

Board of Management Learning and Teaching Committee

Date of Meeting	Tuesday 19 September 2017
Paper No.	LTC1-M
Agenda Item	14
Subject of Paper	Centre for Technical and Professional Education
FOISA Status	Disclosable
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Date of production	8 September 2017
Action	For Noting

1. Recommendations

The Learning and Teaching Committee is asked **to note** the work undertaken to date to create the development of a Centre for Technical and Professional Education (COTPE).

2. Context

City of Glasgow College is successfully redefining college learning and is now well regarded as a world class super college, a Beacon of Excellence in delivering further and higher education and personalised learning opportunities. This has been enhanced further through a £228million pound investment in a college estate designed to offer superb opportunities to our students and provide the most technologically advanced, industry standard facilities. There is no better time to enact the next phase of learning and teaching development to redefine the way in which the College operates its core business. As such this concept paper not only meets the needs of 21st century learning but also sets City of Glasgow College as pioneering the way for advanced technical and professional skills development and a catalyst for innovation and quality improvement.

Post Education Scotland review, City of Glasgow College has made further progress in rolling out City Learning and the Industry Academy model by encouraging a pedagogical model that develops 21st century students. To progress this further, and in line with the College's strategic priorities, there is an opportunity to be truly ambitious in our approach. The proposal for a Learning and Teaching Academy for Technical and Professional Education seeks to fully integrate the City Learning and Industry Academy model. This will allow City of Glasgow College to progress a technical and professional educational model to support student achievement, and develop practitioners who are empowered to enquire, reflect and are better able to select learning methods which will harness this further. Thus, creating parity of esteem between 'technical' and 'professional' education.

The City of Glasgow College Centre for Technical and Professional Education will base its aspirations and ambitions in line with the existing Industry Academy model and in line with the ambitions set out in the Corporate Development Strategy and People and Culture Stratgy. The Centre will seek to build synergy with other college strategies and create an opportunity to further enhance Learning and Teaching activity and those other activities allied to this.

3. Proposed Centre for Technical and Professional Education

The proposal, building as it does upon previous discussions at the Learning and Teaching Committee and ELT, will continue to position City of Glasgow firmly at the forefront of pioneering innovation in learning and teaching by adopting new pedagogies and technologies to further enhance the overall student experience.

A key finding from the Education Scotland review in 2016 was the need to ensure “that teaching staff reflect on their practice to ensure that an appropriate range of teaching approaches are used within lessons”. A Centre for Technical and Professional Education (**see Appendix 1**) will allow City of Glasgow to develop a truly innovative model of pedagogy to progress further learning and teaching activity in line with the key drivers for change. The centre will support teaching staff to develop their expertise to allow them to implement and experiment with the most current approaches to their teaching practice. This could entail support for pre and post teacher qualified staff, industrial fellowship models of simply ad hoc demand led training.

Research activity would also be supported in the work of the Centre. A research element of the centre will support the convergence of research themes with specific context allowing practitioners to synthesise these and publish findings on a national basis. This work will help the college develop staff skills in action research and attract experts in educational research and practice.

Within this model there are essentially four discrete themes underpinned by a number of cross cutting themes that will inspire collegial and interdisciplinary working. The model is scalable providing commercialisation and transnational opportunities. Furthermore, it is anticipated that the centre will support the sector through it's work in providing models of excellence that can be exemplified to the entire FE sector through events such as Practitioner Conferences or Communities of Practice.

A summary of the Centre's suggested activity is outlined in **Appendix 2**. This would be expanded upon once the centre has been established and further projects are identified.

4. Staff Engagement

A working group, established by the Academic Board in 2015/16, have developed much of the underlying work for this proposal. The original working group has been expanded to take account of other cross College areas which are aligned to this proposal to create critical mass and mitigate for any overlap. By rationalising these it will reduce proposed staffing costs and concentrate activity into one specialist team.

The starting point in establishing a workplan for the Centre for Technical and Professional Education will be developing a baseline position of teaching staff expertise e.g. level of teacher training, industrial experience, digital literacy, CPD undertaken. This should also be reflective of any CPD already provided along with data on uptake and value add.

Organisational Development have initiated a project to survey and develop a baseline of all staff skills – teaching and support –within the College. This work will serve to identify current skills, needs and will provide a clear framework for whole organisation people planning to meet the needs of a hybrid College. Additionally it will provide a clear relationship between the College's strategic OD aims from the People and Culture Strategy and the aims of COTPE. The survey will capture the level of teaching training, digital literacy and CPD. The information from the survey can be brought together with existing information to plan development needs.

