Learning and Teaching Delivery 20/21v5
24 November 2020

Introduction

- This guidance is offered to provide guidance and expectations for delivery of learning and teaching for 20/21. It has been developed in consultation with a number of colleagues from across the college and has been helpfully informed by the survey of student experience of online learning conducted in June 2020.
- This is a 'live' document and will be continually updated over the coming months in line with college and sectoral developments.

Learning and Teaching

- City of Glasgow College will deliver a Blended Model of Learning for Academic Year 20/21. Formal teaching began a little later (14 September 2020) than other years to allow for the completion (where possible) of practical teaching and assessment deferred from AY19-20; to engage in relevant training, and time to undertake planning and modification of courses as required.
- We continue to work on the basis that we have limited access to our campuses however, all curriculum teams should be working on continuing the development of on-line delivery that will run alongside whatever on-campus delivery becomes possible. This will allow us to continue learning and teaching for students and staff who may be shielding or otherwise protecting. All curriculum teams should device a contingency plan that enables a return to full online delivery, at short notice, should this be required.
- It is clear that some form of social distancing measures will be the norm for the foreseeable future and because of this, our ability to accommodate all students on campus will be reduced. However, we aim to ensure that those who are in greatest need of access to facilities, equipment, staff and key support services are prioritised to do so. There are a number of Key reasons why students may attend campus:
  - o Practical classes including: Use of technical/manufacturing equipment and PC labs; Simulators; use of Marine Survival Crafts; Kitchens; Salons and Games Halls etc.
  - o Guidance/peer support/tutorials
  - o Student Support: Accessing student support services- continuing students with PLSPs etc. and complex issues around money and accommodation
  - o Examinations (only where necessary and required by Regulatory body))
  Equally, there are Key Groups of students who would be prioritised to attend:
  - o New students to the college (to facilitate social connection at the start of the year)
  - o New students with PLSPs
- All teams are required to adopt a digital first approach to curriculum delivery, with all courses capable of being delivered remotely, via MyCity as much as practically possible. This is challenging in some curriculum areas, but so as to ensure continuity and quality

of delivery throughout 20-21, teams must be ready to revert to a fully online and remote model if required, potentially at short notice.

- It is imperative that every MyCity course area comprises all essential staff and course information and is kept up to date with relevant course materials and is aligned with the City of Glasgow College Online Learning Standard.
- The Standard has been developed by the Learning & Teaching Academy in consultation with staff from across the College and aims to provide clear guidance and minimum expectations for online delivery. The Standard is intended to offer straightforward guidance, in a checklist format, to help staff ensure that Moodle courses are consistent and clearly laid out. The Standard also ensures that statutory requirements for accessible and easily navigable content are met.

Staff Support for Digital Delivery:

- The Learning and Teaching Academy will provide a comprehensive range of developmental activities and resources to support individual staff and curricular teams, including use of the Standard. A schedule of activity is available on webpages. It is imperative that teaching staff and teams avail themselves of these opportunities during the extra time afforded by the delay in the 'formal' teaching College Calendar 20/21. Support is also available from your faculty assigned Learning Technologist (see list below)

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George Howie	Manager		George.Howie@cityofglasgowcollege.ac.uk
John Casey	Senior Learning Technologist		John.Casey@cityofglasgowcollege.ac.uk
Sebastien Marciak	Learning Technologist	Creative Industries	Sebastien.Marciak@cityofglasgowcollege.ac.uk
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Karoliina Ollikainen	Learning Technologist	Education & Humanities	Karoliina.Ollikainen@cityofglasgowcollege.ac.uk
Lewis Ross	Learning Technologist	Hospitality & Leisure/ Student Services	Lewis.Ross@cityofglasgowcollege.ac.uk
Timothy Fraser	Learning Technologist	Hospitality & Leisure	Timothy.Fraser@cityofglasgowcollege.ac.uk
Suzanne McAlinden	Learning Technologist	Hospitality & Leisure PT Mon-Wed 10-2	Suzanne.McAlinden@cityofglasgowcollege.ac.uk
Pauline Barker	Learning Technologist	Nautical & STEM	Pauline.Barker@cityofglasgowcollege.ac.uk
Munmeet Sandhu	Learning Technologist	Nautical & STEM	Munmeet.Sandhu@cityofglasgowcollege.ac.uk

