

LEARNING AND TEACHING SUB-COMMITTEE

Minutes of the meeting held on 5th December 2014

- Present:** Dr N Andrew, Prof. L Creanor, Dr B Ellis, Dr M Ferguson, Mr J Gaughan, Dr N McLarnon, Prof. K Gartland, Miss S Noble, Dr S Rate, Mr I Stewart, Mr K Ward, Prof R Whittaker (Chair), Prof. J Wilson, Prof. B Wood.
- Apologies:** Mr M Bromby, Mr I Butchart, Mr M Jones, Mrs M Kelt, Ms J Main, Mr L McCabe, Dr J Nally, Dr A Nimmo, Ms M Ward.
- By Invitation:** Mr D Chalmers, Dr J Guiller, Mrs M Henaghan, Mrs M McCann, Mrs D McFarlane, Mr T Peschken (Vice Dr Amrane-Cooper).
- In Attendance:** Mrs L Clark, Department of Governance and Quality Enhancement (Secretary)

Chair's Introduction and Opening Remarks

The Chair welcomed members and colleagues to the meeting. She noted that for the purpose of this extraordinary meeting an invitation had been extended to colleagues involved in learning and teaching and blended learning across the University in order to share and enhance experiences.

Annual Reports on Monitoring, Quality Assurance and Enhancement of Programmes for Session 2013/14

Presentations were invited from Associate Deans Learning, Teaching and Quality on the Annual Reports for Session 2013/14. The reports were required to have specific focus on the Strategy for Learning Measures of Performance, a copy of which was circulated with the agenda (**Doc LTSC14/35/1**), and also to report under the following broad headings:

- What is working well?
- What is new and innovative (e.g. Blended Learning; Student Engagement)?
- What is considered to be a potential problem area?
- What key actions have been taken forward as a result of last year's Annual Monitoring Process?

In addition the document Programme Monitoring from Academic Session 2013-14 (**Doc LTSC14/36/1**) was circulated with the agenda to inform discussion on moving forward with the SfL Measures of Performance aligned to the new in year approach to APA.

- 14.86 Noted:** The presentations and reports were well received and member's comments were predominantly positive. It was confirmed that all APAs had been received and scrutinised by the relevant School in compiling the overview reports. A summary of the points noted on each report are outlined below and in addition to actions identified at the meeting an additional table of areas for University consideration has been appended to the minute (Appendix 1). The PowerPoint presentation slides have also been appended to the minute for information (Appendix 2).

School of Health and Life Sciences

14.87 Received: The School of Health and Life Sciences Annual Report on Monitoring, Quality Assurance and Enhancement for Session 2013/14.
(Doc LTSC14/38/1)

14.88 Received: A presentation from Dr McLarnon on the School of Health and Life Sciences Annual Report on Monitoring, Quality Assurance and Enhancement for Session 2013/14.

14.89 Noted: The below points were noted following discussion on the report and presentation:

- Clarification was sought on the practice of digital story telling. This was confirmed as a form of storyboarding used in this instance in social work cases. The process was noted as becoming increasingly mainstream in telling a patient's story employing digital images in order to enhance case studies.
- Extensive student engagement was noted and welcomed in respect of ELISR activities, school conferences and volunteering.
- A focus is required on types of partnership engaged with for example Oman.
- A fuller list of areas for Committee and University consideration is required.
- That a defined programme of work should be prepared.
- One member felt the report was under playing its strengths noting there was no mention that this was the largest of the academic schools, no student numbers were given, there was no depth to numbers involving articulation and also lacked reference to involvement with GCU London or INTO.
- More evidence of research led teaching was required.
- Members noted confusion over the audience for these reports and that perhaps a more strategic report was required. It was however noted that the report format aligned with that as directed in the handbook.
- It was queried whether all APAs had been received and completed. Dr McLarnon advised she was not aware of any that were incomplete.

14.90 Resolved: That following consideration of the report and presentation it was agreed that a defined programme of work was required and a fuller list prepared of areas for Committee and University consideration. These should now be prepared and actions taken forward.
Action: Dr McLarnon in liaison with Department of Governance & Quality Enhancement

School of Engineering and the Built Environment

14.91 Received: The School of Engineering and the Built Environment Annual Report on Monitoring, Quality Assurance and Enhancement for Session 2013/14.
(Doc LTSC14/40/1)

14.92 Received: A presentation from Mr Stewart on the School of Engineering and the Built Environment Annual Report on Monitoring, Quality Assurance and Enhancement for Session 2013/14.

14.93 Noted: The below points were noted following discussion on the report and presentation:

- Clarification was requested on the areas identified for University consideration. These were noted to include access to resources and subject specialist resources, extended opening hours for labs, and that the LDC space was not optimal for private consultation. Accessibility of labs was noted as being problematic and it was suggested that this could be built in to the future design of campus.
- Significant IT resources were also required. Access to applications via an application jukebox was widely used which can be accessed from anywhere however this cannot be done for the likes of rendering as process requirements are much greater. Consultation with the new CIO was therefore required to be clearer on necessary resources.
- The increase in postgraduate numbers was commended and it was noted that a diverse and wide range of resources was clearly available to assist in achieving graduate attributes.
- It was queried whether there were any issues identified in respect of professional body accreditations. It was noted that due to an administrative error there had been a lapse in obtaining accreditation for one programme but this was being addressed.
- It was noted that some APAs received were incomplete but this was being addressed.