Much of the work of the Centre will be involved in supporting Faculties to develop the most innovative approaches to learning and teaching (including digitisation). City Learning 4.0 will form the framework of how curricula will be delivered going forward from 2017. To support this a team of Learning and Teaching Advisors will work directly with each faculty to support the training needs of all academic staff. Awareness raising of the work of the Centre will be conducted through a series of events; One City, internal and external

communication, networking with external stakeholder, staff focus groups within faculties, academic board, CH Forum etc.

In order to support the Centre's operating model, a Catalyst Fund will be established to facilitate a number of projects in the first year of operation. This will also create a sense of buy in from teaching staff and help raise awareness of the centre's activities.

5. Staffing

To support the operations of the centre, the staffing resource has been approved by SMT. [Since the initial approval of the COTPE a revised structure has been approved to reflect adjacencies to the Library and Learning Technologies team to the work of the COPE.](#)

In establishing the staff requirements, consideration has been made of both the breadth of existing activity in the Organisational Development and the Faculty of Education and Society. OD will work with COTPE to establish a development continuum which will provide a career long pathway for all CoGC staff. This continuum will ensure all staff are supported in their development journey as they integrate into the organisation and progress their career. Through OD's work with COTPE this will ensure a coordinated review of staff performance and achievements, development needs and career aspirations contributing to the retention of talent.

To enable this OD will co-operate with COTPE in the coordination of teaching staff and managers development needs, outcomes from personal review, TQFE, the development of educational symposiums and the dissemination of teaching practice through One City.

There are further collaboration opportunities outwith this paper in the creation of accredited qualifications to enhance the skills of teaching staff and develop educational leadership programmes.

This journey will ensure that The Digital Academy activity will be facilitated through the existing staffing within the Learning Technologies team therefore there is no additional costs associated with this activity.

The Research Manager would be supported by a Research Assistant which potentially could be a sponsored PhD scholarship whereby the College would pay a stipend to a post graduate student linking in with a local University. The stipend is not considered taxable income by HMRC, and stipend recipients are eligible for Council Tax exemption certification. Therefore statutory employment laws do not apply.

The Learning and Teaching Manager would be supported by a team of Learning and Teaching Assistants. One would be assigned to each Faculty and could potentially be a secondment from within the existing Lecturing staff. Where there are currently individuals within the Faculty of Education and Society that undertake this type of work this has been reflected in the costings.

At present the recruitment for the Head of Centre is ongoing and therefore a further update will be presented at the next Land T committee.

6. Funding

An outline cost and three year income model has been approved by SMT.

A catalyst and innovation fund of has been launched in September 2017. Each faculty will bid for these hours and there will be an expectation that these will be used to support innovative learning and teaching projects aligned to the Student Experience Strategy and City Learning 4.0.

Sponsorship Opportunities are currently being explored as the present themselves. It has also been indicated that the New Engineering Foundation (NEF) also wish to create an innovation hub exclusively with City of Glasgow College which will attract national focus.. As the Centre develops its core activity the expectation will be that this will create further opportunities for funding bids to national initiatives.

7. Risks

A summary of the risks associated with the establishment of the Centre for Technical and Professional Education are outlined as follows;

Risk	Mitigation
Staff not engaged with work of the COTPE	Series of consultation events to involve staff in life and work of COTPE
LTAs unable to engage with staff to make a difference to practice	Baseline position established through OD team to inform development needs for staff. Link work of COTPE to People and Culture strategic aims.
LTAs unable to promote new pedagogy	Seconded model for two year tenure to ensure currency in approaches
Securing investment for Applied Research activity	Link funding and grant co-ordination activity in within Business Development functions.
Links to cross college team who will support the work of the COTPE	Link operational objectives with OD and Learning Technologies team Op Plans to ensure integrated approach.
Lack of uptake from external agencies	Awareness raising of Centre activities through external networking groups.
Income Generation	Agreed targets set for each area of the COTPE with set milestones and review points. Link in with corporate development strategy to ensure part of wider commercial agenda.
Risk of Duplication of Effort	The People and Culture strategy will provide focus for OD team. COTPE will focus on Student Experience Strategy to inform priorities. Thus avoiding any overlap.

Appendix 1 - Proposed Model and Academy Overview

Pedagogy

- Develop and Support Progressive Models of Learning and Teaching (City Learning 2)
- Course Flipping
- Peer & Active Learning Models
- Event Based Learning
- Creativity
- Critical Collaborative Enquiry Methods
- Shared Teaching Practice
- Centre for Work Based Learning (Skills Mastery)
- On-demand learning and Assessment models
- Communities of Practice

Research Hub and Knowledge Exchange

- Communities of Practice
- Innovation Centre for Applied Education Research
- Hot House/Incubator for Applied Research Projects (Inter/Intra Tertiary/Higher)
- Bespoke Training for Learning Organisations
- Themed publications
- Themed Events and Conferences
- City-Talks - students and staff focused
- Creation of sector scholarly community
- Development of visiting scholar programme