- Zoom and MS Teams: The College has purchased Enterprise Zoom with full functionality for the coming Academic Year. Zoom will be primarily used for academic teaching delivery with collaboration\internal meetings through Microsoft Teams. At the same time, we are working on consolidating out Office 365 (Teams) tenancies to allow staff and students to collaborate more seamlessly, further details to follow. Zoom licensing and user training will be managed by Joe Wilson and Tom Duff through the LTA Team.
- Course delivery must comprise a balance of synchronous and asynchronous learning (on-line and where applicable on-campus: see below), teaching and support and include opportunities for students to work collaboratively with each other on coursework and assessments.
    - o How long should a synchronous on-line session be? Keeping in mind that a Zoom classroom is not the same as a face-to-face classroom because of the connectivity challenges and the nature of online environments, the ideal length of a Zoom session should be 45-60 minutes. Where longer is needed, such classes should be segmented by the insertion of breaks or other activity, such breaks to be not less than 30 minutes. Asynchronous on-line learning activities should be designed to be accessed "on-demand" any day of the week.
- Key practical activities should be prioritised and their completion expedited where possible to ensure completion in-year. Examples of these should also, where possible, be recorded to facilitate formative and consolidation of learning.
- All students should have opportunities for success early in the academic year. This should target 'easier' or more straight-forward units or elements in order to increase likelihood of early success and potentially open up time for more challenging components.
- Each course should have access to a detailed and thoroughly curated collection of relevant online material and resources that enable the provision of extension and support of learning.
- All curriculum teams should review and update Course Overviews to clearly signpost high-level course aims and objectives.
- Library Services. The library service offers access to resources, services and physical spaces for staff and students at City of Glasgow College. Libraries have evolved to become services that blend both digital and printed resources. The library team has created over 140 online library guides that cover all areas of the curriculum. These can be linked to within MyCity course area to give you and your students direct access to content. For all support queries, library@cityofglasgowcollege.ac.uk. Services include:
    - o On demand webinars that cover accessing and utilising digital resources and databases.
    - o Expert advice and support for referencing and research skills with access to the global tool Cite them Right.
    - o Visit the Library services for staff guide for further details and direct students to the New to the library? Guide.

Management and Delivery of Assessment and Feedback

- As a result of the changes made to the academic year and the extensive use of online delivery, it will be necessary to convert many assessments to digital or other alternative assessment format. This may require guidance and permission from awarding bodies and input from the College's Quality Team.
- Due to the dynamic nature of the current pandemic situation, it is preferable to maintain new alternative assessment processes and methodologies in order to ensure consistency across the student body (some of whom may be shielding) and across the course of study if further restrictions are imposed within the academic year.
- There are numerous benefits associated with online assessment including the ability for some platforms to auto-mark student work, for feedback to be provided to students instantly and in a range of formats including video and audio, and tools such as Turnitin to expedite and simplify the process of marking essays via its Quick Marks functionality. As part of the assessment planning and design process all staff will be expected to:
    - Use formative assessment activities as the primary mechanism to evidence student engagement, and monitor progress, knowledge and understanding.
    - Look for opportunities to integrate summative assessments.
    - Use online assessments available from Awarding Bodies e.g. SQA's SOLAR and City & Guilds Evolve system.
    - Convert paper-based assessments into e-assessments - liaise with the Learning Technologies team for support.
    - Consider writing new assessments to replace closed book/exam conditions – e.g. timed online assessment, timed short response, project based work etc. These may require Awarding Body endorsement/approval. Subject specific guidance has been issued by SQA outlining assessment conditions that cannot be adapted due to specific health and safety or competence requirements. Please refer to the guidance prior to adapting assessment conditions. . SQA have recently released guidance on [remote invigilation](#)
    - Agree the assessment schedule as a course team with assessment mode clearly articulated, and dates and deadlines spread evenly throughout the year and advise students to enable them to plan their time and study.
    - Release assessments early to allow students to work at own pace
    - Integrate assessment wherever possible to reduce assessment burden. A mapping exercise should be undertaken to show clear mapping and integration opportunities across Units and Learning Outcomes and stored in accessible master folders.
    - Consider recording feedback; this approach is best used as the student hears a recognised/familiar voice and will understand feedback more effectively than just written text.
    - All courses should make regular and routine use of low-stakes (formative) testing and assessment and maximise opportunities available from auto-marking, self-assessment and peer assessment.

