

LEARNING AND TEACHING SUB-COMMITTEE

Minutes of the meeting held on 7th March 2018

Present: Prof. N Andrew, Dr C Choromides, Dr K Halcro, Mrs M Kelt, Dr F Kennedy, Ms J Main, Dr R Marciniak, Mrs M McCann, Dr A Nimmo, Mr B Owen, Dr J Paterson, Mrs K Roden, Prof. R Whittaker (Chair), Ms A Williams.

Apologies: Dr M Ferguson, Miss T Ross, Miss R Simpson, Prof. V Webster.

By Invitation: Mr G Burns, Ms S Fraser-Robertson, Ms T Findlay, Dr N McLarnon, Dr S Rate, Mr I Stewart.

In Attendance: Mrs L Clark, Department of Governance (Secretary), Mr C Mulligan (Observer).

Chair's Opening Remarks

The Chair welcomed members to the fourth meeting of academic session 2017/2018. She advised the purpose of the half-day session was primarily to allow time for consideration of School Annual Monitoring Reports for Session 2016/17.

The Chair welcomed the ADLTQs (or equivalents) who were in attendance to present annual monitoring reports.

Minutes

17.97 Considered: The unconfirmed draft minute of the meeting of the Learning and Teaching Sub-Committee held on 25th October 2017.
(Doc LTSC17/37/1)

17.98 Resolved: That the minute be confirmed as a correct record of the meeting.

Matters Arising

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

Plagiarism Overview Report 2015/16
(Arising 17.80.ii)

17.100 Noted: The following note was received from Dr Marciniak and was read out by the Chair:

"In response to the matters arising for me to take action regarding academic support re. plagiarism at GCU London, I can confirm the following:

- *GCU London runs a series of academic support workshops for students. Built into these workshops are two inputs to support students in dealing with plagiarism;*
- *A one page handout 'Turnitin Spectrum', which identifies various types of plagiarism has been circulate to academic staff with a request that they put these into their*

Module Handbooks and also made them available on GCU Learn. In addition, copies of this have been made and placed around the library at GCU London;

- *A PowerPoint presentation, which details various types of plagiarism, has also been circulated to academic staff. Again, to put on GCU Learn or present in their classes.”*

Chair’s Report

17.101 Considered: A verbal report from the Chair on the following matters of interest to the Committee including, where appropriate, information arising from recent meetings of APPC and Senate:

- Graduate Apprenticeships Steering Group
- Nureva/Avocor/Evoko/Ascentae Demonstration Truck

Members were advised that a demonstration truck would be on campus on 14th March to showcase interactive screens that may be utilised in future for digital classroom projects. Details of this mobile demonstration facility would be circulated to members via email.

Action: Secretary

- AshokU Renewal Process

The Chair expressed her thanks to those who had contributed to the renewal document and advised a copy of the document would be uploaded to the LTSC SharePoint site for member’s information.

Action: Secretary

Annual Reports on Monitoring, Quality Assurance and Enhancement of Programmes for Session 2016/17

17.102 Considered: Annual Reports on Monitoring, Quality Assurance and Enhancement of Programmes for Session 2016/17.

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|--|--------------------------|
| i. Glasgow School <i>for</i> Business and Society | (Doc LTSC17/58/1) |
| ii. Academic Quality and Development | (Doc LTSC17/40/1) |
| iii. School of Engineering and the Built Environment | (Doc LTSC17/57/1) |
| iv. School of Health and Life Sciences | (Doc LTSC17/38/1) |
| v. INTO | (Doc LTSC17/41/1) |
| vi. GCU London | (Doc LTSC17/39/1) |

17.103 Noted: Reports were presented by School Associate Deans of Learning, Teaching and Quality (or equivalent) and submitted following the procedure set out in Section 5 of the QEA Handbook. All criteria in the report template were addressed and presentation of the reports focused on the following:

- Good practice in Learning, Teaching and Assessment
- Reflection on any key challenges met and faced over the academic year
- Moving forward into the next academic year
- Key areas for consideration at the institutional level

17.104 Noted: Professor Andrew provided members with a summary of main Areas for University Consideration which had been collated in advance of the meeting. The following common areas were highlighted:

- Staff development in areas such as; digital skills (online marking), interpretation and use of data for annual monitoring, TNE and collaborations (new delivery models e.g. apprenticeships)
- Continue to support staff to develop their discipline expertise and academic development and leadership in the wider area of Learning and Teaching
- Articulate a set of standard cross school/Department Committees and Groups. Set the broad remit of each group so that all Schools and Departments have the same outline scope and terms of membership
- Sharing of progression data and strengthening of discipline links with INTO GCU
- Continue to develop S&P data towards location in a single report covering both programme statistics and survey reports
- Agreed University wide benchmarks for module and programme progression to support Module and Programme monitoring and progression analysis
- Review support for the key points of transition, in particular years 1-2
- Review the current approach to formal examinations in the first year
- Changes in LDC administration
- Marketing terminology during the Programme Approval/Review cycle
- Catering provision for students – cost, quantity, quality and restricted halal/vegetarian/ gluten and lactose free options

Professor Andrew advised that the above would inform the follow up report to be submitted to the next meeting of APPC.

Clerk's Note: The report subsequently submitted to APPC is appended to this minute for ease of reference.

17.105 Noted:

Professor Andrew also wished to note implementation and success of the Academic Quality Working Group following completion of the Annual Monitoring Process for Session 2015/16. In its first year of operation the working group has effectively addressed a number of the common themes identified during the 2015/16 process including work on revising approaches to Programme Approval/Review, Annual Monitoring and External Examiners, recommendations on which were to be submitted to the next meeting of APPC.

17.106 Resolved:

- i. That the Academic Quality and Development Annual Monitoring Report be approved.

Note: All other Annual Reports are subject to approval at School Board or equivalent and are submitted to LTSC for consideration only.

- ii. Areas for wider University consideration be taken forward to APPC as appropriate.

Action: Professor Andrew, Academic Quality and Development

International Student Barometer 2017

17.107 Considered: International Student Barometer 2017 – School Level Results.
(Doc LTSC17/42/1)

17.108 Noted: The following was noted in considering the report:

- The results, published late January, showed slight improvement in overall student satisfaction.
- That further exchange student cohort analysis is required.
- That a Presentation would be given by iGrad on 8th March with open comments shared with professional services.
- That the paper has also been submitted to a number of groups across the institution in order to focus on areas for development.

GCU Student Surveys 2017-18

17.109 Considered: GCU Student Surveys 2017-18.
(Doc LTSC17/43/1)

17.110 Noted: The following was noted in considering the report:

- That all student surveys now sit within the Strategy and Planning team allowing the development of relationships between the various surveys.
- That response rates were generally good but there is an expectation response rates will relax a little going forward.
- That module evaluation survey data will be made more widely available via GCU Dash.
- That currently aggregated departmental reports and school level results are provided to Deans of School only but the intention for this information to become more widely available.

Academic Appeals Overview 2016/17

17.111 Considered: An overview Report of Academic Appeals received for Session 2016/17.
(Doc LTSC17/44/1)

17.112 Noted: The following was noted in considering the report:

- That a number of appeals had been received in relation to Mitigating Circumstances outcomes which have contributed toward a requirement for review of the current Mitigating Circumstances process. A number of other new policies and procedures are also impacting on the Mits regulations as they stand which will be encompassed in the review by the Mitigating Circumstances Working Group.
- That work is ongoing to develop the way appeals are considered with a triage approach now being applied centrally. The aim being to manage the approach in order to better support the student experience.

PART B (FOR APPROVAL)

Programme Changes SEBE i

17.113 Considered: Minor changes to BSc (Hons) P02961 (3D Animation and Visualisation) and P02850 Computer Games (Art and Animation) Programmes from Session 2018/19.
(Doc LTSC17/45/1)

17.114 Noted: That a detailed rationale for the removal of a core module was required prior to approval.

17.115 Resolved: That the programme changes be approved in Principle subject to receipt of a clear rationale for the removal of a core module.
Action: Secretary and Academic Department

Programme Changes SEBE ii

17.116 Approved: Minor changes to BSc (Hons) Digital Design (Graphics) Programme P02793.
(Doc LTSC17/46/1)

Programme Review

Postgraduate Certificate in Academic Practice

- 17.117 Approved:** The outcomes from the event held on 1st November 2017 to approve the PgC Academic Practice programme (from September 2018). The Programme Team has met the requirements and recommendations of the Panel and the programme is recommended for indefinite approval from September 2018 subject to the University's normal arrangements for monitoring and review.
(Doc LTSC17/47/1)

Programme Approval

Off-campus Delivery of GCU BSc Professional Studies in Nursing in Collaboration with PSB Academy, Singapore