Centre for Technical and Professional Education

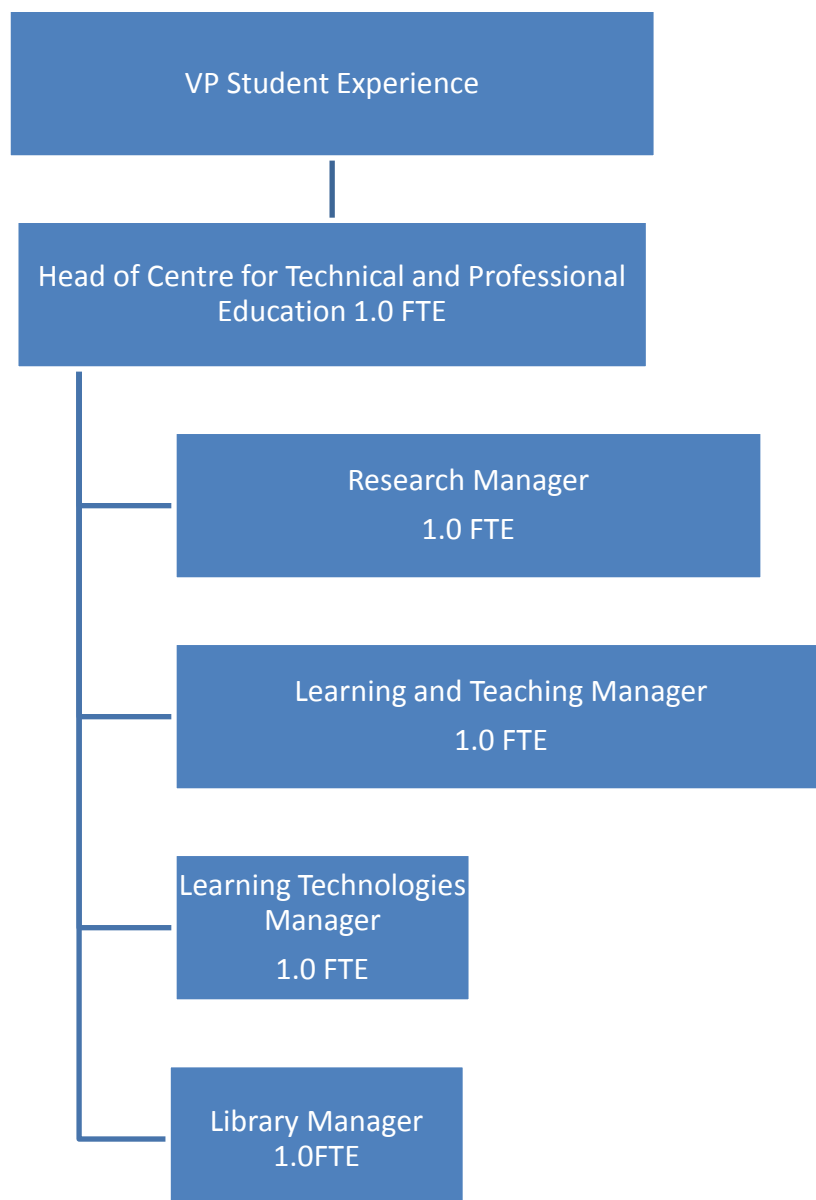
Staff Skills

- Induction and On Going Staff Development Programmes
- Digital Skills Training
- Support Introductory, Initial and Post TQFE Teaching Quals
- Educational Leadership Programme
- Masterclasses
- Industrial Fellowships
- Practitioner Conferences

The Digital Academy

- ICT Convergence with Learning and Teaching Approaches
- Open Educational Resource (OER) Development
- Learner Analytics to improve and enhance L and T
- Promoting 21st Century learning environments
- Research Hub/ Incubator for Emerging Technologies
- Vendor sponsored "learning labs"
- Assistive Technology Centre of Excellence
- Assessment Tools
- Augmented Reality and Simulated Teaching Environments
- Global Teaching Communities