14.94 Resolved: That following consideration of the report and presentation it was confirmed that areas outlined for Committee and University consideration now be taken forward.
Action: Mr Stewart in liaison with Department of Governance & Quality Enhancement

Glasgow School for Business and Society

14.95 Received: The Glasgow School for Business and Society Annual Report on Monitoring, Quality Assurance and Enhancement for Session 2013/14.
(Doc LTSC14/41/1)

14.96 Received: A presentation from Dr Rate on the Glasgow School for Business and Society Annual Report on Monitoring, Quality Assurance and Enhancement for Session 2013/14.

14.97 Noted: The below points were noted following discussion on the report and presentation:

- Similar issues raised by External Examiners were noted as arising year on year.
- Concern was expressed regarding over recruitment in some subject areas and it was clarified that this was due to the Funding Council's limit on places which requires to be recognised going forward.
- Additional and more explicit information was required in respect of GCU and INTO.
- It was noted that some APAs received were incomplete but this was being addressed.

14.98 Resolved: That following consideration of the report and presentation it was confirmed that areas outlined for Committee and University consideration now be taken forward.
Action: Dr Rate in liaison with Department of Governance & Quality Enhancement

Graduate School

- 14.99 Received:** The Graduate School Annual Report on Monitoring, Quality Assurance and Enhancement for Session 2013/14.
(Doc LTSC14/37/1)
- 14.100 Received:** A presentation from Dr Ellis on the Graduate School Annual Report on Monitoring, Quality Assurance and Enhancement for Session 2013/14.
- 14.101 Noted:** The below points were noted following discussion on the report and presentation:
- It was commended that recruitment to the Prof D for January 2015 was *“the best ever in the history of the framework”*.
 - That discussion between the Deans of School is on-going regarding the potential for the frameworks to leave the Graduate School. Multi professionalism was noted as being extremely important.
 - It was noted that the report states there are no external partnership activities or formal collaborations in either framework however it was established that this only related to formal signed off partnerships.
- 14.102 Resolved:** That following consideration of the report and presentation it was confirmed that areas outlined for Committee and University consideration now be taken forward.
Action: Dr Ellis in liaison with Department of Governance & Quality Enhancement

GCU LEAD

- 14.103 Received:** The GCU LEAD Annual Report on Monitoring, Quality Assurance and Enhancement for Session 2013/14.
(Doc LTSC14/39/1)
- 14.104 Reported:** By the Chair, that Dr Nimmo was unwell and unable to attend the meeting to give a presentation on the GCU LEAD Annual Report. The Chair gave a brief overview of the report and invited members to ask any questions.
- 14.105 Resolved:** That following consideration of the report it was confirmed that areas outlined for Committee and University consideration now be taken forward.
Action: Dr Nimmo in liaison with Department of Governance & Quality Enhancement

INTO and School for Work Based Learning

- 14.106 Noted:** It was noted Annual Reports on Monitoring, Quality Assurance and Enhancement of Programmes for Session 2013/14 had also been requested from INTO and the School for Work Based Learning. These reports were not available in time for the extra ordinary meeting however would be submitted to a later meeting of LTSC.
Action: Mrs Wright and Mr Butchart

Any Other Business

- 14.107 Noted:** The following points were noted in further discussion:

- By the Chair that dedicating a meeting to consider Annual Reports had been a useful way of understanding the process and would hopefully allow consistency in identifying similar issues in future. She noted this had been the first year in which reports had been presented in this format and recommended that the Committee may wish to do this on an annual basis.
- Colleagues agreed that this format allowed requirements to be clearly established and a facilitated closer alignment to the SfL measures of performance.
- That the move from a retrospective to an in year approach in reporting has been positively received however feedback on the challenges faced should be noted.
- That this system and process was devised before the SfL and measures of performance and an alternative process based on the St Andrew's model was in development. This would incorporate the SfL and measures of performance and, subject to approval at relevant University Committee's, is hoped to roll out in September 2015.
- That the reports are still subject to School Board approval.
- That a third of GCU London programmes have a January intake making reporting out of synch. Noted that other programmes are in this situation and there is a requirement to accommodate and be responsive to these needs whilst acknowledging the diversity of programme development. Good practice guidelines would be beneficial.
- That pre-populated forms and agreement of data sets would allow for consistency in the reporting of data. IT are currently working on enhancing APA data and the new CIO is keen to improve the approach.

14.108 Reported: By Professor Creanor that support and strategic level assistance has been offered to the University in respect of the online provision of Blackboard. Dr Alan Masson, Blackboard has offered support to colleagues in the following areas in which he has offered to run sessions:

- E-feedback
- Research methods and dissertation
- Developing references, case studies and digital stories

14.109 Noted: Members welcomed this offer and were supportive of working with Dr Masson. It was noted that the University would be requested to share its experiences at a sectoral level however the level at which this was to be done was negotiable.

