

LEARNING AND TEACHING SUB-COMMITTEE

Minutes of the meeting held on 24 October 2012

- PRESENT:** Dr N Andrew, Dr B Beggs, Ms D Borrett, Prof L Creanor, Mr N Dennis, Dr B Ellis, Mr M Jones, Mrs M Kelt, Dr J Nally, Mrs E Smith, Ms K Thomson, Ms M Turnbull, Mr K Ward, Ms M Ward, Prof R Whittaker (Chair)
- APOLOGIES:** Mrs M Henaghan, Ms J Main, Ms E Todorova (UG Student Representative)
- BY INVITATION:** Mrs R Hodgart (for LTSC12/13/1), Mrs S McKinnon (for LTSC12/12/1), Ms E Wilson (for LTSC12/14/1)
- IN ATTENDANCE:** Mr A MacKinlay (Secretary), Mrs B McMahon

MINUTES

- 12.025 Considered The unconfirmed draft minutes of the meeting of the Learning and Teaching Sub-Committee held on 15 August 2012 (Doc LTSC12/11/1).
- 12.026 Resolved That the minutes be approved as a correct record.
(Action: AMK)

MATTERS ARISING

External Assessors Sub-Committee (arising on 12.006)

- 12.027 Reported By A MacKinlay that a number of meetings had been scheduled during the week to approve proposed new external assessor appointments and extensions/re-allocation of duties received from Schools.

Chair's Report – RPL claims (arising on 12.008)

- 12.028 Reported By the Chair that the proposed fees for RPL claims would be submitted to the Executive Board for approval.

Chair's Report – Blended Learning Review (arising on 12.008)

- 12.029 Reported By the Chair that the thematic review of blended learning was now underway, facilitated by Karen MacFarlane of GCU LEAD. An interim report was expected to be available in January 2013.

Annual Programme Monitoring Process (arising on 12.010)

12.030 Reported By A MacKinlay that the Short Life Working Group established to review the current monitoring process had met on a number of occasions. The group would shortly be concluding their review and outcomes would be presented shortly to APC for approval and in advance of the launch of the 2011/12 exercise.

GCU London: Quality Enhancement Visit (arising on 12.014)

12.031 Reported By A MacKinlay that a GCU London Campus Board was in the process of being established. Terms of reference and composition would be drafted for the Board which would ultimately oversee all the operational and academic aspects of GCU London and portfolio delivery. The Board would be chaired by the Director of Student Experience and meet a minimum of three times over the academic session. An annual report on the student experience at GCU London would be received by the Committee.

AOCB – English language entry (arising on 12.024)

12.032 Reported For clarification by B McMahon, that a visual representation of IELTS English language requirements would be helpful.

CHAIR'S REPORT

12.033 Reported By the Chair, the following items for the attention of LTSC:

SFC Outcome Agreement

The SFC Outcome Agreement had recently been signed between GCU and SFC. The agreement provided a clearer focus on the University's approach to articulation and the Widening Participation Strategy. An action plan to support the agreement had been prepared by the Policy and Planning department. The negotiations for the 2013/14 agreement would be starting shortly.

GCU LTAS

At the request of the PVC Learning and Teaching, the Chair would be facilitating a refresh of the University's LTAS. The review would take cognisance of the broader changes in the external and internal environment as they impacted on our strategic approach to learning, teaching and assessment. The timescales for the review would be fairly tight and it was proposed that a draft green paper would be available for consultation after Christmas leading to a draft version to Senate in March 2013 with a final version for approval at the June Senate. An LTAS Development Day had been scheduled for 15 November 2012 to commence the process of developing the new LTAS and operational plan and would include representation from key stakeholders across the University. The Committee would be provided with an update at its meeting in January 2013.

Curriculum for Excellence

A new working group would shortly be established to consider the impact of the Scottish Governments' Curriculum for Excellence guidance and policy. The group would be chaired by the PVC Learning and Teaching and project managed by Prof K Gartland. In the short term, there would be substantial implications for universities specifically from an admissions

aspect. In the longer term implications for approaches to portfolio developments would need to be considered.

NSS Summit 2012

Schools were currently in process of producing their action plans to the results of the NSS 2012. These would be presented to the Committee at some point over the session.

GCU online work

A feasibility study to extend online and distance learning provision of postgraduate programmes was underway. An interim report would shortly be presented to Executive Board with a fuller report expected at the end of November.

It was noted by the Committee that academic staff time to support this delivery model can be great and that it needed to be proportionately resourced and financed.

Student Experience Framework

The Director of Student Experience was currently in the process of developing a Student Experience Framework. This would be a meta framework and would draw together a number of policies and processes directly related to the student experience already in existence across the University. A student experience summit was also scheduled for early in the new year. Information on this would be provided in due course.

