

Learning and Teaching Committee

Date of Meeting	17 November 2015
Paper No.	LTC2-B
Agenda Item	5
Subject of Paper	Learning and Teaching Strategy 2014-19 and Review November 2015
FOISA Status	Disclosable
Primary Contact	Jill Weatherill Faculty Director: Leisure and Lifestyle
Date of production	6 November 2015
Action	For Discussion and Noting

Recommendations:

1. To note the progress being made against the objectives and targets set out in the Learning and Teaching Strategy 2014-19

1. Purpose of report

This report is to provide the Committee with an update on the Learning and Teaching Strategy and a review of progress that has been made to date against the targets set out in the Learning and Teaching Strategy 2014-19. The Strategy was last reviewed in November 2014 and this report provides an update.

2. Context

The Learning and Teaching Strategy sets out how the College will provide a broad curriculum which enables students to develop their full potential using stimulating, creative innovative learning and teaching approaches, in support of our mission to deliver world class learning and our strategic priorities, in particular:

PRIORITY 1: Engage and inspire all our students with world-class learning and teaching

PRIORITY 2: Maximise student attainment and employability by enabling individual students to reach their full potential

PRIORITY 3: Develop our staff, embed our values, promote further culture change and extend our reputation

PRIORITY 5: With a high performance focus, be the best we can be in the way we operate and work together; and

PRIORITY 6: Achieve maximum effectiveness and efficiency through innovative practices and continuous improvement and remain vigilant of our corporate risks.

The vehicles for delivering the objectives of the Learning and Teaching Strategy are City Learning (formerly New Campus, New Learning) and the Industry Academies.

- 2.1** This table attached at the end of the report provides a summary of the actions to date and their impact.

3. Impact and implications

Although we are only reaching the mid-point in terms of timescale for delivery of the strategy substantial progress has already been made against the objectives.



Learning & Teaching Strategy

2014-2019

Date: November
2015

Version: 7

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Charity Number: SC0 36198

INTRODUCTION

The learner is at the heart of all we do at City of Glasgow College. We aspire to engender a passion for learning with our students through our innovative approaches to learning and teaching. We are committed to raising standards through a culture of continuous quality improvement. In a world of ongoing change, our students will be entering highly competitive employment markets and the reality is that employers, will be looking to draw from a talent pool which has not only high levels of relevant workplace skills but has also the inherent flexibility to adapt to change. Students must therefore be not merely fit for immediate purpose but be able to rise to future challenge.

The learning experience of City of Glasgow students will be real, challenging and meaningful. They will be challenged with real-life problems, be able to identify benefits to themselves and others and have the opportunity to work alongside experts and perform at new levels of skill. They will be stretched; they will be able to identify their distance travelled. Their experience will be life-changing; the City of Glasgow College will have re-shaped their future and opened new doors to employment.

The growing recognition of the importance of the development of lifelong and transferable skills underlines the need to embed not only core technical skills but also those essential problem-solving skills which encourage the development of the powers of critical analysis and lateral thinking.

We wish to engage our students in both the development of employability and transferable skills, skills for life and also inspire in each of them the ethos of lifelong learning.

The College will provide a broad curriculum enabling all students to develop their full potential using stimulating, creative innovative learning and teaching approaches. The vehicles for delivering the objectives of this Strategy, are City Learning (formerly New Campus, New Learning) and the Industry Academies.

STRATEGIC VISION

The City of Glasgow College seeks to redefine what is meant by a college education. The College's mission is 'to deliver world class learning for individuals and enterprises, for Glasgow, Scotland and the international community'. At the City of Glasgow College we have a shared vision of creating a unique community of inspired students, enabled to meet their personal goals by a team of inspiring staff. The College aspires to create a stimulating, engaging and effective learning environment for all students that enable them to develop a commitment to lifelong learning.

