching methods, as I was unaware of the concept.

This course has enabled me to revisit effective methods, and has introduced teaching methods I hadn't encountered before.

Cohort 4

I had come to the course having completed TQFE 15 years ago. I believe that my knowledge of effective teaching and learning has been expanded as a result of the course.

The range of learning theory explored and opportunity for open discussion exposed me to an excellent variety of methods. Allowed me to build on TQFE knowledge.

The course has given me the time and an insight into other teaching methods to use. This has impacted on my students' learning.

Aim 1.2 Strengthen the capacity of tutors to reflect critically on their own practice, and identify and address their own professional needs.

Cohort 3

The course has enabled me to reflect more critically on my own practice and made me more receptive to changing my strategies in the learning and teaching environment.

Very effective. Peer learning and reflection on each other's input has helped me to be more aware of what others do, and what can be expected in my own area. Has also highlighted the areas which could be developed.

It has certainly highlighted different aspects of my teaching and this has caused me to think afresh on my practice.

Cohort 4

I am now definitely reflecting more on my practice than before. The course has encouraged me to think 'out of the box' and try new teaching techniques

Definitely made me reflect critically on my own practice, and make many changes within my teaching.

Through discussion and sharing of practice it gave us the forum to reflect together, contributing and understanding each other's issues.

Aim 1.4 Strengthening the learning partnership between students and tutors

Cohort 3

I would go so far as to say the students are more engaged in the learning environment which has strengthened the learning partnership between the student and the tutor.

I did not have a learning partnership with my class before the course re-focused me. Our partnership now exists because of my reflection during the course.

I believe this has improved greatly.

Cohort 4

The techniques I have tried have brought fun back into learning, which I believe strengthens partnerships.

Yes, this is perhaps one of the course's key strengths form me: allowing the peep into students' mindsets...positive and negative barriers and motivations.

Feel better equipped to deal with learners at all levels, and enthusiastic about trying new approaches to engage problematic groups. It has supported my patience with learners and with my own development.

Aim 3: Strengthen the culture of learning and teaching within the college?

Cohort 3

This course definitely encouraged the concept of a professional learning facilitator and that all subjects would benefit from research based teaching methods.

Most definitely. The course has rejuvenated my approach and practice, which I will develop further.

Very effective. I believe that everyone has benefitted and its dissemination process helps this.

Cohort 4

I believe all lecturers should be given the opportunity to come on to the course – this would improve the culture in the college, remind lecturers why they came into the job and let them be the best professional they can be.

I strongly believe that all lecturers should be involved in the course at some point. Furthermore, if knowledgeable, open-minded teachers make for the best educational experiences, the opportunity to develop our learning and teaching practice should be offered/compulsory every teaching year.

One of the main benefits of the course was to meet/discuss with others in different areas. This has been a fantastic experience, and has encouraged me to learn more, and to encourage others to engage in CPD wherever possible.

Teaching methods

1. To what extent has taking part in the programme **strengthened your knowledge about effective teaching methods**?	• This programme has strengthened my knowledge of teaching a lot. I feel much more confident, and feel reassured. It is also great to have other methods to try, and different approaches, for when needed. • I feel it has enhanced my teaching methods, giving me different ideas and concepts, through reading the book, and discussion with colleagues • Dramatically, despite 4 ½ years' experience as a trainer and assessor. It has made me aware of the variety of techniques that can be used to improve the learning experience. • The course has given me a deeper understanding of my teaching methodology, despite being familiar with some of the ideas. I found the concept of constructivism useful in particular, and how it underpins much of what / why we do. • I understand different types of learning, and how to approach each individually • I really feel it has opened my eyes, in regards to methods that can be used, in particular the use of more deeper learning, and how to achieve this. • I feel more confident with my own teaching methods
2. What impact has this had, or do you think it will have on your teaching practice? Have you made any changes to the methods you use?	• Yes, I have started to action some of the ideas, such as group work • I think it can make my teaching practice better, having a clearer understanding. I introduced a different type of quiz questions in tutorials. • Yes, I have made a number of changes, which benefits myself and students, and I feel allows them to get more out of lectures. Still work in progress, though. • Yes, I have already improved my reviewing techniques, to promote deeper learning. • More flexible lesson plans, and dealing with difficult students has become easier, mainly due to group feedback and discussion. • I have certainly thought about the idea of proactive evaluation and review after each lesson, i.e. how to reinforce and understand what my students have learned in one lesson. • I find myself questioning myself more with my teaching methods

