

Board of Management

Learning & Teaching Committee

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| Date of Meeting | Tuesday 8 September 2020 |
| Paper No. | LTC1-F |
| Agenda Item | 4.6 |
| Subject of Paper | Student Engagement Strategy Refresh |
| FOISA Status | Disclosable |
| Primary Contact | Dr Claire Carney, Vice Principal Student Experience |
| Date of production | 1 September 2020 |
| Action | For Discussion |

1. Recommendations

The committee is invited to discuss early draft of Student Experience Strategy refresh and proposed way forward.

2. Purpose of report

The purpose of the report is to provide an update to the committee on the refresh of the Student Experience Strategy.

3. Context

The City of Glasgow College Board has agreed to refresh the current Strategic Plan (2017 - 2025) with a delivery plan for beginning of Academic year 2020. In turn, each of the supporting strategies: Student Experience; People and Culture; Corporate Development; Systems Integration and Sustainability are each being refreshed.

The aim as set out to the committee in April 2020 was to have a refreshed Student Experience Strategy in place for September 2020. The consultation and development work has been delayed whilst focus has been on closing off the Academic Year 2019/20; planning and preparing induction activities and preparing new curricular delivery model for 20/21.

The rudiments of the strategy are still relevant and one might argue even more relevant going forward ie that our delivery Model is underpinned by 3 key Principles: Active, Blended and Connected (ABC) (See below). It is very clear that given the current Covid-19 pandemic, the uncertainties it poses around the student experience (social distancing), delivery of Learning and Teaching and the challenges and opportunities posed for the current and future workforce that the refresh is critical for setting direction of travel to ensure accessibility and ultimately viability. The Cumberford - Little report also provides useful direction:

- *Are we sufficiently aligned with the proposed purposes of a 21st C college?*
 - boosting business productivity in core economic sectors?
 - delivering transformative technological and professional education, from pre-employment to accelerated college degrees;
 - building resilience in our community, helping people become and remain economically active; connected to other learning partners (schools, universities, community provision, apprenticeship providers).

The Student Experience Strategy (SES) was developed in 2017 with the primary aim to deliver on the College's Strategic Priorities 1 and 2:

- To be an inspirational place of learning
- To enable individuals to excel and realise their full potential.

The '*vehicles for delivering the objectives*' of this strategy are City Learning 4.0 and Industry Academies.

The SES identified 8 Objectives and 45 sub objectives and a number of achievements have been identified since the inception of the strategy. From initial discussions and investigations it is suggested that whilst each of the objectives is laudable, there are perhaps too many and considerable overlap between objectives. There is also a 'disjoint' between City Learning 4.0 and Aim 1 of the Strategy 'Excellent and Innovative Learning and Teaching'. Therefore, a key aim of this refresh is to coalesce the Learning and Teaching aspect (City Learning) into the Student Experience Strategy making it more streamlined and therefore memorable and measurable for students and staff. As a result it was proposed to rename the strategy to the **Student Experience and Academic Strategy**.

A further approach was to 'collapse' the 8 key aims above into 3 key areas: City Student; City Learning and Teaching and the City Student Journey. (NB. Titles to be decided)