KEY DRIVERS

- The changing skills needs of the Glasgow region and Scotland
- The College contribution to the achievement of the Glasgow Regional Outcome Agreement
- The need to serve our associated industries, meeting current and future skills needs
- The changing nature and diversity of the student body
- The College values: the Individual; Equality, Diversity & Inclusiveness; Integrity, Honesty & Transparency; Excellence and Achievement; Partnership, and Innovation and Enterprise
- The changing skills needs within the wider global economy
- The Senior Phase of Curriculum for Excellence
- Developing the Young Workforce
- Feedback from Education Scotland
- Advances in information and learning technologies
- The New Campus

STRATEGIC OBJECTIVES

1 Learning Experience

To provide world class learning experiences which enable all students, whatever their backgrounds, to reach their full potential and achieve their learning goals. Students will:

- Be engaged and inspired by inspirational teaching
- Experience a student-first culture
- Experience innovative pedagogical approaches, project-based learning, social learning, peer learning and intercultural learning underpinned by the use of appropriate learning technologies and cross-disciplinary collaboration
- Have access to learning 24/7 through blended learning and the use of the College Virtual Learning Environment, MyCity, and other learning technologies
- Be taught in well-resourced, technology-enriched learning spaces with innovative learning materials that meet their social and learning needs in the context of the increasing informalisation of learning.

The Key Performance Indicators to be achieved by 2019 will be as follows:

- **Student satisfaction ratings of above 95% for the quality of the learning experience**
- **FT FE Successful Completion rate of 75% or above, FT HE Successful Completion rate of 80% or above**
- **Improving trends for successful completion by students from the 20% most deprived postcode areas.**
- **Student satisfaction ratings of above 95% for the quality of learning resources**
- **Achievement of four significant curriculum awards (e.g. Queen's Anniversary Prize, Beacon Award)**

2 Student Engagement in their own learning

To work with students as co-creators of their own learning, who are fully engaged in the continuous evaluation and enhancement of the design and delivery of their programme. Students will be enabled to:

- a. Take responsibility for their own learning and development
- b. Be supported by positive relationships with staff and their learning peers
- c. Participate in ongoing review of their programme's content and delivery
- d. Participate in the review of their programme's assessment and verification pattern and scheduling
- e. Acquire evidence of the distance they have travelled with the support of the College

The Key Performance Indicators to be achieved by 2019 will be as follows:

- **100% student engagement in programme review**
- **Student satisfaction ratings of above 95% for student engagement in own learning**
- **All students have access to measures of their distance travelled**
- **100% of full time students with an online Personal Learning Plan**

3 Access and Articulation

To provide access and progression opportunities for all, regardless of previous educational experience or personal background. Committed to develop detailed access and articulation strategies, the College will:

- a. Value all students and their wellbeing
- b. Identify and remove barriers to participation of potential and current students
- c. Develop and work in strategic partnership with relevant external agencies to promote social inclusion and regeneration through provision of skills and qualifications

- d. Deliver enhanced individual development, progression and positive outcomes for all, developing skills for learning, life and work.
- e. Promote and provide appropriate access points across all parts of the curriculum, responding to the needs of diverse groups
- f. Develop systems for analysis and action planning across target groups to enhance access, inclusion and articulation
- g. Provide relevant transition support for students to prepare them to progress seamlessly on their learning journey to higher level programmes or employment
- h. Develop and maintain articulation routes for all HN programmes in partnership with higher education institutions

The Key Performance Indicators to be achieved by 2019 will be as follows:

- **Improving trends for successful completion by students from the 20% most deprived postcode areas.**
- **Student satisfaction ratings of above 95% for quality of student support**
- **All FT programmes to have defined progression and articulation routes**

4 Skills Development and Curriculum for Excellence

To deliver a broad, industry-relevant curriculum that enables students to be work ready or progress to higher level qualifications. Students will:

- a. Acquire up-to-date skills through practical, active learning and problem -solving
- b. Acquire skills for work, the capacity for team working, collaboration, enterprise and entrepreneurship
- c. Acquire skills for learning, an enthusiasm for intellectual enquiry and a commitment to lifelong learning and problem solving
- d. Acquire skills for life, a capacity and desire to participate in the College and wider community and be empowered to solve their own problems, make their own choices and take control of their lives as responsible citizens

The Key Performance Indicators to be achieved by 2019 will be as follows:

- **More than 90% positive destinations for students completing certificated courses**

5 Employers

To collaborate with key employers, Sector Skills Councils and professional bodies on the planning and evaluation of programmes to ensure that the College curriculum remains responsive to current and future training needs. The College will:

- a. Provide a one stop shop for all employers training and development needs
- b. Proactively engage with employers to ensure that programmes are relevant, fit for purpose and future proof with smooth transition from learning to work
- c. Provide opportunities for flexible work based learning and assessment

- d. Involve employers in the development of a learning experience that provides a realistic working environment through a project-based approach with industry- relevant outputs
- e. Create a range of industry academies in partnership with employers to provide a context for the above initiatives
- f. Engage with employers to jointly evaluate the quality of provision

The Key Performance Indicators to be achieved by 2019 will be as follows:

- **Deliver a minimum of 30 employer facing Industry Academies**
- **Employer satisfaction ratings of above 95% for all commercial courses**
- **Achievement of all commercial income targets**

6 Academic Guidance and Support

To respond to the diverse and evolving needs of all students by providing effective systems of support and guidance for students which enhance the learning experience and help them to succeed. Students will be entitled to:

- a. Receive effective, appropriate and integrated support for the personalisation of their learning in response to their individual needs
- b. Acquire skills for life, in terms of health and wellbeing, personal learning planning and career management
- c. Support for successful progression, articulation or re-engagement
- d. Set, review and achieve ambitious learning targets in partnership with support staff

The Key Performance Indicators to be achieved by 2019 will be as follows:

- **Student satisfaction ratings of above 85% for the quality of academic guidance and support**

7 People

To foster excellence and innovation in teaching through the development of highly motivated, professional staff. Staff will be enabled to:

- a. Positively use innovative pedagogies and learning technologies to engage students in the context of the 'Classroom of the Future' in the new campus
- b. Work in inter-disciplinary teams, sharing excellent practice
- c. Have their high quality teaching recognised and celebrated
- d. Have access to stimulating staff development opportunities at every stage of their career

The Key Performance Indicators to be achieved by 2019 will be as follows:

- **Enhanced induction for new staff, incorporating an introduction to learning and teaching strategies**
- **Sector-leading figures for teaching qualification (TQ, PDA or equivalent) accreditation**

- Learning events highlighting world class practice in curriculum, learning and teaching in the College
- High levels of positive feedback on staff development opportunities relating to learning and teaching

Monitoring Framework

Key mechanisms for implementing will be through the following methods:

- Effective implementation of strategies and policies monitored by the Depute Principal through the Learning and Teaching Committee of the Board of Management
- Effective implementation of the Performance Review process monitored by the Depute Principal through appropriate academic and management committees
- Effective implementation of the senior phase of Curriculum for Excellence supported by Faculty Directors and appropriate staff to provide ongoing peer support
- National and International Benchmarks

Related Strategies and Policies

1. Academic Guidance Policy
2. Articulation Strategy
3. Employer Engagement Strategy
4. Performance Review
5. Skills Development and Curriculum for Excellence Procedure
6. Student Engagement Strategy