14.110 Resolved: That Professor Creanor liaise with Dr Masson on implementing the sessions.
Action: Professor Creanor

LTSC – 5th December 2014**AREAS FOR UNIVERSITY CONSIDERATION**

SCHOOL	ISSUE	REFERRED TO
GSBS	Graduate Destination Statistics	APC/P&P
	Anonymising marks at ABs	APC/Assessment Regs Working Group
	External Examining – fuller completion of reports Better report Pro forma	G&Q via EE Induction G&Q/EIS
SHLS	E-PORTFOLIO for Health student	APC
	Integrated approach to development and use of digital media for learning, teaching and assessment	APC
	Enhanced functionality with GCU Learn and Turnitin	APC
	Clarification on Data security when assessment submitted via Turnitin.	APC/Assessment Regs WG
SEBE	Heart of the Campus and impact on L&T	APC
	Availability of Data for APA process	P&P
	Work Load Model for engagement with CPD in L&T	APC
GCU LEAD	Engagement with PgC LTHE – new staff	APC
	Penalty for exceeding maximum word count in courseworks	APC/Assessment Regulations WG
GRADUATE SCHOOL	Management of the re-registration of students who do not commence in September and confirmation of fees.	APC/Registry

Annual Report on Monitoring

SHLS

What is working well?

- Robust QA & QE procedures – central feature of the School: Departmental & School LTQCs
- Strong progression and retention figures at both undergraduate and postgraduate level
- Strong partnership activity across programmes
- Strong partnership/ engagement with students e.g. ELISR/ reapproval events; student engagement conference
- Strong support from External Examiners
- Innovative and successful student support initiatives - LDC
- Successful and innovative Programme Enhancement Plans
- Very strong NSS results for 2013-14

Progression and Completion

- Completion rate (UG) for 2012-13 = 93% (fig not yet avail for 2013-14)
- Undergraduate and Postgraduate progression rates remains high overall (increase in L2,L3,L4 at undergraduate a small decrease at L1)
- Module pass rates remained high for academic session 2013-2014 - majority of modules achieved a pass rate of 85% or greater.

Successful Partnership Activity

- Majority of programmes have practice/ professional placements = requirement for strong relationships with:
 - Clinical providers
 - NHS, private healthcare and voluntary sectors
 - Industry
 - Specsavers = drop in sessions
 - Employers' Liaison Committee (Biomedical Science) for GCU academic and NHS staff to discuss professional developments
- PSRBs - to ensure ongoing accreditation of programmes
- Service Users and Carers - growing expectation of involvement by PSRBs
 - Joint appointment with SCVO to co-ordinate meaningful engagement
- Colleges
 - Articulation Manager (GGAP) to ensure ongoing collaboration
 - CUSPs
 - CoP

External Examiners

- External Examiners' reports were largely positive for the session under review, relating to:
 - Assessment & feedback
 - Commitment of staff teams
 - Partnership working and collaboration
 - Student support
 - Facilities/ learning & teaching approaches
- Issues to be addressed:
 - Assessment and feedback e.g. weighting, variation in feedback
 - Administration surrounding assessment/ assessment boards

Student Support

- In addition to Academic Advisors, the ADTs/ LDC provide:
 - College liaison and pre-entry support (e.g. 'taster days')
 - College Connect activity (e.g. online study materials such as Destination Social Work and BIO Skills for Uni)
 - Involvement in induction sessions
 - Support for articulation (e.g. pre-entry support, bootcamps and continuing, tailored support via programmes)
 - Workshops; drop-in, embedded & small group sessions; one-to-one appointments
 - Blended learning materials (GCU Learn community materials)
 - Support for international students (e.g. Cultural Awareness and Knowledge Exchange Scheme (CAKES))

Successful and Innovative Programme Enhancement Plans

- Peer assessment in the form of role play with actors
- Innovative learning and teaching methods via increased use of digital/ social media e.g. Twitter debates, blogs, wikis, and video streaming
- Digital storytelling as a new assessment strategy
- Online discussion groups on GCULearn and virtual seminars in 'Second Life'
- Effective use of simulation laboratories
- Electronic submission of assessment and marking
- Audio feedback on assessment
- Interprofessional delivery and learning environments

NSS Results 2013-14

- National Student Survey (NSS) results:
 - Very strong set of NSS results - increase in Overall Satisfaction of 8% - from 85% to 93% (= 6% ahead of the Scottish average; 7% ahead of the Sector average).
 - Both Radiotherapy and Oncology and Optometry achieved 100% Overall Satisfaction.
 - 11 programmes achieved 90% or more Overall Satisfaction; 5 achieved < 90%.

NSS Results 2013-14

- Overall improvements in 7/8 NSS categories – except Organisation and Management (which remained static at 76%)
- School performed ahead of the sector in 5/8 NSS categories – only marginally behind in Assessment and Feedback, Organisation and Management, Learning Resources
- Comparison of JACS subject groups in the School of Health and Life Sciences and the sector-wide NSS 2014 results = all programmes (except 1) performed ahead of the Sector in Overall Satisfaction

Strengths as a School

Commended by students and External Examiners:

- **Learning teaching assessment and feedback**
 - Commitment of staff to students & student centred learning
 - Quality and extent of feedback given to students
 - Up-to-date knowledge and techniques used across programmes
 - Clear academic and intellectual progression through programmes
 - Promotion of independent learning
- **Practice Education**
 - Relationships with both students and practitioners
 - Quality of support for Practice Learning
 - Placements and clinics an integral part of programmes where appropriate and possible

Strengths as a School

Additionally:

- Effective articulation within programmes
- Commitment to interprofessional learning and working
- Service User and Carer involvement embedded in all programmes
- Digital mediated learning used and being more widely implemented

Plans for Enhancement

- Further embed the SfL across the School and into programmes
- School-wide approach to assessment and feedback
- Further promotion of engagement with digital/ online learning
- Increased opportunities for internationalisation of curriculum/student mobility
- Development of volunteering strategy for staff and students
- Development of IPE Frameworks and opportunities

