

## Board of Management Learning & Teaching Committee

<b>Date of Meeting</b>	<b>Tuesday 6 November 2018</b>
<b>Paper No.</b>	<b>LTC2-E</b>
<b>Agenda Item</b>	<b>7</b>
<b>Subject of Paper</b>	<b>Faculties Update</b>
<b>Status of Paper</b>	<b>Disclosable</b>
<b>Primary Contact</b>	<b>Joanna Campbell, Vice Principal: Student Experience</b>
<b>Date of Paper</b>	<b>29 October 2018</b>
<b>Action Required</b>	<b>Noting</b>

### 1. Recommendation

The Learning and Teaching Committee is asked to **note** the contents of this report.

## **2. Purpose of Report**

The purpose of this report is to provide an update on activity within the faculties at the City of Glasgow College.

## **3. Hospitality & Leisure**

### **3.1 Hospitality and Tourism**

It has been a really busy start to the session with Hospitality presentation to Quality Assurance grading officers of VisitScotland. The first time we have been part of their training. It was a very valuable opportunity to develop links with them.

Hospitality and Food are working with Glasgow City Council Education Department, Home Economics teachers on a number of fronts. In particular we are promoting 'Adopt a School' with the Glasgow Hotel Association. This is to further develop an interest for the industry, including the use of DYW advisors. We hosted a half-day seminar in October to introduce both parties, 62 people attended the event including SQA and SDS, who presented on the day.

CAL MAC Hospitality service MA has begun again for another session, this is a valuable addition to our portfolio, and was shortlisted for two awards last year.

For the first time we have recruited and are delivering an Access course in Hospitality and Events. This is the result of seeing a trend in applications who do not meet the entry requirements of the Level 5 course. We developed this course at level 4 and it has successfully recruited 18 students.

The start of the session has also included many visits by students to venues which are relevant to their industry, hotels, events spaces, visitor attractions, etc. This is often planned for the start of the year to help towards increasing our retention on full-time courses, by adding a fun and interesting element to the students' experience.

### **3.2 Food**

Thus far in 2018-19, the curriculum area, has hosted an event for SQA to deliver training on National 5; Practical Cake Craft to 64 Home Economics teachers, attended the Glasgow Incorporation of Bakers annual dinner and fund-raising event in the Trades Hall, delivered two training sessions in Sugarcraft to students at St Andrews High School and prepared the World Skills Inclusive Skills Students for the National Final at the NEC in Birmingham later this month. In Professional Cookery, the NC Level 5 Professional Cookery students attended the ARK presentation on Drugs and Alcohol Awareness in the catering industry, the NC Level 6 Professional Cookery Students have attended a fish and shellfish demonstration to celebrate National Seafood Week, we have provided over 120 S4, S5 and S6 Pupils with Work Experience and trained students for the Springboard Future Chef Competition. COGC will host the regional final of the competition on Friday, 9 November. We also hosted John Beattie, BBC Radio Scotland, who conducted an interview with male Baker and Professional Cookery students into the gender imbalance in the respective industries.

## **4. Education & Humanities**

### **4.1 ESOL**

The Faculty welcomed for the second Year our partner students from EduSport.

These young people, mainly French speaking, will be studying and training in Glasgow with EduSport Academy. Their key focus is to develop technical and playing skills in football and rugby over the year and a number of matches and activities are planned. This is an educational programme and while their sports training is an important element, they will also study English language and experience a wider personal development and cultural learning experience as part of the programme. The student attend College two days a week and are engaged fully with our English language students from different cultures and backgrounds and experience wider College life.

We also welcomed a number of doctors and dentists as part of our partnership with BMA a. NHS and Bridges to deliver English language to refugee and asylum medical professionals. The aim is to provide English language tutoring and preparation for the appropriate ielts testing to allow these highly skilled and dedicated professionals to continue in their profession and gain registration to practice in Britain.

### **4.2 Community and Supported Education Programmes**

Success of the development and validation of City Phonics has resulted in over 50 stakeholders taking part in training and developing to teach City Phonics so it can be incorporated and rolled out into community settings as well as college delivery. This is being developed further by the City Phonics App creation which we have linked with the Digital Skills Agency to enable us to produce a prototype which will lead to future funding opportunities. Ultimately however the biggest impact is on our community learners who now have the first stepping stone in place to enable them to learn how to read and write for the first time. Glasgow Life has adopted the methodology for literacy learning in adults across the City.