Strategic Objective	Our Focus	Our measures of success (2019)	Commentary (November 2015)
<p>1. Learning Experience: To provide world class learning experiences which enable all students, whatever their backgrounds, to reach their full potential and achieve their learning goals.</p>	<p>Students will:</p> <ul style="list-style-type: none"> • Be engaged and inspired by inspirational teaching • Experience a student-first culture • Experience innovative pedagogical approaches, project-based learning, social learning, peer learning and intercultural learning underpinned by the use of appropriate learning technologies and cross-disciplinary collaboration • Have access to learning 24/7 through blended learning and the use of the College Virtual Learning Environment, MyCity, and other learning technologies • Be taught in well-resourced, technology-enriched learning spaces with innovative learning materials that meet their social and learning needs in the context of the 	<ul style="list-style-type: none"> • Student satisfaction ratings of above 95% for the quality of the learning experience • FT FE Successful Completion rate of 75% or above, FT HE Successful Completion rate of 80% or above • Improving trends for successful completion by students from the 20% most deprived postcode areas. • Student satisfaction ratings of above 95% for the quality of learning resources • Achievement of four significant curriculum awards (e.g. Queen’s Anniversary Prize, Beacon Award) 	<ul style="list-style-type: none"> • 2014/15 – Student Surveys Results for Satisfaction with Learning and Teaching: 86% • 2014/15 FT FE Completed Successfully: 72% • 2014/15 FT HE Completed Successfully: 76% • 2014/15 College Figure: Completed Successfully: 76%. Further analysis to be undertaken regarding students from the 20% most deprived postcode areas. • 2014/15 – Student Surveys Results for: Satisfaction with Learning and Teaching materials – 82% • The College has had successes in a number of key competitions including World Skills and the Nations Cup. • The College was recognised as being STEM Assured, acknowledging its work to date and plans in the Science, Technology, Engineering and Maths areas. • The introduction of City Learning (formerly NCNL) has encouraged staff in a focused way to reflect on their practice and look to new and innovative practices. • Progress on this has been reviewed by means of an audit, the results of which forms part of the performance Review process for Faculties.

Strategic Objective	Our Focus	Our measures of success (2019)	Commentary (November 2015)
	increasing informalisation of learning.		<ul style="list-style-type: none"> • Training in preparation for the opening of the Riverside Campus has highlighted the opportunities presented by the new build.
2. To work with students as co-creators of their own learning, who are fully engaged in the continuous evaluation and enhancement of the design and delivery of their programme.	<p>Students will be enabled to:</p> <ul style="list-style-type: none"> • Take responsibility for their own learning and development • Be supported by positive relationships with staff and their learning peers • Participate in ongoing review of their programme's content and delivery • Participate in the review of their programme's assessment and verification pattern and scheduling • Acquire evidence of the distance they have travelled with the support of the College 	<ul style="list-style-type: none"> • 100% student engagement in programme review • Student satisfaction ratings of above 95% for student engagement in own learning • All students have access to measures of their distance travelled • 100% of full time students with an online Personal Learning Plan 	<ul style="list-style-type: none"> • The College has successfully introduced 'Finger on the Pulse' which enables discussion between student reps and Faculty Directors, looking at areas of strength in the Faculty and areas where developments are needed, leading to the development of an action plan. • Over 92% of FT classes have class reps (Oct 15) and in two faculties this figure is 100% • 2014/15 Student Surveys Results for: Encouraged to engage in own learning – 96% • The College has revised its Guidance Policy, Procedures and supporting materials including the development of more materials accessed through MyCity. Briefings have been undertaken with staff teams to support the consistent deployment of this.
3. Access and Articulation: To provide access and progression opportunities for all, regardless of previous educational experience or personal	<p>The College will:</p> <ul style="list-style-type: none"> • Value all students and their wellbeing • Identify and remove barriers to participation of potential and current 	<ul style="list-style-type: none"> • Improving trends for successful completion by students from the 20% most deprived postcode areas. • Student satisfaction ratings of above 95% for 	<ul style="list-style-type: none"> • 2014/15 College Figure: Completed Successfully: 76%. Further analysis to be undertaken regarding students from the 20% most deprived postcode areas. • 2014/15 – Student Surveys Results for Satisfaction with the quality of students