Graded Unit
- To further increase flexibility with assessment and reduce the time on assessment-related activities SQA has removed the need to complete the assessment of Grade Units (exam- based and project-based) in HNC, HND and ACD Group Awards for the current academic session 20_21. Full detailed SQA guidance for HNC/D can be found here and for ACD here   A small number of exceptions has been advised where the qualification is linked with registration with a professional association of has mandatory responsibilities under a Qualification Partnership Agreement. The list of these group awards can be found via the Graded unit webpage here Where the Graded Unit (GU) is removed grading will be determined by teaching staff directly involved in delivery and assessment.
- A communication has been issued to students advising them of the approach that will be applied to their GU and highlights the importance of the continued focus on achieving the

best possible results in all course units.

- Grading of GU for HNC and HND learners should be based on a holistic view of evidence throughout session 20_21 from the contributing or mandatory units in the group award, in line with the principal aims of the qualification. Where contributing units are not listed course teams should refer to the mandatory units. When gathering learner evidence for the GU course teams should:
  - o Identify the units contributing to the GU identified in the GU specification. If these are not specified identify the mandatory units within the HNC/HND framework, as appropriate.
  - o Create a matrix to map these units to the GA principal aims to show where there are opportunities for learners to develop skills and knowledge.
  - o Refer to the A-C grade related criteria in the GU Specification.
  - o Create a Candidate Outcome Record form noting the contributing/mandatory units identified (pro forma is included here).
  - o If a learner passes all evidence criteria for the contributing/mandatory units, the expectation is that they will receive a **minimum** of a Grade C. The combined assessment approach offered by SQA for session 20_21 could allow for units to be assessed, within a project, if appropriate.
- Regardless of approach to GU course teams are required to grade learners for the GU in the HNC/D framework. Assessors should engage in professional discussion with their course teams in reviewing outcomes of learning across the qualification to identify, and assess, for each learner, whether outcomes in the GU have been met.

Internal Quality Assurance

With such a large amount of course modification and redesign required it will be vital that teaching teams work effectively with their colleagues from the Quality team to ensure a high-quality and student learning experience that is underpinned by sufficient oversight and scrutiny. To support this Curriculum teams should:

- o Schedule remote pre-verification, standardisation and internal verification sessions.
- o Contact sqaresources@cityofglasgowcollege.ac.uk to request copies of Assessment Support Packs (ASPs). Assessment conditions outlined in ASPs **must not** be adapted without prior approval from SQA. To request prior approval please contact sqaresources@cityofglasgowcollege.ac.uk.
- o All college devised instruments of assessment should be internally verified then sent to SQA to be prior verified (PV) before use. SQA are now offering two additional PV services for; assessment integration and adapted assessment conditions. Contact sqaresources@cityofglasgowcollege.ac.uk to request this.
- o Electronic Master Folders should be created and stored centrally to ensure content is accessible by relevant teaching teams.
- o Work with the Students Association to support the class rep system (including peer review).
- o Have regular course and cross-campus team meetings to review student progress.
- o Schedule check points for delivery to review how well the approach is working for staff and students; to review government guidance changes; to review student feedback and make timely adjustments.
- o Engage all team members in arrangements and be mindful of individual staff needs when planning.
- o Where a holistic judgement to GU has been taken IQA panels will be used to assure the quality and fairness of student outcomes. It is not a requirement for all qualification outcome decisions to be reviewed by the IQA panel. The allocation should be risk based and CHs should ensure that all qualifications involving borderline decision or those of a difficult nature are submitted to the IQA panel. There is no requirement for qualifications where no assessment adjustments have been applied to be reviewed by the IQA panel