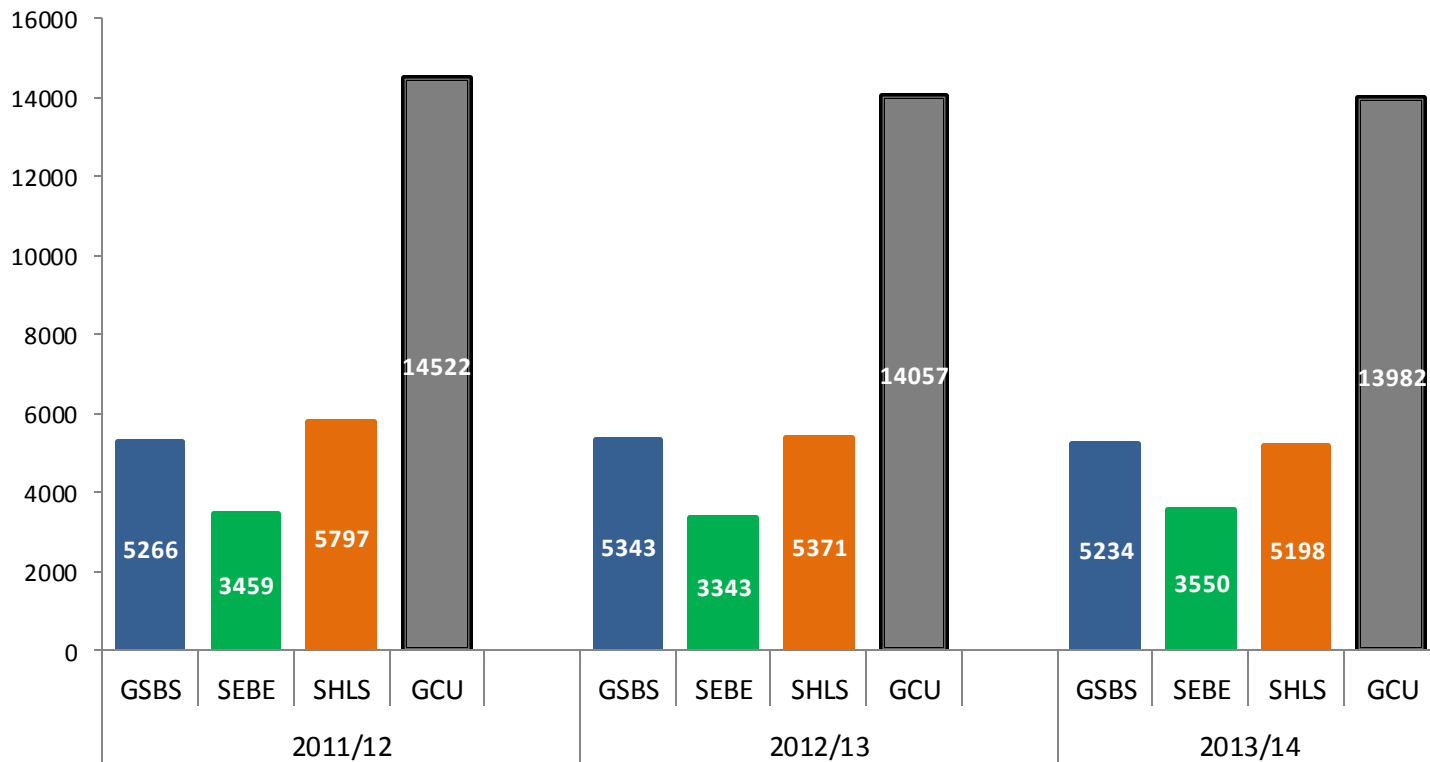
Annual Programme Monitoring Event

SEBE Presentation

Quick Overview

- Steady Student Population (slight rise in TPG)

