LEARNING AND TEACHING SUB-COMMITTEE

Minutes of the meeting held on 15th August 2018

Present:	Dr G Gibson, Dr K Halcro (from item 18.39), Mrs C Hulsen (vice Mrs K Roden) Mrs M Kelt (up to item 18.27), Dr F Kennedy, Mrs M McCann, Dr J Paterson, Prof R Whittaker (Chair)
Apologies:	Prof N Andrew (Vice Chair), Mr J Docherty, Ms S Docherty, Mr C Choromides, Mrs T. Findlay, Miss E Fulton, Ms J Main, Dr R Marciniak, Dr A Nimmo Mrs K Roden, Prof V Webster, Ms A Williams
By Invitation:	Mrs H Brown, Ms C Craig, Dr E Reather, Ms S MacLean
In Attendance:	Mrs I. Noble, Mr D. Steed, Mrs D Donnet, Department of Governance (Secretary)

Chair's Opening Remarks

The Chair welcomed members to the first meeting of the new academic session. In particular, Ms Sara MacLean the new Student Voice Co-ordinator, and Ms Charlotte Craig, Academic Director of INTO, were welcomed to their first meeting.

The Chair advised that the meeting was inquorate. The Committee would still consider Part A items, but should the meeting remain inquorate it would not be possible to approve Part B items and these would have to be approved either electronically or by Chair's Action.

Minutes

18.01 Considered: The unconfirmed draft minute of the meeting of the Learning and Teaching Sub-Committee held on 20th June 2018.
(Doc LTSC17/78/1)

18.02 Resolved: That the minutes be approved as a correct record.
Action: Secretary

Matters Arising

18.03 Considered: Any matters arising from the above minutes not otherwise covered on the agenda.

Programme Change Proposal: MSc Paramedic Practice
 (Arising 17.156)

18.04 Reported: (i) It was confirmed that within the PSP (page 29, table 1) the total number of SCQF credits (120) gained via programme specific modules was a typo;
(ii) It was clarified that the list of optional modules was not an exhaustive list, but rather was an exemplar; and
(iii) In respect to the 2 modules with the same title but with different credit ratings, each module had different length assessments. This gave students the option to take two, 15 credit modules rather than one, 30 credit module.

18.05 Resolved:	To note the clarification.

SIMS Update

18.06 Received:	A presentation from Dr Lizzie Reather, Change Implementation Specialist, Strategic Projects Team, on the implementation and progress of the SIMS project.
	In addition to informing members about the project, which was hoped to go live in March 2019, Dr Reather was keen to seek the Committee's guidance for migrating curriculum objects as "in use" as there were many more programmes and modules in the system than were currently in use.

18.07 Discussed	Whether the same modules that ran in different semesters were recorded once or separately.
	Whether programmes that were offered full-time, part-time or distance learning were recorded separately.
	Whether modules that hadn't been run in a number of years be automatically removed.
	Consideration of whether it would be possible to do any triangulation with other university systems and processes.
	That the School Professional Services SIMS Implementation Partner should liaise with LTQ leads in Schools.
	Requirement to integrate with the Marks Integration Project and a proposal for someone from the SIMS project attend the Marks Integration Steering Group.

18.08 Resolved	To note the update and the points raised above.

LTSC Annual Report 2017/18

18.09 Considered:	The LTSC Annual Report to APPC for Session 2017/18. **(Doc LTSC18/1/1)**

18.10 Resolved:	That the report be approved for submission to APPC. **Action: Secretary**

External Examiner Overview Reports for sessions 2016/17 and 17/18

18.11 Considered:	Two overview reports of External Examiner activity covering sessions 2016/17 and 2017/18 respectively incorporating:
	•Review and update of enhancement activity
	•Common themes and issues raised by External Examiners
	•Planned activity for next session
	(Doc LTSC18/1/1)

18.12 Noted:	The timing of submitting the overview reports had been changed to align with the submission of the University's annual Scottish Funding Council (SFC) statement. Therefore, two reports had been submitted in order to bring the Committee up to date.