### **4.3 Catalyst Funded Project**

This fund has enabled us to timetable teaching outside and involves student groups across college such as ESOL, Beauty, Princes Trust and Supported Education students. College gardens are being redeveloped for practical use with crops being used in the College kitchens, the catering section and social community cafes. This has also involved networking across College and in the wider community which benefits our students with work placements and integration with the community. We successfully harvested our first crop and a range of fruit and vegetables will be available to the College kitchens.

### **4.4 Social Sciences**

The growth in the Partnership with the Open University saw the delivery of the BA (Hons) degree by College staff for its first year in 17-18, 80% of student are progressing to year 2 and enrolled in September for 18-19, we look forward to year 3 and 4 delivery. Current development of a new degree in Criminology and Psychology is in its early stages.

#### **4.5 Health and Care - Early Years and Childhood Practice**

Mungo Mobility Project – 23 Students from across Care curriculum and 7 staff participated in a 14 day visit to Finland and Tempere Institution, they visited Care provision and Early Years provision with particular interest in intergenerational models of Care They worked with students and practitioners and attended the Finnish Skills Competition. This hugely successful experience is planned for 2018-19 again.

City of Glasgow College hosted the first national 'What Matters to Us' conference for 2017-18, planning is now underway for 2018-19. Aimed at final year students from Social services and Childhood Practice and welcomed students from across Scotland to City Campus. This partnership event in collaboration with Institute for Research in Social Services (IRISS) Scottish Social Services Council (SSSC) and Early Years Scotland proved to be a positive and successful day and students heard from a number of high profile speakers from the sector, from a range of disciplines and shared their hopes for the future of care and support.

Health and Care students are now experiencing a range of new simulation resources in their learning – a number of 'age suits' were purchased by the Faculty, and allow our students to experience a range of mobility, visual and other sensory changes that can occur with aging. This will develop their empathy and critical reflection skills involved in care planning and personalisation in care. Childhood Practice students can investigate and demonstrate childcare practical skills using interactive baby manikins and our Virtual-Tee the Augmented Reality Anatomy t-shirt has been embraced by students studying Anatomy, in particular our Schools Programme students.

The increasing simulation and technology within learning and teaching in the care curriculum continued and the annual visit of students from Health and Social Care courses from SCQF level 6 and 7 to the National Medical Simulation Centre at Forth Valley is now an established activity. These activities are part of our Digital Health and Care action plan.

The College continued to increase Early Years and Childhood Practice curriculum and delivered full and part time programmes at SCQF level 7, since 2015 we have increased this provision by 200%. For the first time we offered HND Childhood Practice at SCQF level 8 and welcomed our first 15 students on this cohort. PDA awards at levels 8 and 9 further enhance the portfolio of higher level Childhood Practice awards, in line with the Early Years expansion. The part-time options at HNC and PDA level 8 provide a pathway for those wishing to change career or enhance their qualifications and provide a route to higher level study for our Men into Childcare candidates currently studying at SCQF level 6 and meet aims for the gender balance actions nationally and regionally.

The number of contracts and partnership delivery of workforce skilling continues to show robust growth in Health and Social Care. The Education and Society Faculty secured a number of tenders and contracted to a range of care providers in delivery of diverse short course, accredited awards and in particular SVQ awards. We have seen an increase in demand for SCQF level 4 awards in Care Leadership and Management.

#### **4.6 Teacher Training and Education**

The College developed a new teacher training award at SCQF level 8. The PDA Technology Enhanced Learning and Teaching aims teaching skills in the use and development of digital resources and the first cohort of learners enrolled in September. We are also offering six distance learning short courses, these are now live and include development and reflective practice in digital essentials for teaching, through online delivery.

#### **4.7 Collaboration and New Course Developments and National Delivery**

After two years of hard work the Faculty of Education and Society led the successful development and validation of both HNC and HND, SCQF Level 7 and 8 awards in Facilities Management. This is a dual accredited qualification and candidates also qualify for awards accredited by BIFM at Diploma QCF level 4 and 5 and was a positive and successful collaboration project and several employer partners, including NES NHS Scotland , AMEY and with Faculty of Building Engineering and Energy who were directly involved in development from unit writing, resource development and delivery. The course is work based and blended in approach and has been successfully delivered through 2017-18. City of Glasgow College is the sole deliverer of this award nationally and the approving centre.

Similarly, the PDA Commissioning, Contracting and Procurement of Care Services award was redesigned for delivery on a similar model and successful national delivery in Scotland led to success in securing contract to deliver for Northern Ireland Social Services in partnership with the Centre for Leadership and Management in Care. The course was launched in Belfast in September and has received positive feedback so far.