- 17.118 Approved:** The Off-campus Delivery of GCU BSc Professional Studies in Nursing in Collaboration with PSB Academy, Singapore. This is recommended for indefinite approval from March 2018 subject to the University's normal arrangements for monitoring and review.
(Doc LTSC17/48/1)

Conferment of Professional Recognition of Teaching & Supporting Student Learning (UKPSF, 2011)

- 17.119 Noted:** Conferment of professional recognition of teaching and supporting student learning (UKPSF11) for GCU staff.
(Doc LTSC17/49/1)

SWBE Associate Lecturers

- 17.120 Approved:** The appointment of a number of Associate Lecturers on the BSc Railway Operations Management, a certificate, diploma and degree level collaboration between the Institution of Railway Operators (IRO) and GCU'S School for Work Based Education.
(Doc LTSC17/51/1)

Note: In accordance with University procedure, as set out in Appendix 10 (g) of the Quality Enhancement and Assurance Handbook, the CVs have been scrutinised by the respective Host School/Academic Unit and confirmed as meeting the essential criteria for Associate Lecturers.

Chair's Action

- 17.121 Received:** Notification that the following has been approved by Chair's Action since the last meeting of the Committee:
- i. Professional Doctorate in Physiotherapy (Pre-Registration)

A recommendation that the Professional Doctorate in Physiotherapy (Pre-Registration) be recommended for indefinite approval from January 2018 subject to the University's normal arrangements for monitoring and review.
(Doc LTSC17/52/1)
 - ii. MBA (London)

Proposed module changes to the MBA (London).
(Doc LTSC17/53/1)

iii. MSc Fashion Lifestyle Management

A recommendation that the MSc Fashion & Lifestyle Marketing programme be recommended for indefinite approval from September 2018 subject to the University's normal arrangements for monitoring and review.

(Doc LTSC17/54/1)

iv. Department of Business Management Postgraduate Programmes

- MSc International Business Management
- MSc International Operations and Supply Chain Management
- MSc Social Business and Microfinance
- MSc International Fashion Marketing
- MSc Marketing
- MSc International Tourism and Events Management

The programmes were recommended for indefinite approval from September 2018 subject to the University's normal arrangements for monitoring and review.

(Doc LTSC17/55/1)

v. Department of Law, Economics Accountancy and Risk Postgraduate Programmes:

- MSc Accounting, Finance and Regulation (incl. Fast Track)
- MSc International Banking, Finance and Risk Management
- MSc Risk Management

The Programme Teams have met the requirements and recommendations of the Panel and LTSC approved the programmes for indefinite approval from September 2018 subject to the University's normal arrangements for monitoring and review.

(Doc LTSC17/56/1)

Enhancement-led Internal Subject Review (ELISR) Year-on Progress Report

17.122 Received: The Enhancement-led Internal Subject Review (ELISR) Year-on Progress Report.
(Doc LTSC17/50/1)

Senate Disciplinary Committee

17.123 Received: The SDC Overview report for academic session 2016/17 is presented for information.
(Doc S17/28/1)

Terminology for Programmes progressing through the University Approval and Review cycle

17.124 Received: A paper, presented for information following approval at APPC, relating to new terminology for Programmes progressing through the University Approval and Review cycle.
(Doc APPC17/31/01)

Date of Next Meeting

17.125 Received: Notification that the next scheduled meeting of the Learning and Teaching Sub-Committee will be at 14:00 Hrs on 20th June 2018 in Room CEE01 (Centre for Executive Education).

Any Other Committee Business

Name of receiving Committee:	APPC		
Title of Paper:	Annual Monitoring Reports- Areas for University Consideration		
Name and Designation of Paper Sponsor (if different from the author)	Professor Nicky Andrew		
Name and Designation of Author	A/A		
For what purpose are you bringing this paper to Court/Senate/the Committee (please tick ✓ as appropriate)	<i>(Please see supporting guidance)</i>		
For information		For discussion	<input checked="" type="checkbox"/>
For endorsement		For approval	
For noting			
1.	Purpose of the Paper and Summary of Key Issues		
<p>What is the purpose of the paper and what key issues do you want to bring to Court's/Senate's/the committee's attention? <i>(Please see supporting guidance.)</i></p> <p>APPC is asked to consider the areas for wider University consideration highlighted in the School and Department Annual Monitoring Reports (appendix 1) and then discussed at LTSC on the 7th of March 2018.</p>			
2.	Recommendations		
<p>What decisions or actions are required by Court/Senate/the Committee?</p> <p>APPC is asked to consider the following areas for wider University consideration:</p> <ul style="list-style-type: none"> • Staff development in areas such as; digital skills (online marking), interpretation and use of data for annual monitoring, TNE and collaborations (new delivery models e.g. apprenticeships) • Continue to support staff to develop their discipline expertise and academic development and leadership in the wider area of Learning and Teaching • Articulate a set of standard cross school/Department Committees and Groups. Set the broad remit of each group so that all Schools and Departments have the same outline scope and terms of membership • Sharing of progression data and strengthening of discipline links with INTO GCU • Continue to develop S&P data towards location in a single report covering both programme statistics and survey reports • Agreed University wide benchmarks for module and programme progression to support Module and Programme monitoring and progression analysis • Review support for the key points of transition, in particular years 1-2 • Review the current approach to formal examinations in the first year • Changes in LDC administration • Marketing terminology during the Programme Approval/Review cycle • Catering provision for students – cost, quantity, quality and restricted halal/ vegetarian/ gluten and lactose free options. 			