Centre for Technical and Professional Education



Appendix 3 – Staff Roles

Roles	Main Duties
Head of Centre for Technical and Professional Education	<ul style="list-style-type: none"> • In partnership with the Vice Principal Student Experience provide vision, leadership and motivational management to faculty staff that will be inspirational and lead the development of innovative practice in the delivery of the Student Experience Strategy • Provide leadership for supporting the development of a technical and professional pedagogical model • Provide leadership for developing models of applied research and securing project funding to support sector research
Research Manager	<ul style="list-style-type: none"> • keep abreast of developments in educational research to help shape City of Glasgow Colleges research activities and initiatives • lead the application and peer review process for educational research funding schemes and other strategic initiatives • ensure that City of Glasgow College supports research activities that are in accordance with government priorities • manage a portfolio of applied research projects, including monitoring, evaluation and reporting on project progress and outputs • provide information to the research community by being a point of contact and acting as an authoritative voice for City of Glasgow College
Learning and Teaching Manager	<ul style="list-style-type: none"> • Lead and manage the development and delivery of effective initial and career-long professional development activity to support the continuous improvement of learning, teaching and assessment practice • Lead and manage the development of creative and innovative approaches to inform future learning, teaching and assessment practices to support work based learning and applied research.
Learning and Teaching Advisors	<ul style="list-style-type: none"> • In partnership with Curriculum Heads support lecturing staff in developing new practices in curriculum delivery • Apply knowledge and skills of teaching and support for learning to effectively support lecturing staff in their continuing professional development, with particular reference to next practice • Identify emergent innovations that could open up new, future-focused ways of working • Engage staff in piloting non-traditional methods/practices, manage and support pilot activity, evaluate success of pilots and share outcomes • Where appropriate, develop, deliver and assess qualifications relating to the development of teaching practice • Develop and implement practices for recognising and celebrating innovation and creativity in curriculum design and delivery • Support the implementation of the Student Experience Strategy and the Learning 4.0 initiative • Engage in collaborative teaching activity to identify and action improvement

Research Assistant	<ul style="list-style-type: none">• Engage in of applied research projects, including monitoring, evaluation and reporting on project progress and outputs• Support developments in educational research to help shape City of Glasgow Colleges research activities and initiatives• Report on findings of applied research activity
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Appendix 4 – Summary of Proposals

High Level Theme:	Applied Research Centres
Description	The introduction of Applied Research Centres (ARC) will enable the College to build research capacity whilst integrating research output and income with existing provisions.
High Level Theme:	Collaborative Enquiry Programme
Description	Development of a culture of research and collaborative enquiry with a view to generating economic value and social/organisational benefit through the enhanced qualifications scheme.
High Level Theme:	Ethics Committee
Description	Establishment of ethics committee to oversee approval and implementation of College sponsored research projects. The ethics committee will be responsible for the adoption of recognised ethics frameworks including BERA, SERA compliance standards and membership.
High Level Theme:	Guest Blogs
Description	Identify thought leaders and/or industry representatives to contribute to guest blogs
High Level Theme:	Researcher Development – Research and Themed Publications
Description	Regular publications showcasing college wide LTA research, case studies and best practice
High Level Theme:	Research Events and Conferences
Description	Position the College as a leader in technical and professional education whilst building capacity, promoting collaboration and generating economic value and social benefit (longer term).
Description	Visiting Scholar Programme
High Level Theme:	Identify thought leaders and/or industry representatives to visit the College and work with staff and students. Visitations linked to areas of strategic value and importance to the College. Visitations range from 1-4 weeks.
Description	Digital Academy- AT CofE

High Level Theme:	Developing a Scotland wide AT Centre of Excellence to provide training, guidance and advice on AT and practice.
High Level Theme:	Digital Academy - Platform
Description	Developing a Scotland wide AT Centre of Excellence to provide training, guidance and advice on AT and practice.
High Level Theme:	Digital Academy- Commercial Content Platform
Description	Introduction of content platform to host TEL programmes and generate commercial revenue
High Level Theme:	Digital Academy- Distance Learning Programmes
Description	Coordination and development of College's distance learning provision aimed at international and regional delivery of accredited educational programmes.
High Level Theme:	Digital Academy- Dual Delivery Programmes
Description	Coordination and development of College's dual delivery (2+2) provision aimed at international and regional delivery of accredited educational programmes.
High Level Theme:	Digital Academy- Learner Analytics
Description	Collation of digital and non-digital analytics with a view to monitoring, tracking and improving the student experience
High Level Theme:	Digital Academy- Module Development
Description	Developing commercial eLearning content as host centre or in collaboration with reputable provider. The module development team would best sit within existing LTech provision.
Description	Digital Academy- MOOC Development
High Level Theme:	Developing MOOCs in collaboration with high profile partners in niche sectors with high value or emergent sectors with high interest. MOOCs hosted on established platform (Coursera/Futurelearn etc) and/or on College VLE.

Description	Educator Training – Develop and Support Progressive Models of Learning and Teaching
High Level Theme:	Development and delivery of stepped portfolio of Teaching and Training Qualifications with a view to increasing staff skills through recognised, transferable qualifications, while generating economic value through national, international and online provision.
Description	Staff Skills - Educator’s Badged Courses
High Level Theme:	Development and delivery of a stepped induction programme, which equips lecturers to successfully fulfil their contractual duties and prepares them for TQFE entry.
Description	Educational Leadership Programme
High Level Theme:	Development and delivery of stepped programme, which builds succession planning into all faculties, while equipping current and future leaders to successfully fulfil their contractual duties and prepare them for succession.
Decription	Communities of Practice/ Practitioner Conferences