#### **4.8 Developing Young Workforce – School College Partnerships**

The College continues to offer a wide portfolio of senior phase programmes to three local authority schools and to S5/6 pupils, across a range of industry and economic sectors. Recruitment continues to be strong and increasing evidence of progression to full-time study at College. The introduction of new remote register access on Enquirer for all schools/local authorities across Glasgow, East Dunbartonshire and East Renfrewshire has the key aim of significantly streamlining our attendance recording and reporting to schools and Local Authorities. Introducing this is relevant to the new GDPR regulations and the transfer of attendance information in a secure way. It also reduces the amount of paper registers our lecturers were required to complete and email to schools. Feedback is very positive, however we continue to monitor how we can improve this service.

All Senior Phase students are welcomed to the College and receive an induction pack. The purpose of introducing this is to encourage students to go home and have a conversation with their parent/guardian about what the course is about and the options open to them post-school. Feedback has been positive from both students and schools.

We continue to promote Young Women into Construction, and have two full classes running on Tuesday and Thursday mornings. The course is being accessed by 28 S2 girls who will be entering S3 with a National 4 qualification in

construction crafts by the end of May 2019. It is hoped that students attending this course will be encouraged to consider the construction industry as a potential career path and continue with the subject area in Senior Phase.

The College developed a 1 year Foundation Apprenticeship route in both Social Services and Healthcare and Social Services – Children and Young People. There has been a positive response to both these programmes and recruitment is healthy. These shorter duration offers provide an opportunity for school pupils to consider a career in health/social services or childhood practice in school and a faster route to progression on a Modern Apprenticeship or to full-time at College.

## **5. Creative Industries**

### **5.1 Creative Industries Collaborative and External Projects**

The Faculty has a wide range of external projects. The Willow Tearoom Trust Project was a particularly successful one as it encompassed a number of different strands of activity and engagement. The core brief of the project was set by an external partner, the Willow Tearoom Trust who were engaged in a multi-million pound restoration of the historic building and the interior fit originally designed by Charles Rennie Mackintosh. As part of the building project an Interpretation Centre was created where exact replicas of the nine different chair designs by Mackintosh were to be displayed. HN Furniture students were commissioned to research the original work and reproduce perfect replicas to be displayed in the new Centre. This was a highly complex task, very few original chairs remained, most of these had been altered or damaged through time, no original drawings remained and there was limited photographic information. Students did primary research in museums and private collections, produced full-scale drawings, a range of prototypes and finally the exhibits for the Centre. They engaged with the client representative, interior designers of the Centre, furniture experts, craftspeople, historians and Mackintosh experts during the process. They worked to real timelines and faced a wide range of challenges within the project as well as developing a comprehensive range of construction skills and knowledge.

The Project extended beyond the original brief from the client and became a multi-disciplinary endeavour involving a range of other students within the Faculty. An exhibition within the college was designed by Interior Design Students, Illustration students who utilised the Mackintosh chairs as a source for new interpretations of CRM's work for contemporary greeting cards and poster designs. These illustrations were included in the Graphic works produced for the exhibition and subsequently used for sale in the Willow Tearoom shop. The HN Television students produced a wide ranging documentary of the sequence of the construction of the chairs and engaged with students, staff and representatives from the external Willow Tearoom Trust's overall project through interviews and reportage footage.

This project had a range of outcomes and impacts which extended and supported the students' experience and understanding of working with a client and the challenges this creates particularly against the backdrop of the exacting demands of the experts in this field, working within a real commercial deadline, collaboration with peers from their own and other disciplines. The furniture students in particular enhanced their research skills and developed new and traditional vocational skills. The final outputs for each element had public

audiences and feedback. This provided opportunities for a celebration for all the students engaged in the project. All built excellent content for their portfolios and CVs and also personal recognition of their individual and collective achievements.

Separately the Willow Tearoom Trust are continuing to work with the Faculty beyond the end of this project and are now a well-established partner with the College.

Lecturers bring their own industry and continuing practice experience as a major contributor to teaching. It is enlightening to hear different experiences from current practitioners for both students and staff. The Faculty supports an extensive programme of external speakers. During 2017-18 over 130 visited the Faculty sharing insights into their practice and personal journeys. These were drawn from the full spectrum of disciplines within Creative Industries. Some speakers were recently qualified, others well established and experienced practitioners and prominent figures with international reputations including Nornan Ackryod, RA, the renowned print maker, Martin Parr, founder of the United Nations of Photography and Andrew Graham-Dixon, art historian, writer and television presenter.

The impact on students is both short and long term. Many found these encounters inspiring and reinforced that the Creative Industries is a world where 'real people' like them worked and could excel through their own drive and hard work.