Strategic Objective	Our Focus	Our measures of success (2019)	Commentary (November 2015)
<p>background. Committed to develop detailed access and articulation strategies,</p>	<p>students</p> <ul style="list-style-type: none"> • Develop and work in strategic partnership with relevant external agencies to promote social inclusion and regeneration through provision of skills and qualifications • Deliver enhanced individual development, progression and positive outcomes for all, developing skills for learning, life and work. • Promote and provide appropriate access points across all parts of the curriculum, responding to the needs of diverse groups • Develop systems for analysis and action planning across target groups to enhance access, inclusion and articulation • Provide relevant transition support for students to prepare them to progress seamlessly on their learning journey to higher level 	<p>quality of student support</p> <ul style="list-style-type: none"> • All FT programmes to have defined progression and articulation routes 	<p>support: 85%</p> <ul style="list-style-type: none"> • The Faculty Directors have worked with their opposite numbers in the other Glasgow Colleges to produce Regional Curriculum maps which show the access points and routes through and from the Glasgow Curriculum. • The College has string links and formal articulation arrangements with a number of universities including Glasgow Caledonian University, Napier University, University of the West of Scotland, Strathclyde University and Stirling University. • Support for progression is provided to individuals and groups of students through the guidance and support processes including UCAS workshops and 1:1 support. • The development of the industry Academies has accelerated the involvement of external stakeholders in developing progression routes.

Strategic Objective	Our Focus	Our measures of success (2019)	Commentary (November 2015)
	programmes or employment <ul style="list-style-type: none"> • Develop and maintain articulation routes for all HN programmes in partnership with higher education institutions 		
4. Skills Development and Curriculum for Excellence: To deliver a broad, industry-relevant curriculum that enables students to be work ready or progress to higher level qualifications.	Students will: <ul style="list-style-type: none"> • Acquire up-to-date skills through practical, active learning and problem -solving • Acquire skills for work, the capacity for team working, collaboration, enterprise and entrepreneurship • Acquire skills for learning, an enthusiasm for intellectual enquiry and a commitment to lifelong learning and problem solving. 	<ul style="list-style-type: none"> • More than 90% positive destinations for students completing certificated courses 	<ul style="list-style-type: none"> • 2013/14 FE Positive destinations 76% and HE Positive destinations 78% (First Destination of Graduates survey) • The introduction of City Learning (formerly NCNL) has encouraged staff in a focused way to reflect on the inclusion of wider skills development and the elements of the Senior Phase of Curriculum for Excellence. • Individual Faculty targets have been developed to focus on this aspect of implementation and these are reviewed through the Performance Review process.
5. Employers: To collaborate with key employers, Sector Skills Councils and professional bodies on the planning and evaluation of programmes to ensure that the College curriculum remains responsive to current and	The College will: <ul style="list-style-type: none"> • Provide a one stop shop for all employers training and development needs • Proactively engage with employers to ensure that programmes are relevant, fit for purpose and future proof with smooth 	<ul style="list-style-type: none"> • Targets for employer facing Industry Academies are agreed with Faculty Directors on an annual basis. • Participant satisfaction ratings of above 95% for all CityEnts courses 	<ul style="list-style-type: none"> • 2014/15 – 24 Industry Academies created. • The Industry Academy model has developed significantly and the targets have been refined. These are now set and reviewed at Faculty level and include: <ul style="list-style-type: none"> ○ Student Work Experience ○ Student Work Placement ○ Industry Projects ○ Work Based Learning Programmes