The learning and teaching process, and the needs of learners

3. To what extent has taking part in the programme **deepened your understanding of the learning process, and the needs of learners**?	- It has given me a layout plan for how to structure a lesson to suit learners' needs. - It made me aware of the different needs of learners, and the extent of them - I now understand that everybody learns differently, and have an appreciation of how to vary methods in different situations. - The importance of motivation has been reinforced and therefore the need to sell a topic during the presentation stage. - I understand Bloom's taxonomy and the 'ladder of learning'. I am able to use these methods and techniques more effectively than before I started the course. - I have a better understanding of the learning process, and a better understanding of the needs of my learners now.
5. To what extent has taking part in the programme deepened **your understanding about effective approaches to providing feedback to students**?	- It was great to learn different approaches to feedback, and different ways that I can give students useful feedback. - It has made me realise that all feedback should be clear and concise - Never properly realised how important this was – now understand the importance of it, and of giving constructive feedback in an empathetic manner, and ensure positive progression - I was familiar with ego-centric and process-centric feedback. However, constructivism showed me the importance of asking rather than telling, when offering help to students. - I have a deeper understanding of the different types of feedback. Knowing this has allowed me to apply different techniques to different students, depending on individual needs. - I do think this is something I will need to consider in greater detail. I think my feedback has been rather generic to date, so will look at improving this in the future. - The programme has showed me different types of feedback , which I now use in class
6. What impact has this had, or do you think it will have on your teaching practice?	- It has had a massive impact, as I feel it will give me more structure, and a lot of new methods to use - Hopefully to enhance my skills as a teacher, and be more confident - Big impact. Work in progress, but I now realise how much better I can become. - A good impact. I have grown my confidence in my teaching methods, and that what I am doing is correct. More confidence in delivering lessons and projects. - I honestly think this will enable me to improve in my

| | teaching practice. I know it will take time to improve, but I know this will make a real difference to how I teach in the future. |
| | • This programme has given me more confidence in the way I teach, and also more structure |

Professional identity, professional values and standards, and reflective practice

| 8. In what way has taking part in the programme **changed your thinking about your professional role and your professional practice**? | • It has made me feel more confident hearing other lecturers' experiences, and knowing I have sources I can use if needed.
• To be more aware of all ways of teaching and how each learner learns in their own way
• To be aware more than I was, that I should not teach as I was taught, but to work with students to determine how they can learn best from me
• I am more sure of myself, and gained confidence in my teaching. I think more about how a certain lesson plan will affect individual students differently.
• I think it has made me more reflective about my teaching, and my role as a lecturer
• I feel more confident in my professional role, and in my professional practice
• A deeper understanding of barriers to learning, and my responsibilities to my class, and students as a whole. Knowing what I can personally do to remove barriers |
| 10. **How useful have you found the opportunity at tutorials to take part in professional discussion, and to reflect on your practice**? | • Really useful, as it is nice to hear other members of staff approaches, and examples. If you are struggling with issues it is good to bounce off other people for help.
• I think this has been excellent, and a valuable part of the programme
• It has been the best part of the course. Listening to a discussion with other learners / lecturers / assessors makes the progress more real, and gives more 'tools' to use in the classroom
• Very useful to get feedback from lecturers in the same situation. Good to know I'm not alone experiencing this. More time for group discussion would be advantageous.
• I think having tutorials, and having the opportunity to speak to other professionals is invaluable. Would have liked more chances (longer) to discuss and reflect on our practice across all disciplines.
• This has been one of the most helpful areas. Just sharing ideas and listening to other lecturers has broadened my knowledge. |

BOARD MEETING

Date of Meeting	7th February 2018
Paper Title	E-Learning Update
Agenda Item	
Paper Number	
Responsible Officer	D Marshall; Assistant Principal Student Experience
Status	
Action	

1. Report Purpose

This paper provides members with an update of current e-learning provision and development opportunities.