18.13 Discussed:	(i) It was noted that one area that raised comments from External Examiners (EEs) for both years was the use of marks at the higher end of the grade spectrum (>70%). It was considered that this should be considered as part of the Annual Programme Analysis (APA).
	(ii) Advice and feedback from External Examiners should be considered as a form of enhancement and be used meaningfully.

(iii) It was raised that for some programmes, the turnaround time for feedback from External Examiners was very tight, and that this should be proactively flagged up in the induction so that Examiners were clear on expectations required of them.

(iv) Clarity was also sought on guidelines for submitting work to External Examiners.

18.14 Resolved

To note the report and the issues raised above be considered by the Academic Quality Action Group.

Action: Department of Academic Quality and Development

Law, Economics, Accountancy and Risk (LEAR) Enhancement-Led Internal Subject Review (ELISR) Year-on Progress Report

18.15 Considered:

Law, Economics, Accountancy and Risk (LEAR) Enhancement-Led Internal Subject Review (ELISR) Year-on Progress Report.
(Doc LTSC18/03/1)

18.16 Noted:

That the report had been accepted by the Chair of the Panel but implementation of some of the actions had been delayed due to the refresh and this would be taken forward when this was complete.

It was recommended that when appointing staff in relation to digital learning, relevant staff in the Department of Academic Quality and Development with experience in this area be consulted.

18.17 Resolved:

To note the report.

Thematic Review of the Post-Graduate Research Student Experience

18.18 Considered:

The report on the Thematic Review (TR) the Post-Graduate Research (PGR) Student Experience which was undertaken in June and July 2018
(Doc LTSC18/04/1)

18.19 Noted:

That both staff and students were interviewed as part of the Review and a lack of ownership and management processes emerged as key elements. These issues were addressed in the report and in the recommendations arising from the Review:-
   a) With regard to capturing and responding to the student voice, review approaches to, and methods of communication with PGT Students, centrally from and to the Graduate School, and RDC/RC and locally in the Schools and Departments and with the Students' Association.
   b) Review responsibilities and oversight of academic quality and standards in relation to effectiveness of the current organisational structure.
   c) Explore the utility of digital and online methods of delivery in relation to the reach and delivery of student and supervisor researcher training.
   d) Review accessibility, sense and visibility of RDC forms and processes and assessment regulations.
   e) Embed a consistent cross school approach to CPD, conference provision and accessible funding, mandatory GTA training and the allocation of teaching/marking hours.
   f) Continue to build community and belonging around the discipline in line with current strategic university thinking.

18.20 Discussed:

The Committee welcomed the report and its recommendations and in relation to recommendation c) it was raised that a considerable amount of work had been done across the University in Schools on enhancing online and digital learning, and so lessons could be learned from this.

18.21 Resolved: To note the report and that the recommendations would be submitted to the Academic Policy and Practice Committee

National Student Survey 2018

18.22 Considered: An overview of the 2018 National Student Survey (NSS) results at institutional level (including sector comparisons), as well as at School, programme and subject level. **(Doc LTSC18/05/1)**

18.23 Reported: By the Director of Strategy and Planning that the Key outcomes of the NSS 2018 were:

a) GCU's overall satisfaction remained at 81%. Overall satisfaction with the course as a standalone question rather than a calculation of other scores.
b) Positive improvements had been seen across a number of sections, in particular, Assessment & feedback (+5%), Student voice (+4%), Organisation & management (+3%) and Academic support (+3%). Learning community increased by 2%, and satisfaction with teaching and learning opportunities increased by 1%. There was no change in the strongly performing category of learning resources (88%).
c) The academic School weighted averages for overall satisfaction, compared to last year, were GSBS 86% (+5%); SEBE 74% (-5%); and SHLS 83% (=).
d) A total of 20 programmes achieved 90% overall satisfaction or over, and four achieved 100%. 25 programmes had overall satisfaction of less than 80%.
e) With regard to the sector view, 10 Scottish universities had seen a drop in overall satisfaction and the sector average had decreased from 85% to 83%. GCU was placed 11th out of 15 institutions, compared to a ranking of 12th last year.