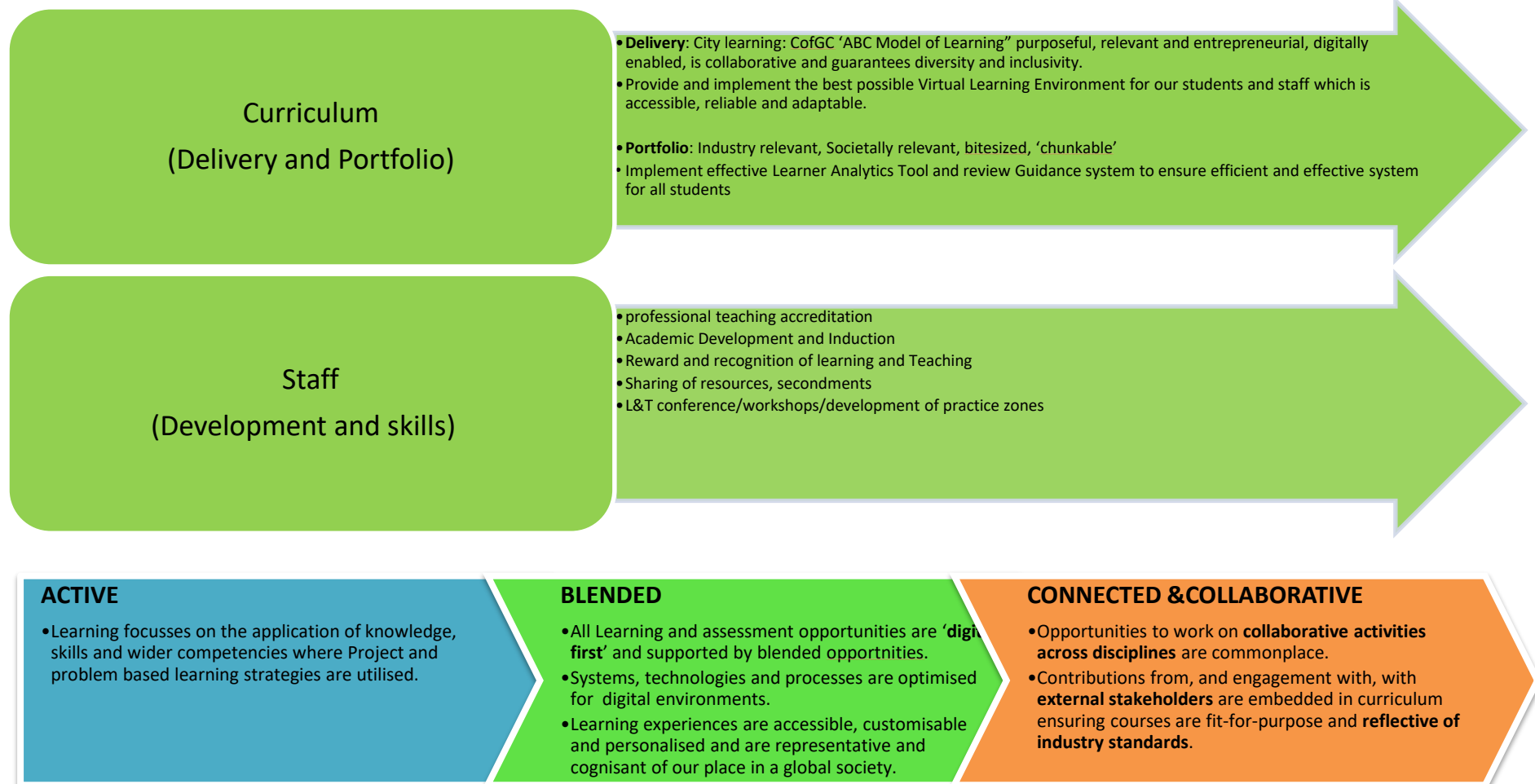
1. **The City Student:** Who is the CofGC student? What attributes/skills will they have achieved during their time at College? What can employers expect? Can Students articulate them? How can we implement them across the curriculum?

It is proposed that this key element is the driver of all activity ie by defining who our students are and what we expect them to achieve and contribute defines the Learning and Teaching environment and student Journey we create. The student association alongside curriculum teams will be key contributors to this aspect of the model.

2. **City Learning and Teaching:** The CofGC Learning and Teaching model, built upon 3 key Principles (see diagram below) and concentrates on Curriculum (Portfolio and Delivery) and Staff (Capability and skills) where digital learning is central but where pedagogy drives technology and focus is on staff development and recognition. Encompasses the following aims: 1. Excellent and Innovative Learning and Teaching; 3. People/Staff development; 4. Learning Environment 5. Engagement and Improvement.
3. **City Student Journey:** from Application to Graduation, access and access, inclusion and wellbeing, Retention and Learner Analytics and the Student Association Encompasses the following aims: 6 Access, Inclusion and Well being 7. The Student Journey 8. Student Enrichment (could also be in the City Student).