Student Support and Guidance:.
- • A delayed start to the academic year, prioritised practical delivery, and developing and maintaining the constant option of a predominately online blended delivery model for FE and HE groups require all teams to think very differently about how we engage, motivate and support our students to maximise student success.
- ☐ The importance of student engagement is paramount and for students the 'physical' college experience is so much 'richer' than their college studies per se and it is as much about, the social interactivity and engagement with other students, lecturers and the many development opportunities available. Therefore, Students should be the starting point and courses should be student centred to ensure that the social aspect of learning is part of all course delivery. Retention and attainment will be an important feature of this new delivery model hence student engagement, regular guidance and attendance checking by curriculum teams will be key. Please consult and follow closely the Induction and Enrolment Procedure -

- Communication is paramount and student should be communicated with regularly and consistently. Any changes to timetabling (which should be kept to a minimum) should be done so well in advance and students should be provided with checklists and induction packs for what they might need to complete their courses and regular calendar/weekly updates from faculties to help them fully understand what is expected of them per week and per block on their course.
- Guidance hours:
    - All full time students will receive one hour of planned guidance each week, and part time students as appropriate, within their timetable. It is imperative this time is used effectively and is focussed on supporting students and building relationships between students and guidance tutors. Student engagement team will continue to offer workshops to support relationship and team building, resilience etc.
    - All students will be offered a planned programme of guidance by their academic advisor and meetings will be held with students at specified times throughout the academic year. (See Academic Advisors handbook)
    - One to one guidance meetings at minimum once per block should still be the status quo. This will allow students and guidance tutor to openly discuss progression, attendance, achievement etc. Tutor reviews via enquirer should be used to record one to one guidance meetings.
    - The college dashboard, particularly the guidance tracker (linked) section provide 'real time' information on student engagement, please ensure you use this and follow up students as required
    - Attendance: it is imperative that student attendance is registered and monitored. This will ensure at risk students are identified and interventions and support can be put in place.
    - Allow as many opportunities as possible for students to have informal engagement and contacts through small group pairings, breakout rooms and online quizzes.
    - See Seven Ways To Improve Students' Online Learning Experiences In Your Subject

Glossary

This is not intended to be an exhaustive list but demonstrates the variety of terms which are being used. It has being developed from a couple of sources (see references below) and modified by City of Glasgow Staff.

Term	Usage/definition
Assessment - computer-based	An assessment that is conducted using a desktop computer, laptop, tablet or mobile device. Typically, the assessment is both delivered and marked by an algorithm included in the assessment software loaded on the device. This term can also encompass automatic online assessment.
Assessment - online	An assessment that is conducted using a desktop, laptop or tablet device that is connected to the internet. Typically, the assessment is both delivered and marked by an algorithm included in the assessment software that is hosted on a remote server (or alternate device)) however, increasingly on-line oral examinations are being conducted as an assessment mechanism.
Assistive technology	A piece of equipment or software that is used to improve or enhance digital leaning access and capability. This is particularly important to individuals with disabilities or difficulties in engaging with digital approaches to learning.
Asynchronous learning	Any form of learning or teaching that does not occur in the same place or at the same time for a whole cohort. Students can access resources and communicate at any time and are not restricted to accessing this learning at any specific time.
Augmented reality (AR)	Augmented reality is a process that overlays digital learning or teaching content onto the physical world. This term can also encompass *mixed reality or MR.*
AV	Any material that is audio, visual or a combination of both.
Blended Learning	A method of learning and teaching that integrates on campus face-to-face and online delivery methods.
Bring your own device	A term used to describe where students use their own devices to access digital resources to support learning activity.
Cloud-based hosting	Cloud-based hosting is the process of outsourcing an organisation's computing and storage resources to a remote service provider. Some or all of the resources required to deliver a programme can be stored and accessed by staff and students via the cloud using appropriate software and devices. Multiple users can access these resources at any one time.

Collaborative digital learning	An educational approach to learning that involves groups of learners working together, via digital means, to complete a task.
College Dashboard	The College has a comprehensive Dashboard facility where all aspects of the student Journey (including Guidance tracker) is housed.
Content curation	Material that is found, reviewed and selected to be relevant to your audience.
Content library	A content library is similar to a traditional library and is a digital store of folders and files which can be accessed by authorised users.