The Faculty held its inaugural one-day Symposium drawing professionals from different sectors and at different stages in their careers to speak to students, staff and industry partners. Speakers at the Symposium included professionals with international reputations in their sphere, Jim Hamilton, for example was an alumni of the college who is working on highly prestigious and cutting edge interior design projects in Europe, USA and Middle East and renowned photographer David Eustace, originally from Glasgow and with a working class background who now has clients worldwide. Emerging talent also presented at the symposium representing new contemporary work in the fields of jewellery, art glass, graphic design and ceramics and alongside Scotland-based design entrepreneur Gill Kyle who all shared their inspirational stories.

## **6. Nautical Science & STEM**

2017- 2018 has indeed been an exciting and a very successful year for the faculty of Nautical and STEM. Following are some of the major activities and achievements that will sum up our achievements for the past academic year.

### **6.1 Events, guests and visits:**

The faculty has welcomed a huge number of guests with over 200 visits and over 70 events either attended or hosted by the faculty.

In June this year the faculty held their second international symposium attended by international delegates, which focussed on Smart Shipping and the future of the industry.

In addition to the successful graduation ceremony, the college were also joined by 500 visiting cadets and their academic staff from the SUNY maritime college based in New York, who showcased their training vessel the TS Empire State.

Earlier in the year, the faculty held the largest Merchant Navy Open day in the UK attended by companies based throughout the UK, attracting over 130 potential candidates who came through the doors.

This year has been designated as the year of the Engineer and the IMO highlighted Wellbeing at Sea on the International Day of the Mariner which occurred in June. The faculty developed various events to look at supporting the cadets in the future.

12 Glasgow schools attended an event to promote Women into Engineering. Siemens presentation during a workshop on Industry 4.0.

Faculty also participated and presented on SMART Metering technology at Holyrood.

## **6.2 Introduction of new courses:**

Throughout the year the faculty has continued to strive for excellence, recently achieving OPITO status and becoming the second college in Scotland to provide such training.

New courses have been introduced including:-

- Ice Navigation – Navigation through ice fields and the complexities involved in this;
- LEAD course – Focusing on Learning and Leadership styles;
- Access courses – Building upon the previous success of the access course, the course was split into a level 5 and level 6 course, which attract high numbers of applicants;
- Electro Technical Officer – A new course looking at the training of electrical officers;
- New engine simulator – A new dedicated Engine simulation room has been built to enable more access to a wider array of cadets;
- OPITO Approved – Control Room Operator Emergency Response;
- OPITO Approved – OIM Controlling Emergencies.
- Lloyd's Register Graduate Training Programme
- Teekay's Engineer Officer Command Competency Course

## **6.3 New Partnership agreements**

Throughout the year we have attracted new shipping companies and partners to work with including: -

- Shell;
- AW crewing;
- Kuwait Oil;
- Saudi port authorities
- Gamma Marine Training



These new partnerships will enable us to continue developing the cadets of the future and continue being the largest Maritime College in the UK.

#### **6.4 Awards and Recognition**

The faculty, as well as receiving awards like the OPITO, have had members of staff and cadets awarded for their work. The Glasgow Humane society recognised the work of 2 of our lectures who teach rescue boats and sea survival. One of their cadets was also given an award for bravery at the summer graduation, as he dove into the river Clyde to save a drowning man. Andrew Armstrong received the Merchant Navy Medal for his Meritorious Service from HRH the Princess Royal. Hammermen award was also received for the electrical and mechanical disciplines

#### **6.5 Innovation and research**

The first is researching into oxygen depletion in enclosed spaces. This research will help to save lives at sea, as this is still an issue with many lives being lost through oxygen depletion. This research was highlighted at the official opening of the City Campus, when HRH Sophie Wessex spoke to the faculty regarding the research.

The faculty has also been taking part in research into embedding decision making skills into education. The D'Ahoy project works with multiple European institutions over the European Union, and has many collaborative opportunities for the faculty. D'Ahoy aims at defining and evaluating innovative Teaching and Learning activities to be integrated in educational frameworks at a systemic level.

#### **6.6 SMART education and training**

Faculty developed and received an approval from the Maritime and Coastguard Agency to deliver Chief-mates HND course through blended learning. This course is smartly designed to allow SCQF level 8 learning of 15 SQA credits to take place whilst the learners continue full time employment at sea and put the newly acquired theoretical knowledge to practical application.

### **7. Finance and Resource Implications**

There are no finance or resource implications associated with this paper.

### **8. Risks to the College**

There are no finance or resource implications associated with this paper.