Programme Leader's Away Day

By the ADLTQ SHLS that a Programme Leader's Away Day was scheduled to take place on 11 January 2013. The event would focus on the Quality Enhancement Theme of Developing and Supporting the Curriculum and would include elements such as staff attributes, RPL, work based learning, sustainable development and enterprise education. While the event would focus mainly on undergraduate it would be open to all provision.

With the Committee's agreement a slight alteration to the order of the agenda was proposed, to elevate item A5 to be the first substantive item to be considered by the Committee.

STAFF STUDENT INTERNATIONAL MOBILITY

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| 12.034 | Considered | The following items from a working party established by the Staff Student International Mobility Sub-Committee: <ol style="list-style-type: none">1. A position paper reviewing the role of the Exchange Co-ordinator across the University;2. A module descriptor for all students participating in international exchange (Doc LTSC12/13/1). |
| 12.035 | Reported | By R Hodgart, Exchange and Study Abroad Manager: <ul style="list-style-type: none">• That the paper presented a more coherent structure to the role of the Exchange Co-ordinator;• The current model for this activity did not reflect the new School structures and had not been working effectively;• The proposed model needed to be firmly embedded within Schools;• That points 4 and 15 from the list of responsibilities the international exchange co-ordinator would be anticipated to |

discharge were key activities to the role and around ensuring students had the pre-requisites for the modules that they would be undertaking on exchange and arrangements for marks and credit conversion.

- 12.036 Discussion Members welcomed the amplification of the current policy and procedures outlined in the paper. The paper did not explicitly state which Associate Dean would chair their proposed School International Mobility Co-ordination Group. It was the general view of the Committee and in particular the ADLTQs that the Chair role should be assumed by the AD International given their overall portfolio responsibilities within the School.
- 12.037 Reported By R Hodgart that the second element of the paper was a module descriptor developed by a working group from the Student International Mobility Sub-Committee. The module was credit-bearing and would be made available to students participating in international exchange in addition to their programme-based credits.
- 12.038 Discussion Members welcomed the development of the module and raised the following points:
- The background note indicated that the module would be a pilot and rolled in the current academic session. Members queried whether this was indeed the status or would 2013/14 be more realistic;
 - The learning outcome stem should be revised to read "...be able to engage critically with";
 - Pre-requisite knowledge should be reviewed to reflect better the sufficiency required to undertake the exchange. There was also a suggestion that perhaps the relevant modern foreign language could be included as a pre-requisite for study in that country, however, there was not general consensus on that point;
 - The modification of the module to be relevant to individual Schools;
 - Given that the module was a GCU wide generic module, the indicative reading should be reviewed to capture all relevant School contexts;
 - References to Principles for Responsible Management Education could be captured in the module;
 - It was apparent that the focus of the module would be around undergraduate provision. Full consideration of opportunities for PGT and Graduate School should be progressed.
 - The role of the Academic Adviser would be important in understanding student aspiration to participate in an exchange and to facilitate discussion around the preparation required.
- 12.039 Resolved
- i. That the amplification to the current University policy and procedures outlined in the discussion paper to enhance the experience of students participating in international exchange and support for staff in management and monitoring be recommended to APC for approval;
 - ii. That a further review of the *Learning Abroad* module descriptor to include the points highlighted by the Committee be undertaken prior to the next stage of formal University approval.
(Action: SSIMS)

GLOBAL PERSPECTIVES PROJECT ON INTERNATIONALISING THE CURRICULUM AT GCU

- 12.040 Considered A project plan from GCU LEAD on internationalising the curriculum (Doc LTSC12/12/1)
- 12.041 Reported By Mrs S McKinnon, Lecturer (GCU LEAD), that the project plan should be considered in front of two strategic drivers:
- the forthcoming Internationalisation Strategy to be approved by Senate and one of its objectives to internationalise the curriculum; and
 - the 21st Century Graduate Attributes agenda, specifically, the attribute around global citizenship.
- The paper outlined the three year project which aims to understand the baseline across the University to internationalising the curriculum, staff perceptions, challenges to adaptation and redesign of curriculum, student perceptions and support needs.
- The first phase of the project was to scope out current practice through a survey of programme leaders. To date twenty four responses had been received from Schools.