2. Recommendations

The Board is asked to **NOTE** this paper

3. Background

The College was successful in securing funding from GCEF to develop an Innovation Centre on Langside campus. The technical fit-out of the Innovation Centre is now 95% complete. Usage is significantly increasing, with staff from a range of curricular areas using facilities and accessing support to develop their teaching practice. Monthly usage reports are compiled, and qualitative feedback from staff is routinely gathered. This will provide a baseline for comparative study of use and impact.

Funding was also secured for product development. A textile project, Material World was delivered in 2017, Water Operations PDA was delivered in 2017 and Science for a Successful Scotland is being given its final edit with delivery in February 2018.

Current e-learning activity and development can be broken down into the following areas:

- Innovation Centre
- Content Development
- VLE
- Repository Project
- Staff Training
- Mainstreaming (Assistive) Technologies

Innovation Centre

Current Activity

- The Innovation Centre is being well-used by a range of curricular areas
- Staff are accessing training and support to develop approaches to learning in the context of the space and technology available.
- Working towards team teaching with cross-campus staff to engage use and learning for academic staff at all 3 campuses

Development

- Develop existing links with academic staff; capture case studies; analyse feedback and performance data
- Target academic areas yet to engage – continue to build relationships and offer ongoing support
- Draw together partnerships cross-campus to enable team-teaching and project work to bring value to Cardonald and Anniesland campuses

Content Development

Current Activity

- The online content now produced is at a standard that meets industry best practice, and indeed demonstrates excellence
- Successful delivery of content has been completed through autumn 2017, and further high profile STEM-related work will be launched in February 2018 (Science for a Successful Scotland)
- Initial discussions on how to develop content to support college teaching and learning delivery.

Development

- Build upon current strong professional skill set within staff
- Focus on supporting content development for college courses
- Further explore potential for developing materials to support the delivery of additional credits

VLE (Moodle)

Current Activity

- Academic staff skills with the VLE are variable, and use of the VLE remains inconsistent. Ongoing work to provide training in making the most of Moodle continues, with a re-focus on this area for 17/18
- A review of VLE options, including cloud hosting of Moodle and looking at other VLE vendors is underway.

Development

- Maintain stability, usability and functionality of Moodle
- Finalise next step options for VLE– cloud hosting/Canvas/Brightspace. We need a VLE that is fit for purpose, meets the expectations of our learners, and provides them with the digital skills and experience that their future employers expect
- Develop process to support change for academic staff and students – train the trainers; implementation in stages
- Consider the integration of a Repository, an e-Portfolio, and mobile learning demands

Repository Project

Current Activity

- Work has been completed to provide for a vehicle for staff to share resources, but technical and design issue have challenged this process

Development

- Review of the strategy and purpose of the repository within the context of potential VLE platform changes
- Focus on achieving resolution of technical issues
- Need for training and change management for academic staff

Staff Training

Current Activity

- Training in the use of the Innovation Centre focusing on Flipped Classrooms; collaborative learning; group work and presentations; digital skills; online quizzes
- Training for presentation skills using Prezi for teaching and support staff
- Training for VLE development
- Training materials are being developed and refreshed to be hosted on the VLE, and currently focusing on good practice VLE course design and material creation

Development

- Engage with staff that feel under-skilled in using the VLE. Roll out increased provision of face-to-face training targeting curricular areas across all campuses
- Identify areas that are experiencing poorer PIs and offer more extensive VLE support – enabling a move towards blended learning resources to enhance learning
- Expand the range of training areas available within digital learning and edtech, and increase uptake of this, building digital confidence for staff to enable them to meet the digital expectations of students

<u>Mainstreaming (Assistive) Technologies</u>

Current Activity

- Successful completion of GCEF funded Assistive Technology project
- External awards for project impact

Development

- Integrate inclusive VLE and material design into all training and link with staff training priorities above. Develop an Inclusive by Design ethos
- Build upon strong links with Equalities and Learning Inclusion

4. Risk Analysis

E-learning is a primary support to the provision and enhancement of learning and teaching within the College. Failure to provide innovative and effective e-learning will impact upon student retention and attainment.

5. Legal Implications

n/a

6. Financial Implications

Further investment in e-learning will be managed in line with maintaining a financially sustainable College and external funding sources will be fully investigated.

7. Regional Outcome Agreement Implications

N/A

8. Has an Equality Impact Assessment been carried out?

Any development activity will require an EIA to be carried