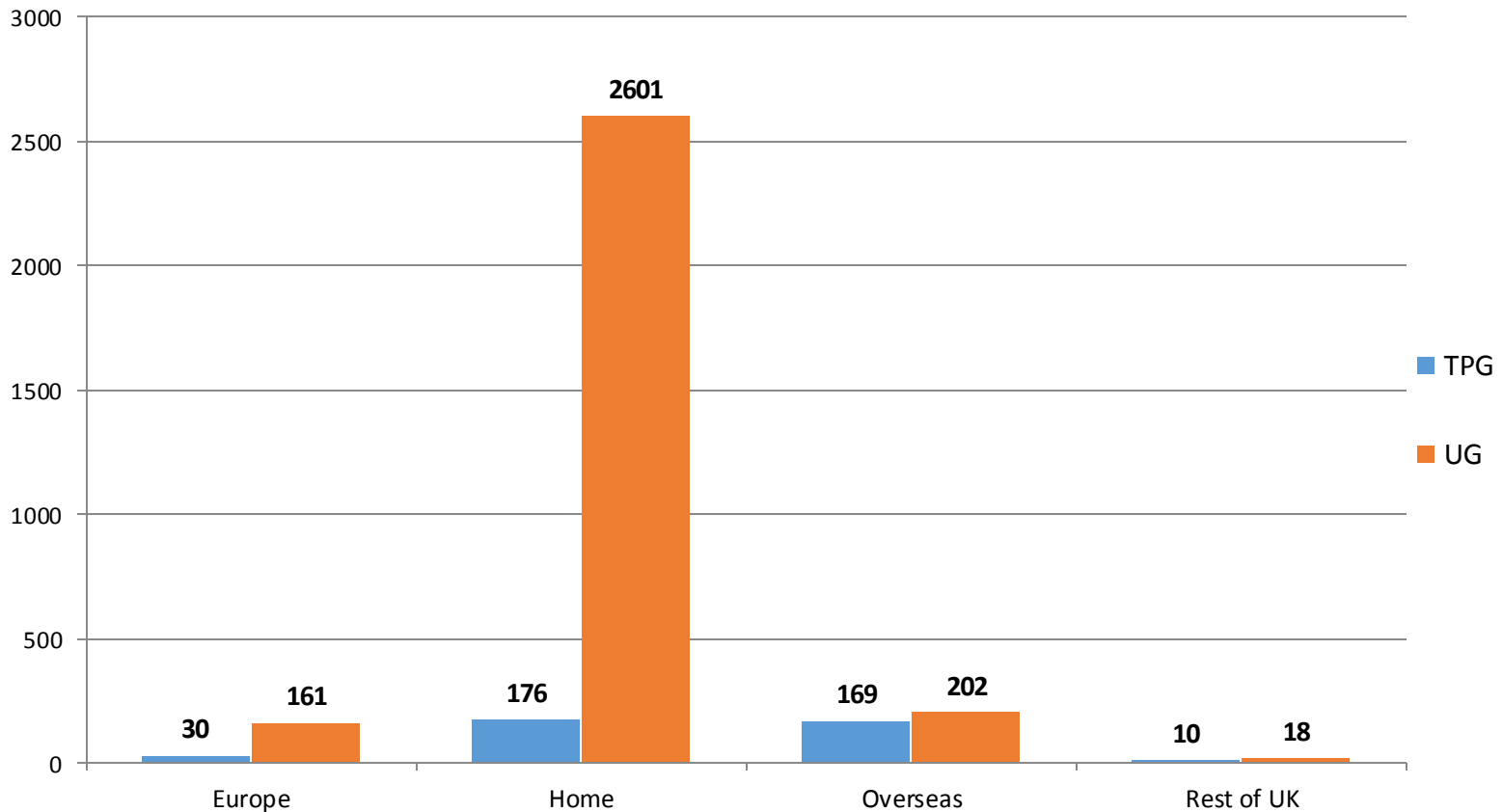
GCU student populations 2011/12 - 2013/14



Home/International split

- Improvement in spread of countries at TPG

SEBE 13/14 student population split by domicile



Part time numbers holding

	2011 /2012			2012 /2013			2013 /2014		
School	FT	PT	Total	FT	PT	Total	FT	PT	Total
GSBS	4640	626	5266	4673	670	5343	4766	468	5234
SEBE	2608	851	3459	2571	772	3343	2776	774	3550
SHLS	4870	927	5797	4541	830	5371	4580	618	5198
GCU	12118	2404	14522	11785	2272	14057	12122	1860	13982