City Learning and Teaching:

It is proposed that the City Learning and Teaching element of the strategy is underpinned by key principles: Active; Blended and Connected&Collaborative but that the strategy in itself is developed around Curriculum (Delivery and Portfolio) and Staff (Development and Skills). Clearly this aspect will be fully developed over the coming months and the Learning and Teaching Academy and Faculty will have a key role with its development



A suggested way forward: An initial working document has been developed with key questions, potential approaches, and a consultation plan (albeit that it will now all be completed by digital means). (**See Appendix 1**). Commentary and suggestions are welcome on the approach.

4. Impact and implications

It is proposed that the SES refresh should have significant implications for the student experience and academic journey, and this is dependent on gaining ownership of and impetus from staff and students and ensuring SMART targets are in place.

Appendix 1: Working Document for Refresh of the Student Experience Strategy

POINTERS:

- Incorporation of City Learning 4.0 : Learning, Teaching and Student Engagement Strategy – S
- Visual/memorable (eg. 3 objectives areas)
- Consultative (students, all staff and key stakeholders)
- Clarity: measurable
- Key things to incorporate Digital learning provision, learning analytics and use of Guidance
- Pedagogy drives technology and focus on staff development and recognition
- Who is the City of Glasgow Graduate 2030 (how would we define them and what skills attributes would we expect of them and in turn, how do we ensure they are developed)
- 'Live' document, linked to faculty plans and strategic plan
- Incorporate of 'purpose/way and values'
- Implementation and communication plans

Key Drivers

- A new model of Tertiary Education
- Cumberford - Little Drivers
 - *Are we sufficiently aligned with the proposed purposes of a 21st C college?*
 - boosting business productivity in core economic sectors?
 - delivering transformative technological and professional education, from pre-employment to accelerated college degrees;
 - building resilience in our community, helping people become and remain economically active;
 - connected to other learning partners (schools, universities, community provision, apprenticeship providers).
- Student Demographic (know our students), learn what they like, when they like, how they like, bite sized chunks, BUT not a homogenous group: mature, international, intersectionality, digital poverty

Measurables

- Student Satisfaction (Student Satisfaction and Engagement Questionnaire)
- Student Success/performance
 - Retention framework (academic/social (build out))
 - Optimisation of Guidance model
 - Learning analytics
- Recruitment

Target Date

End of Block 1 2020/2021

Key Questions:

1. Where are we now-

- a. Is the current Student Engagement Strategy reflective of that?
- b. what has changed since it was developed?
- c. what have we achieved over the course of the Strategy..? (see below)

2. Where do we want to get to?

- a. What will the student experience look like 2025, what will be the demands of the 2040 student
- b. How is our student body changing (demographics, demands)
- c. What are the key external influencers (changing nature of work and training, /social, environmental and cultural skills) social media
- d. Who is the CofG student/graduate
- e. What are the Key Pillars of Student Experience? (Learning experience, Student Support, Partnership, People/staff etc)

3. HOW WILL OUR NEW STRATEGY REFLECT THAT?

- a. How best to present
- b. Can we incorporate L&T

4. What steps do we need to put in place to achieve this?

- a. Who is accountable for achieving

5. How will we know when we get there

- a. Improvements in PS/CS
- b. SSES/Destinations

Methodology and ways of working

An active and participatory **working group** is proposed with suggested membership below:

- VPSE Chair
- Director of Student Experience
- Student Experience Team representative
- Student Association representative
- Associate Director of Learning Teaching Academy
- Associate Dean x2
- Curriculum Headx2

A number of activities will be planned in order to assess key questions above

Key Groups

| WHO | WHAT |
|--------------|--|
| Student body | Presentation/dropins roadshow/student voice wordle |
| Staff | Presentation/dropins roadshow/wordle Dean meetings AD Forum/ CH meetings |

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| External Stakeholders | Key partners |
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