3.	Resource Implications
<p>Please highlight the known and/or potential financial/staffing resource implications of the recommendations, if applicable. <i>(Please see supporting guidance).</i></p> <p>None at present</p>	
4.	Impact on Risk
<p>For any new proposal, what risks are mitigated by the proposal? N/A</p> <p>What new /heightened risks does the proposal bring? NA</p>	
5.	Cyber Security/ Information Security Risks
<p>What cyber security/information security risks are associated with the proposal?</p> <p>Have you consulted the Head of Information Compliance and/or the Head of Information and Data Security in making this assessment?</p> <p>N/A</p> <p>If risks have been identified, have mitigating actions been incorporated?</p> <p>N/A</p>	
6.	Equality Impact Assessment
<p>Please attach the Equality Impact Assessment for the proposal or state explicitly that the paper does not require one. Consideration of papers without an EIA will normally be deferred until the EIA is available. If there is good reason for its non-inclusion at this stage, please indicate what this is. <i>(Please see supporting guidance.)</i></p> <p>Routine update report on existing university academic activity</p>	
7.	Freedom of Information
<p>Unless you specify otherwise, this paper will be deemed available for unredacted release under the Freedom of Information (Scotland) 2002 Act. If you are content with this, please leave this section blank. If you believe that some or all of this paper should be reviewed before release, please indicate that here.</p>	
8.	Consultation undertaken/required
Whom have you consulted when developing the paper?	LTSC
Have you already submitted this paper to any other committee for discussion and/or approval? If yes, please state which committee	No
Should the paper be submitted to any other committee following its consideration/approval at this meeting? If yes, please state the committee and proposed date of submission.	No

School/Department Annual Monitoring Reports- Areas for University Consideration

1. Introduction

This report details the areas for wider University consideration (APPC 28th March 2018) highlighted in the School and Department Annual Monitoring Reports (appendix 1) and then discussed at LTSC on the 7th of March 2018.

2. Common areas arising from School Annual Monitoring (2017/2018)

Areas of commonality highlighted across Schools and Departments.

- Staff development in areas such as; digital skills (online marking), interpretation and use of data for annual monitoring, TNE and collaborations (new delivery models e.g. apprenticeships)
- Continue to support staff to develop their discipline expertise and academic development and leadership in the wider area of Learning and Teaching
- Articulate a set of standard cross school/Department Committees and Groups. Set the broad remit of each group so that all Schools and Departments have the same outline scope and terms of membership
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3. Related Activity

Recommendations from the AQWG (revising approaches to Programme Approval/Review, Annual Monitoring and External Examiners) link to the considerations highlighted in this report.