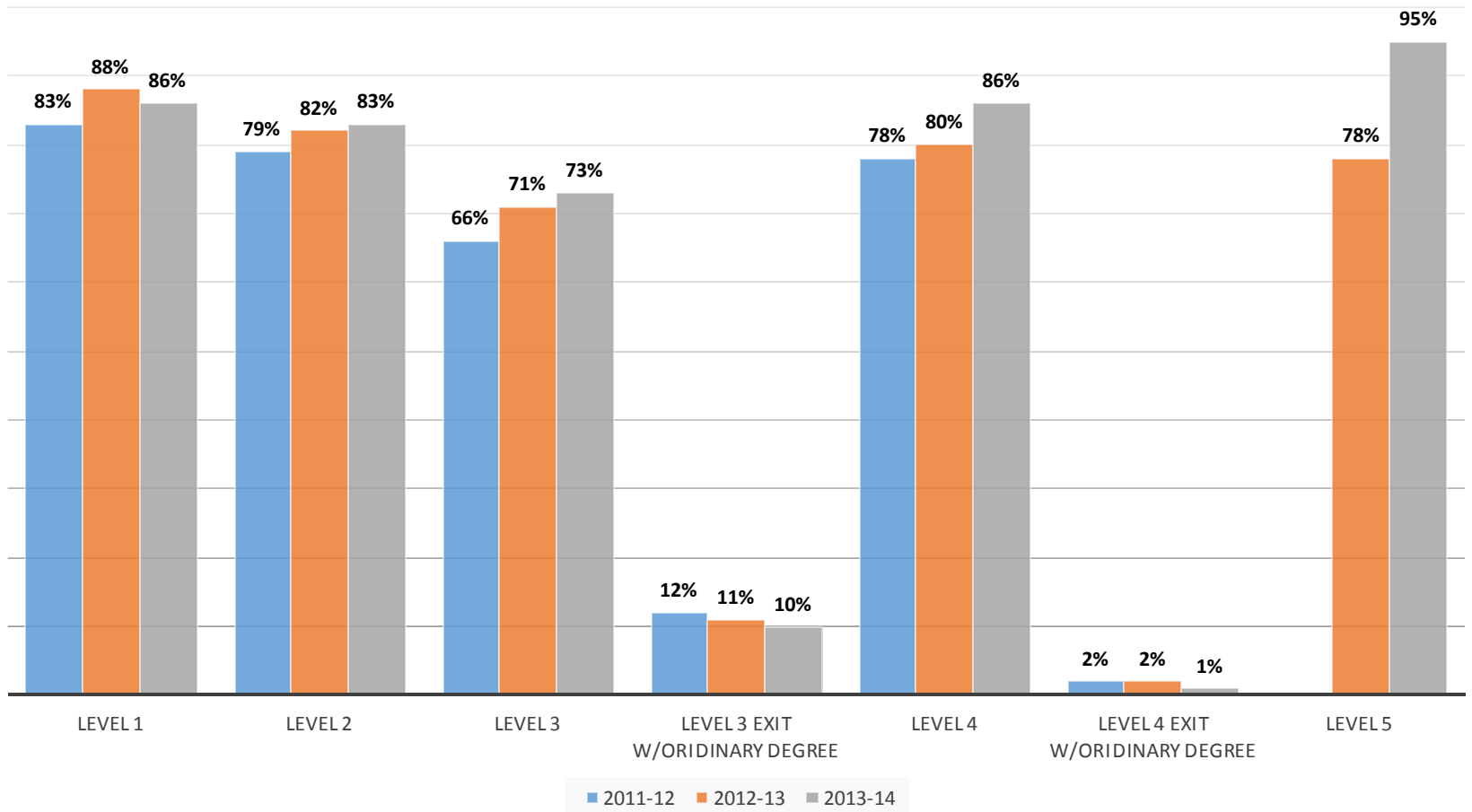
- Very much linked to industry

The NSS Results for SEBE 2014



Progression and completion

SEBE Progression and Completion 2011/12 to 2013/14



Articulation

- Dominantly HND entry (3:1)
- Several very successful 2+2 programmes
- 45% of university intake
 - Particularly large impact on the smallest school
 - Possible link to level 3-4 transition issues

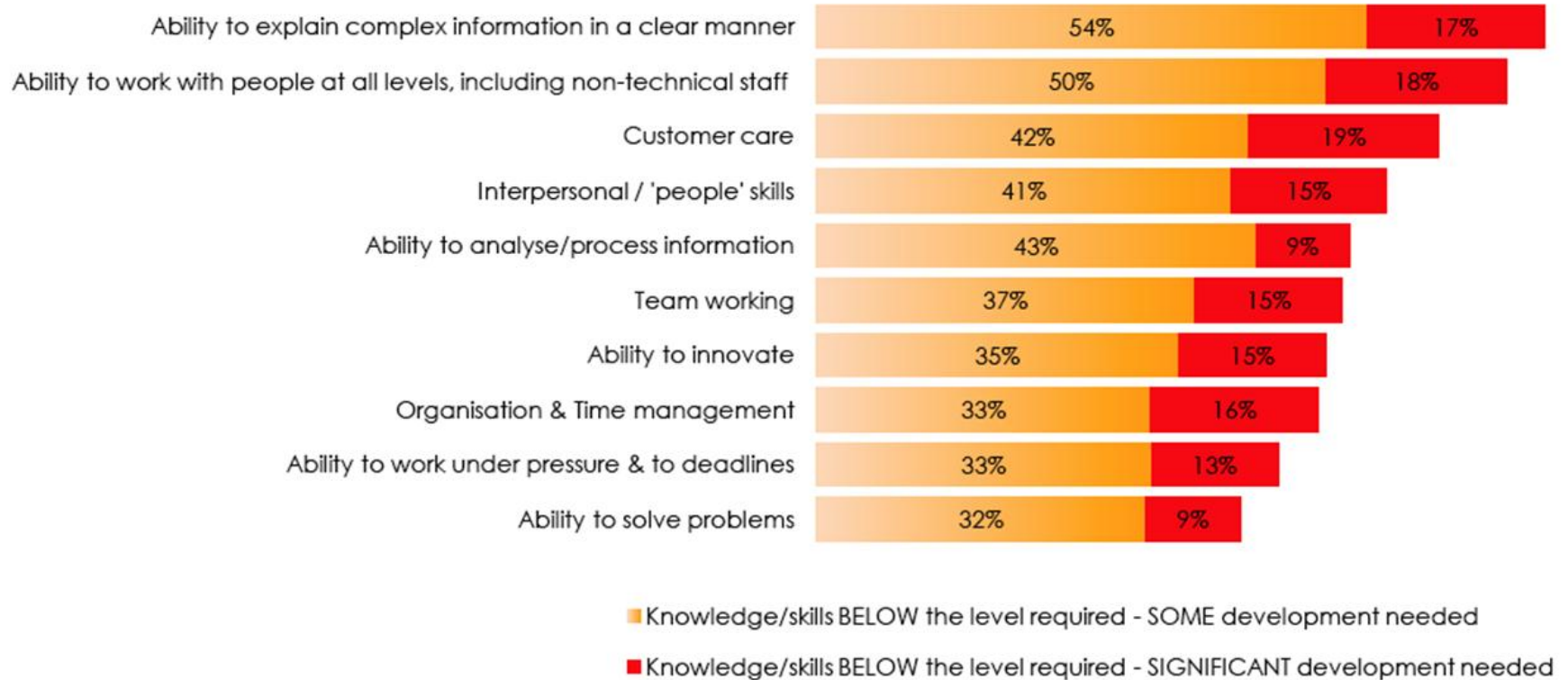
	HNC	HND	Total
SEBE	95	283	378

What is working well?