- 12.042 Discussed The following points were raised by the Committee:
- The oversight of not including the appropriate academic and English language programme leaders at INTO Scotland in the GCU wide circulation of the survey. This would now be actioned by GCU LEAD;
 - The work and outcomes of previous projects undertaken in this area e.g. the transformational change project led by the Caledonian Academy should be considered to avoid any duplication of work in the project phases;
 - That a Community of Practice would be established for the project in GCU Learn;
 - The roadmap process outlined in the overview of the project phases (Section 6) was welcomed;
 - There may be some challenges across Schools particularly in practice based vocational programmes;
 - The project was expected to span to 2015 and hoped that there would be evidence of differences to curriculum design and delivery;
 - The current guidance approved in the GCU Quality Assurance and Enhancement Handbook would require to be refreshed to ensure currency.

STUDENT PEER MENTORING FRAMEWORK

- 12.043 Considered A University-wide framework for all student peer mentoring activity at GCU (Doc LTSC12/14/1).
- 12.044 Reported By Ms E Wilson, Director of UK Recruitment and Outreach, substituting for Mr F Brown, Manager of Mentoring and Peer Support (MAPS):
- The framework had been developed at the request of the PVC

Learning and Teaching following a review across the University of all current activity in this area;

- The framework guidance would act as a point of reference to staff interested in setting up a mentoring programme or scheme;
- The framework had been developed in alignment with national guidelines for this activity and also included reference to internal initiatives including GCU Graduate Attributes and the Student Leaders Programme;
- To date, much of the activity in this area has been funded out of a specific strand of Regional Coherence Funding;
- The MAPS project had been set up for all new GCU entrants, first year and through articulation;
- From an international student participation perspective, some barriers to inclusion e.g. screening issues had been identified. Despite this a number of international student mentors have been recruited to the scheme and going forward the department would like to see student numbers expanding. The side issue to this would be the current funding arrangements of the scheme which was exclusively for Scottish domiciled students only;
- All participants in the scheme have to satisfy PVG requirements particularly if they would be going into Schools and Colleges;
- The activities of the Schools and Colleges Engagement and Transition Team (SCETT), Caledonian Club, MAPS and Route to Access had now all been brought together under a single department within the University which would create clear synergies in terms of process and procedure;
- The GCU Mentoring Steering Group was yet to be established. The composition of the group was still to be finalised.

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| 12.045 | Resolved | i. That the proposed framework provided a useful set of resources;
ii. That the proposal to establish a GCU Mentoring Steering Group to oversee the development of the framework be endorsed. |
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GUIDELINES FOR THE USE OF SOCIAL MEDIA IN LEARNING AND TEACHING

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| 12.046 | Considered | Guidelines for the use of social media in learning and teaching to address one of the outcomes of the Blended Learning Roadmap 2012/13 (Doc LTSC12/15/1). |
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| 12.047 | Reported | By Prof L Creanor, GCU LEAD: <ul style="list-style-type: none">• That the need for guidance for staff in the use of social media for learning and teaching was highlighted in the Blended Learning Roadmap 2012/13 approved by the Committee at its meeting in June 2012;• There were already extant guidelines established by the Department of Marketing but that these were more focussed on the general use of social media for reputation and brand marketing;• In terms of specific subject areas, Schools may wish to supplement the guidelines with any specific aspects required by relevant professional, statutory or regulatory bodies for social media use;• The LSE guide and link listed on page 4 was a useful source of good practice;• The guidelines would be made available on GCU Learn. |
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- 12.048 Discussion In a brief discussion around the improper use of social media by students e.g. cyber-bullying and specifically the associated discipline aspects, these would be subject to separate Senate approval if not already covered in the Code of Student Discipline. The guidelines did contain links to JISC legal content. It was emphasised that the guidelines were specifically written for staff use of social media for learning and teaching and not intended to be a student facing guidance/policy document.
- 12.049 Resolved That the generic guidelines be approved.

CRITERIA FOR NEW SENIOR SCHOLAR ROLE

- 12.050 Considered The development of a new Senior Scholar role to extend the Caledonian Scholar and Associates initiative (Doc LTSC12/16/1).
- 12.051 Reported By Prof L Creanor:
- The new senior scholar role had been developed based on feedback from the current Scholars and Associates scheme;
 - The criteria for the senior role had been developed in parallel with the development of the GCU accredited AcceleRATE CPD Framework;
 - It would be proposed to launch the new role in Trimester B to link with the formal launch of the AcceleRATE Framework.
- 12.052 Resolved That the new Senior Scholar role and associated criteria be endorsed.