APPENDIX 1

ANNUAL MONITORING AREAS FOR UNIVERSITY CONSIDERATION BY SCHOOL AND DEPARTMENT

School	Area for University Consideration
<p>SHLS</p>	<ul style="list-style-type: none"> • Continued digital skills development for staff, following institutional roll-out of new hardware e.g. webcams/ microphones. • Continued staff development in relation to data/ analytics/use of DASH for annual monitoring. • Staff development in relation to application of Plagiarism policy/ guidance. • University-wide benchmark figures for programme/level/module progression and associated reporting mechanisms/ action planning. • More detailed progression and completion data for INTO, articulating and non-standard students (DASH); cohort progression data. • Enhanced English language support for international students. • Review of the current University policy/ guidance regarding the exclusion of examinations within module assessment schedules for Level 1 • Catering provision for students – cost, quantity, quality and restricted halal/ vegetarian/ gluten and lactose free options. -A number of other highlighted areas within departmental reports e.g. streamlining of annual monitoring, External Examiner reporting mechanisms and guidance regarding application of penalties (for exceeding word limit), are under review this current session.
<p>SEBE</p>	<ul style="list-style-type: none"> • Many of the issues raised in the previous reports are now the subject of a number of cross university working groups and so are currently being addressed. • Increased pressure on staff resources as a result of new developments and delivery models initiated during 16/17 and upcoming – ALC, GA & DA, Oman (ITMB) may impact on delivery of programmes. • Online PG delivery is being piloted – The MSc Advanced Internet Engineering is restructured to serve online education for 17/18 start – There is already a student this year studying from New York via online tools and there is potential for applying this model across the school but it is important to model the resource implications. • In subject areas where the number of students is increasing year on year it does appear as though the student-staff ratio in these areas is affecting the experience of the students on the programmes, both in terms of staff availability and student feedback. As student numbers change, it is important that the staffing levels and resources reflect this increase. • The university policy of no exams in first year when students are already proficient in these skills from school impacts on the level of challenge and engagement in early years of programmes, no exams is felt to result in a lack of preparation for later years when these remain a critical part of the assessment strategy. In particular this is a potential contributing factor in the progression issues encountered in year 2 of many SEBE programmes. • Improved guidance on assessment loading and the standardisation of project report length and clearer guidance to staff

	<p>and students.</p> <ul style="list-style-type: none"> • With the realignment of many of the university's structures and the turnover of staff it is important to maintain, develop and enhance both the subject expertise of our staff and their core Learning and Teaching skills.
GSBS	<p>School Annual Monitoring Report</p> <ul style="list-style-type: none"> • Double handling of data reporting: progression and completion, NSS, ISB etc. are all analysed and reported by Strategy and Planning. These reports could be collated as a separate document rather than repeated in this one. <p>Streamline Proforma:</p> <ul style="list-style-type: none"> • As per the first point, this report could focus mostly on presenting issues arising and actions rather than data reporting Various actions plans have already been written and presented in various formats (attainment, student experience, employability – how can this process be streamlined? • The Strategy for Learning and Areas of Good Practice are overlapping in content – is it necessary to have them both? • Generally, this should be a much shorter document • Issues missing: we are currently not reporting on staff development and academic standards or academic support for students. <p>Programme Annual Monitoring</p> <ul style="list-style-type: none"> • For the approval of APAs at Department LTQ Sub-Committees, it would be useful to have a standard scrutiny process/proforma and a guide for LTQ Leads to lead a strategic review of the APA. • Outline the full and detailed process of module monitoring including the formal location of scrutiny and approval of MMRs. Formalise expectations of module monitoring including institutionally agreed KPIs on satisfaction, progression and CPD activities. <p>Institutional Policies to Support Annual Monitoring and the Student Experience</p> <ul style="list-style-type: none"> • Policy on exam feedback • Clarity of policy on release of exam marks • Guidance document for 'Pause for Feedback Week' • Standardised TORs/Membership for LTQCs and LTQC Sub-Committees
GCU London	<ul style="list-style-type: none"> • Amendment to the Module Monitoring Report template to track feedback i.e. method of feedback for assessed coursework submissions plus when of feedback to monitor adherence to University policy of three week provision of feedback from the submission date • Strategy planning data: required for Module Monitoring Reports (MMR) and Module End Evaluation Groups (MEEG). This data was not available for the MEEG which took place 1st March 2017

Academic Quality and Development	<ul style="list-style-type: none"> • No workload allocation for participating (0.5 days per week is the formal agreement) • Some senior staff did not perceive that the programme had any value to new teachers • Inconsistency in the level of support at the department level available for staff participating as students for example the offer of a work based mentor. • Consider the CPD support required to be provided prior to agreeing a new collaborative/TNE partnership agreement to ensure that appropriate resources and support structures can be allocated either from the School or from Academic Development.
INTO GCU	<ul style="list-style-type: none"> • Staff development opportunities for all staff to ensure that all staff are offered the opportunity to attend internal CPD events as well as GCU CPD workshops/events. In addition to this, support teaching staff with any additional post graduate education / research taking place. • Programmes review / refresh • Establishment of a clear process of agreeing and signing off on progression pathways (and subsequent published information) • Use of online feedback using Grade centre across all modules • The viability of programmes with consistently low student numbers (i.e. Diploma & Graduate Diploma Computing, Engineering and Built Environment, Foundation BNE and Foundation Computing)