18.24 Noted: That a small number of comments could have a disproportionate impact on the overall results. The open comments had been analysed and these had been shared with the Deans group, and could be shared further as appropriate. Overall there were more positive than negative comments, but the negative comments were consistent with issues raised in previous years.

Whilst some of the comments were negative, there was no right of reply for the University. For example, in relation to feedback, this was one area that had been commended by External Examiners, yet students' perception of feedback often tended to be different.

18.25 Resolved: To note the report.

Plagiarism Assessors

18.26 Discussed In response to an earlier request to Schools from the Department of Governance for Schools to appoint more plagiarism assessors, the Secretary advised the Committee that, as had been reported at the previous meeting, there had been a significant increase in 2016/17 in the number of plagiarism cases referred for investigation, and this increase in numbers had continued into 2017/18, although not quite at the same high level. This had put a significant strain on the existing pool of investigators, and as such, Schools had been asked to identify additional staff to be trained as investigators so that the investigations could be shared more equally across all Schools and across more investigators.

It was noted that plagiarism assessors did not have to hold particular roles within Schools, such as Heads or Assistant Heads of Departments, and it was up to each school to identify and train assessors, and this was normally arranged through each ADLTQ. The appointment of additional investigators needed to be considered in the context of the Schools' refresh and this was something that would be picked up once the appointment of senior staff in schools was completed.

It was further noted that there were issues around training, consistency, networking that were not currently addressed by the Code of Student Conduct that this would be best taken forward by a short life working group.

18.27 Resolved: i) To note that the Department of Governance would take forward the appointment of new plagiarism assessors once senior appointments arising from the Schools' refresh were complete; and

ii) To recommend that a short life working group be established to consider issues related to plagiarism.

Return Mobility Mark Calibrations

18.28 Considered   A report informing of the outcome of the short life working group that had been established to look at consistent approaches to grade conversion for students who had been studying abroad.

18.29 Discussed   The Working Group had found that there was no consistent approach internally, and whilst a single mark approach, rather than a band, had been proposed in line with sector benchmarking, it had not been possible for the Working Group to get consensus on a University position. This was not a viable situation going forward.

18.30 Resolved   That the working group be reconvened, involving others as required, in order to reach a consensus decision.

PART B (FOR APPROVAL)

The Secretary confirmed that the meeting remained inquorate therefore it would not be possible for the Committee to approve the Part B items on the agenda. It was agreed to go through each item on the agenda, but that formal approval would be sought electronically after the meeting or by Chair's action where urgent approval was required. Following the meeting, the Secretary sought formal approval via email from all Committee members, with majority approval achieved on 31st August 2018.

LTSC Composition, Membership and Terms of Reference 2018/19

18.31 Approved: The LTSC Composition, Membership and Terms of Reference for Session 2018/19.
(Doc LTSC18/06/1)

18.32 Resolved: To include the period of membership for all elected members.

Appointment of Vice-Chair of LTSC Session 2018/19

17.33 Approved: A recommendation from the Chair to appoint Professor N Andrew as Vice-Chair of LTSC for Session 2017/18.
(Doc LTSC18/07/1)

SWBE Annual Monitoring Report 2016/2017

18.34 Approved   SWBE Annual Monitoring Report 2016/2017.
(Doc LTSC18/08/1)

Approval of Associate Lecturer – BSc Railway Operations Management

17.35 Approved: The appointment of an Associate Lecturer for the (BSc Railway Operations Management.
(Doc LTSC18/9/01)

Programme Review
INTO GCU Programmes

17.36 Approved: That the portfolio of academic pathway programmes are placed in indefinite approval with effect from September 2018 subject to the University's normal arrangements for monitoring and review**.**
(Doc LTSC18/10/1)