STUDENT-LED TEACHING AWARDS 2013

- 12.053 Considered A paper from the GCU Students' Association of proposed changes to the Student-led Teaching Awards 2012/13 (Doc LTSC12/17/1).
- 12.054 Reported By Ms D Borrett, VP Education, GCUSA:
- That the paper outlined proposed changes to the Student-led Teaching Awards to hopefully improve student engagement and in turn increase the number of nominations and quality of submission for individual categories;
 - The main changes included a re-titling of the awards from Student-led Teaching Awards to simply 'Teaching Awards', the update of individual award titles and category descriptions to give a sharper focus to interpretation and the nominations process;
 - It would also be proposed to launch the awards nominations process in the first trimester to encourage students to consider the teaching that they had received across both trimesters.
- 12.055 Discussion A brief point was raised regarding the proposed change to the title of the awards and specifically any confusion which could give rise to the Principal's Award for Learning and Teaching. It was suggested that the award title should still retain words which would ensure that there would be no confusion and that these were exclusively student-led.
- A minor point was raised regarding the category title of 'Tremendous Technology' and that this should read better 'Tremendous Technologist'.

The description for the category of 'Inspiring Individuals' could also be expanded to include reference to the varying learning and teaching approaches adopted by staff in delivery and not simply the staff member's enthusiasm and passion for the subject area. It was accepted that this category was generally more about the student's experience with whom they met on their learning journey and not specifically pedagogical aspects.

- 12.056 Resolved That the proposed changes to the awards be approved subject to further consideration around the award title to ensure distinction with the Principal's Award.
(Action: GCUSA)

NATIONAL STUDENT SURVEY 2012: STUDENTS' ASSOCIATION SATISFACTION

- 12.057 Considered A paper from the GCU Students' Association of analysis and response to the NSS 2012 question in relation to students' satisfaction with their Union (Doc LTSC12/18/1).
- 12.058 Reported By Mr K Ward, Student Representative Co-ordinator:
- That for the first time the National Student Survey (NSS) included a question on student satisfaction with their students' association;
 - Students at GCU had given an overall satisfaction score of 55%;
 - GCUSA would continue to lobby NUS Scotland with regards to finding alternative wording around the question to provide a better understanding of 'union' versus 'association';
 - In terms of demographics and the part-time student satisfaction rate recorded at just 37% would be explored in more detail.
- (Action: GCUSA)**

ENTERPRISE EDUCATION SUB-COMMITTEE

- 12.059 Considered A paper informing the Committee of the establishment of the Enterprise Education Sub-Committee (Doc LTSC12/19/1).
- 12.060 Reported By A MacKinlay, that the Committee was invited to endorse the new Enterprise Education Sub-Committee which had been established to develop, support, promote and monitor enterprise education across the University. One of the main areas of activity for the new committee in the short term would be to develop an Enterprise Strategy for the University.
- 12.061 Resolved That the proposal to establish the Enterprise Education Sub-Committee be endorsed and that the supporting terms of reference and membership be approved, subject to the following:
- a minor editorial point to replace 'FE' with College; and
 - an update to the membership to include Sabbatical Officer representation from the GCU Students Association.
- (Action: AMK)**

GCU LANGUAGES: ANNUAL REPORT 2011/12 FROM CITY OF GLASGOW COLLEGE

- 12.062 Considered The annual report on the delivery of GCU Languages modules by the City of Glasgow College for students at GCU during academic session 2011/12

Doc LTSC12/20/1).

- 12.063 Reported By A MacKinlay that this was the seventh report from the City of Glasgow College following the commencement of the collaborative agreement in 2005 between GCU and the College for the delivery by CGC of GCU Languages modules. In comparison to previous annual reports considered by the Committee, the report continued to present an overall positive account of student satisfaction with their experience. In addition module pass rates continued to be high (88%) and slightly up from the overall figure of 85% in 2010/11.

AOB

- 12.064 Reported By the Chair that the Principal's Award for Learning and Teaching would be presented at the Learning and Teaching Showcase Event in GCU LEAD scheduled on 12 November 2012.

SUMMARY OF LIBRARY'S DIGITISED DISSERTATION SERVICE

- 12.065 Received A summary from Mrs M Kelt, Senior Librarian, Digital Development and Information Literacy of the University Library's Digitised Dissertation Service (Doc LTSC12/21/1).

LEARNING AND TEACHING SUB-COMMITTEE 2011/12

- 12.066 Received The Annual Report of the Learning and Teaching Sub Committee (Doc APC12/13/1).
- 12.067 Noted The annual report was approved by APC at its meeting held on 19 September 2012.

CHAIR'S ACTION

- 12.068 Reported That the following Chair's Action has been taken since the last meeting:

PROGRAMME APPROVAL (BY CORRESPONDENCE)

BSc Honours Framework for Health and Life Sciences Professional Studies

The report of the outcomes of the paper-based programme approval process conducted during Trimester C of 2011/12 for the BSc Honours Framework for Health and Life Sciences Professional Studies and Programme Development Board's response to the conclusions, requirements and recommendations of the Panel.