- Restructuring and portfolio refresh is bringing focus.
 - CCIS 2013-14
 - ENG 2014-15
 - C&S major PG review 2014-15

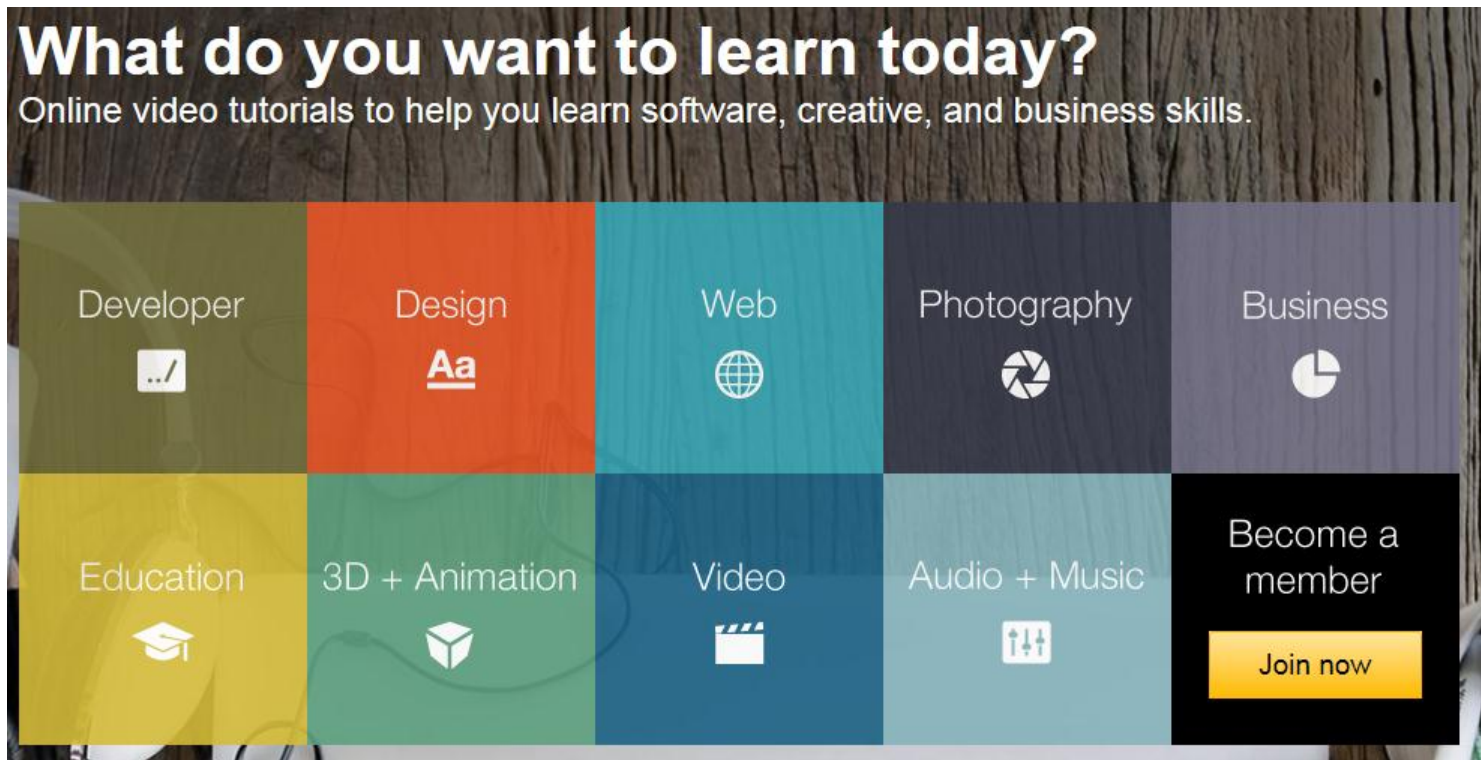
Department of Computer, Communication & Interactive Systems	Department of Engineering	Department of Construction & Surveying
Computer Networks & Security	Instrumentation, Control & Analytical Sciences	Civil Engineering & Environmental Technology
Digital Design Technologies	Electrical and Electronic Engineering	Sustainable Environments & Communities
Software Engineering	Mechanical Engineering	Building & Energy Technology
		Construction Processes & Practice

What is working well?



What is working well?

- Use of online resources (more always required)
 - Eg Lynda.com

A promotional banner for Lynda.com featuring a grid of learning categories. The background is a dark wood-grain texture. The text 'What do you want to learn today?' is prominently displayed at the top in white, with a subtitle 'Online video tutorials to help you learn software, creative, and business skills.' below it. The grid consists of ten colored squares, each with a category name and an icon. The 'Design' category is highlighted in orange. A 'Join now' button is located in the bottom right corner.

What do you want to learn today?
Online video tutorials to help you learn software, creative, and business skills.

Developer ...	Design <u>Aa</u>	Web Globe	Photography Camera	Business Pie chart
Education Graduation cap	3D + Animation 3D cube	Video Clapperboard	Audio + Music Musical notes	Become a member Join now

What is working well?

- Cross cutting integrative projects
- Continuing focus on the student experience
 - Accessibility and support from staff
 - Industry related activities
- Links with industry and employability



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Morgan Stanley

Balfour Beatty Civil Engineering



GVA James Barr A Biffinger Real Estate company



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trident



What is new and innovative?

- New CCIS suites – e-skills accredited

- GCU Lead Environment Undergraduate Opportunities
- HMI Forces Learning Partnership Computer Aided Learning for Mathematics
- Increase the student voice COIL and Socratic

- Virt Internationalisation of Chemical Sciences Quantity Surveyors

Maths supp Supporting TV Sound in the UK – A New Role for Education?