Strategic Objective	Our Focus	Our measures of success (2019)	Commentary (November 2015)
<p>future training needs.</p>	<p>transition from learning to work</p> <ul style="list-style-type: none"> • Provide opportunities for flexible work based learning and assessment • Involve employers in the development of a learning experience that provides a realistic working environment through a project-based approach with industry- relevant outputs • Create a range of industry academies in partnership with employers to provide a context for the above initiatives • Engage with employers to jointly evaluate the quality of provision 		<p>Created</p> <ul style="list-style-type: none"> ○ Stakeholder Forums ○ Staff Industrial Placements ○ Staff European Engagements ○ Commercial Income Generated ○ Sponsorship ○ External Speakers <ul style="list-style-type: none"> • Progress against these targets is monitored at Performance Reviews • For City Ents commercial courses in Session 2014/15: <ul style="list-style-type: none"> ○ 99% agreed that the course had met its objectives ○ An average of 96% of commercial clients gave an excellent/good response to various aspects of the course (e.g. course organisation, method of presentation, value for money etc • In reviewing its Curriculum portfolio the College is working with the SQA in the development of new qualifications. • The Faculties have Stakeholder forums which provide a formal mechanism for knowledge sharing between the College and its stakeholders. • Employers are involved in the design of assessment briefs to ensure that they are relevant and up to date.

Strategic Objective	Our Focus	Our measures of success (2019)	Commentary (November 2015)
<p>6. Academic Guidance and Support: To respond to the current and evolving needs of all students by providing effective systems of support and guidance for students which enhance the learning experience and help them to succeed.</p>	<p>Students will be entitled to:</p> <ul style="list-style-type: none"> • Receive effective, appropriate and integrated support for the personalisation of their learning in response to their individual needs • Acquire skills for life, in terms of health and wellbeing, personal learning planning and career management • Support for successful progression, articulation or re-engagement • Set, review and achieve ambitious learning targets in partnership with support staff 	<ul style="list-style-type: none"> • Student satisfaction ratings of above 85% for the quality of academic guidance and support 	<ul style="list-style-type: none"> • 2014/15 Student Surveys Results for: Satisfaction with academic guidance 86% • A recent re view of Guidance in the College has been undertaken and an action plan for implementation and improvement has been developed and is being implemented, giving an entitlement for all full time students consisting of: <ul style="list-style-type: none"> ○ A named academic guidance tutor ○ 1 hour per week timetabled for Academic Guidance ○ A standardised Personal Learning Plan ○ My City resources ○ Meet on an individual basis with their Academic Guidance tutor once per block and complete a joint action plan through the Tutor review. ○ Structured Guidance delivered On Course ○ An effective and proactive self and tutor referral system for additional support for learning.
<p>7. People: To foster excellence and innovation in teaching through the development of highly motivated, professional staff.</p>	<p>Staff will be enabled to:</p> <ul style="list-style-type: none"> • Positively use innovative pedagogies and learning technologies to engage students in the context of the new campus • Work in inter-disciplinary 	<ul style="list-style-type: none"> • Enhanced induction for new staff, incorporating an introduction to learning and teaching strategies • Sector-leading figures for teaching qualification (TQ, PDA or equivalent) 	<ul style="list-style-type: none"> • The College has held two very successful sharing innovative practice events providing a showcase for teams from each Faculty to show how they are embedding 'City Learning' in their delivery. Education Scotland and representatives from the Board of Management attended these.

Strategic Objective	Our Focus	Our measures of success (2019)	Commentary (November 2015)
	<p>teams, sharing excellent practice</p> <ul style="list-style-type: none"> • Have their high quality teaching recognised and celebrated • Have access to stimulating staff development opportunities at every stage of their career 	<p>accreditation</p> <ul style="list-style-type: none"> • Learning events highlighting world class practice in curriculum, learning and teaching in the College • High levels of positive feedback on staff development opportunities relating to learning and teaching 	<ul style="list-style-type: none"> • A new lecturer induction programme has been introduced which includes: <ul style="list-style-type: none"> ○ A Development Day providing practical introductions to City Learning, Enquirer, My City and associated quality management systems ○ On the job induction with support from line manager and a designated mentor or buddy ○ Online learning systems to cover a range of Health and Safety, Safeguarding and other compliance modules ○ Comprehensive Induction Handbook: ○ Regular ongoing continuing professional development (CPD) sessions. • 70 CDP sessions delivered to support academic staff to optimise the facilities at Riverside Campus as well as a range of CPD for support staff. • The College was recognised at Silver level by Investors in People in March 2015.