Programme Approval
Online Transition to Higher Education Programme, ALC

17.37 Approved: That the programme is placed in indefinite approval from September 2018 subject to the University's normal arrangements for monitoring and review.
(Doc LTSC18/11/1)

Programme Approval
Graduate Apprenticeship in BSc (Hons) Cyber Security and Graduate Apprenticeship in MSc Cyber Security
(Doc LTSC18/12/1)

Secretary's Note: Approval for these programmes to be placed in indefinite approval from September 2018 subject to the University's normal arrangements for monitoring and review, was granted by Chair's action on 16th August 2018.

GCU Quality Assurance Event: Programme Review and Re-Accreditation
Caledonian College of Engineering, Oman: UG Engineering and Built Environment Programmes

17.38 Approved: That the programmes are placed in indefinite approval from September 2018 subject to the University's normal arrangements for monitoring and review.
(Doc LTSC18/13/1)

18.39 Resolved: To note and endorse key points set out within the conclusions of the report as it related to the recommendation for approval, specifically as a consequence of the automatic expiration of the academic collaboration agreement with CCE for the accreditation of the UG programmes. The agreement automatically expired on 1 April 2018.

Programme Approval
Graduate Apprenticeship in BSc (Hons) Construction and Built Environment (Construction Management)
Graduate Apprenticeship in BSc (Hons) Construction and Built Environment (Quantity Surveying)
(Doc LTSC18/14/1)

Secretary's Note: Approval for these programmes to be placed in indefinite approval from September 2018 subject to the University's normal arrangements for monitoring and review, was granted by Chair's action on 16th August 2018.

Programme Approval
Graduate Apprenticeship/Degree Apprenticeship in BA (Hons) Business Management
(Doc LTSC18/15/1)

Secretary's Note: Approval for this programme to be placed in indefinite approval from September 2018 subject to the University's normal arrangements for monitoring and review, was granted by Chair's action on 16th August 2018.

Module Changes
BA Social Sciences – Module Changes

18.40 Approved: The removal of two modules from the BA Social Sciences programme and their replacement with alternative modules.
(Doc LTSC18/16/1)

Change to Programme

BEng (Hons) Engineering (Design and Manufacture) Graduate Apprenticeship programme

18.41 Approved: The addition of an Electrical Power Engineering Design Stream to the existing BEng (Hons) Engineering (Design and Manufacture) Graduate Apprenticeship programme.
(Doc LTSC18/17/1)

Change to Programme

BSc (Hons) Nursing Studies and BSc (Hons) Professional Studies in Nursing

18.42 Approved: The addition of the Learning Disability and Child and Adolescent Mental Health module to the existing BSc (Hons) Nursing Studies and BSc (Hons) Professional Studies in Nursing Programmes.
(Doc LTSC18/18/1)

18.43 Noted: That clarification was requested that all students able to access module would have the underpinning knowledge to successfully complete the module.

PART C (FOR INFORMATION)

Chair's Action

17.44 Received: Notification of the following approvals via LTSC Chair's action:

Conferment of professional recognition of teaching and supporting student learning (UKPSF, 2011) to GCU staff

The conferment to GCU staff of professional recognition of teaching and supporting student learning (UKPSF, 2011) through the following route:
- Recognition of Prior Informal Learning (RPiL).
(Doc LTSC18/19/1)

GCU London School Board Minutes

17.45 Received: Confirmed minutes from the meetings of the GCU London School Board held on 14th February 2018.
(Doc GCUL/SB/18/2)

Schedule of Meetings Session 2018/19

18.46 Received: Notification that the schedule of remaining LTSC meetings for Session 2018/19 is as follows:

Wednesday 24 October 2018 at 10am (note change of time)   Room M401
Wednesday 6 March 2019 (Annual Monitoring ½ day session)   Room M401
Wednesday 19 June 2019   Room M401

Meeting requests have been issued to LTSC members via the Senate&Committees@gcu.ac.uk inbox.