Integrated Innovative Approaches and the Use of Technology The FAIR Curriculum

Professional Placement Alumni mento

- Athena Swan Graduate Destinations Vidcasts in Learning and Teaching

WIDE RANGE OF EXTRACURRICULAR COIL

Research Teaching linkages for Glasgow

Teaching Materials for Postgraduate Distance Learning Students: 'E-' and otherwise

On-line feedback to Civil engineers

Disability and Positive Living

a new suite for HN Units in Maths for Engineering

What is considered to be a potential problem area?

- Constrained resources and space
 - Also highlighted by the SA (particularly specialist software and labs)
 - Spend per student
- Transition from year 3 to 4
 - Increasing critical analysis in later years.
- Overall NSS results levels
 - Feedback

Key actions taken forward from last year's Annual Monitoring Process?

- Directly – due to the out of phase nature – very little.
- As part of programme development
 - New design suite
 - Resources upgrades
 - Software investments
- Promotion of L&T
- Increased industrial involvement
- Increased student involvement

Glasgow School *for* Business and Society

Annual Report on Monitoring Quality Enhancement & Assurance

5 December 2014



Dr Shirley Rate

Associate Dean (Learning, Teaching & Quality)



GSBS 2013/2014 Overview; Portfolio

- Sports, Events & Tourism, Fashion, Marketing & Retailing, HR, Management, Innovation Operations & Strategy, Law Economics, Accountancy & Risk, Social Sciences, Media & Journalism
- 2013/2014 first delivery of new PG Portfolio, refresh of UG Portfolio
- 2014/2015 first delivery of UG Portfolio, Accreditation, GCU London & NY, Online delivery.



GSBS 2013/2014 Overview; Students

- 5239 students:
 - 86.9% UG, 10.7% TPG, 2.5% RPG
 - 84.9% Home, 8.6% Outside EU, 5.6% EU, 0.8% RUK
 - 365 articulating students (25% of L3 students, 28% of new entrants)
 - 170 on exchange



Student Progression & Awards

- UG Eligible to Progress:
 - L1 92%, L2 91%, 87%, L4 90% with Honours
 - 1 12%, 2:1 60%, 2:2 25%, 3 1%
 - Focus on L3; first diet and articulation and ETP v P
- PG Awards and Eligible to Progression:
 - Jan; Award 75.7%, ETP & Repeat 17.6%, Fail 1.5%
 - Sept; Award 67.7%, ETP & Repeat 26.7%, Fail 2.7%
 - Focus on Glasgow & London, review of the refreshed portfolio



Programme Enhancement Plans

- Accreditation;
- Employability; live projects, law clinic, industry links, placements, links with ISBN
- Internationalisation; COIL, exchange
- Blended Learning; wickis, iPads, online programmes
- Student Support; dissertations, direct entry, peer support
- Feedback; e-feedback, experimentation, feeding forward, peer assessment



School Enhancement Plans

- Enhancement and Assurance; committee structure; celebration of T&L, brown bag, T&L community/blog
- NSS; management & organisation, assessment & feedback, academic support
- Internationalisation; curriculum, student body, exchange
- Accreditation; EPAS
- Progression; LDC, college connect, academic advising, masterclasses
- Employability; masterclasses, graduate recruitment events, Industry Advisory Board, Common Purpose



Thank you!



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Engagement (mp5c,mp5a)

MRes – student feedback from zero to data

ProfD – Excellent bespoke module feedback system using survey monkey – completed at the end of each module unit, & excellent representation at SSCC.



- * Engagement -  qualities
- * Feedback and Feed forward on assessment
- * Student engagement in curriculum development
- * Engagement with external research communities eg attendance /participation in national/international conferences



Engagement

- * Educational research into unpicking the elements of the “cohort Effect” and feeding this into the evolving curriculum. The outputs of this research will/are impact on all transitional stages of their journey eg

induction



progression to Stage II



transition into post doc



Academic writing

- * Doctoral academic writing – transition from isolated workshops to a planned structured sequential programme which is fully integrated into the programme and linked with coursework assignments.

“We are ahead of our competitors!”

External Examiner Prof G Sanders



Pedagogy to demonstrate Impact

- * **Impact**

- * MRes – most of the student move onto to secure PhD studentships and this year we have had a student securing ESRC studentship
- * ProfDs- Significant contributions to policies and practice, at local, national and international levels.



External benchmarks

- * External Examiners Reports

For both programme the reports are highly complementary.



Research Informed/Led Teaching (MP&7)

- * All modules on both frameworks are taught and supported by research active staff
- * The quality of teaching and level of engagement by staff on both programmes is reported to be of outstanding quality by the students.



Applications (MP1)

- * **MRes – modest increase** (internal funding of PhD students continues to be an issue)
- * **ProfD – remains static** (recruitment for Jan 15 will be the best ever in the history of the framework)



Areas for Development

- * Enhancing the level of school support for both frameworks



Actions carried forward

- * Established monitoring data (MRes)
- * Piloted academic writing workshops
- * Created opportunities for student engagement with external research communities (both)
- * Review of Research Methods delivery and introduction of formative assignments (ProfD)
- * Reviewed and Implemented an assignment feedback policy (ProfD)
- * Reviewed and changed assessment regulations ProfD
- * Reviewed the length of teaching blocks – move to 5day block in 2015 ProfD
- * Review Nature of Research Enquiry Module (Mres)

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