Content management system	A content management system is an application that is used to consistently manage content (for example, documents, images, videos) and allow multiple contributors to create, edit and publish content.
Digital access	The ability to participate in learning through digital means. This includes providing appropriate hardware and software to facilitate access to digital learning.
Digital assessment	Assessment activities that involve students digitally creating, submitting or completing work. Staff review this work and then either assess it using digital or analogue means to assess the work. Examples include digital examinations, plagiarism-detection software, virtual reality simulations, video performances or digital portfolios.
Discussion board / forum	An online forum for discussion, often provided as part of the VLE
Digital capabilities *(sometimes also referred to as digital literacy)*	The capabilities which fit someone for living, learning and working in a digital society.
Digital cheating	Cheating is any action which is intended to enable a student to achieve an unfair academic advantage or to assist another student to do so. This includes, for example, plagiarism, collusion, use of 'contract cheating' services, examination cheating (for example, through accessing unauthorised materials in an exam), or falsification of research data. Digital cheating is cheating which occurs in a digital environment. Some forms of cheating may be more likely to occur in a digital environment where digital mechanisms may make them more easily accessible, although conversely digital mechanisms are used to assist in detecting cheating (for example, through anti-plagiarism software and digital proctoring).
Digital learning resources	Digital materials included in the context of a course that support the learner's achievement of the described learning outcomes
Digital literacy	An individual's ability to use digital information and relevant technologies to find, evaluate, create and communicate information. This type of literacy requires cognitive and technical skills.

Digital poverty	The recognition that some students have less or inferior access to devices by which to engage with digital approaches to learning. This also extends to a lack of access to an internet connection with little or no bandwidth which would negatively impact the quality of their digital learning experience.
Digital proctoring	A term to describe a form of invigilation for digital examinations. This can be done through the use of artificial intelligence (for instance, using face or voice recognition) or through using staff to proctor via a real-time video link. This can encompass the term online proctoring.
Discussion board	A more formal digital communications space or platform where students (and staff) can discuss and share elements of their programme. The Board could be specific to a unit or course or a community of students. Discussion boards are often highly structured around a topic and are can be closely moderated to

	ensure that discussions are appropriate to that topic. Also see *discussion forum*.
Discussion forum	A less formal digital communication space which can be used to engage students or staff in a wider discussion on a number of topics or subjects. Often forums are less structured than discussion boards but require similar moderation to ensure that discussions remain appropriate. Also see *discussion board*.
E-book	A virtual book acquired digitally as an alternative to a physical book. This is usually accessed digitally through virtual or digital libraries and portals.
E-portfolio	Where students are required to develop a body of digital work or evidence in order to demonstrate their skills in a given area, for example, games design or digital media. As with physical portfolios, e-portfolios can consist of several different types of evidence such as documents, reflective logs, images, videos, websites, blogs.
Flipped learning	A pedagogical approach which provides detailed individual instruction to individual students placing the onus on them to use digital resources to gain understanding of content, concepts or theories related to learning outcomes. This happens outside of a physical space. Students are then invited into a virtual or physical space to articulate and discuss their findings and are guided by teaching staff to ensure that gaps in knowledge are filled and further enquires directed appropriately. This approach is designed to 'flip' the more didactic approach of lecture or tutorial-based instruction, followed by a more flexible approach to articulating what has been learned and any further enquiry.

Flexible learning	Using different modes of study and technologies of learning to enable students to manage their studies around other commitments and priorities and providing freedom of choice for learners of ways and times to learn, for example, through digital lectures or evening learning sessions.
Gamification	Method of teaching using games principles to enhance learning and engagement. This often involves the application of game-design elements and principles in non-game contexts, for instance, a set of activities and processes to solve problems by using or applying the characteristics of game elements. Often, this manifests as students being set, and completing, a series of tasks which contribute to reaching an overall goal. The aim of this approach is to maximise students' enjoyment and engagement through capturing their interest and inspiring them to continue learning.
Independent study/guided independent study	Study activity occurring outside lecture, seminar and other face-to-face activities with the teacher/lecturer. Usually involves reading and/or research undertaken by a student without the guidance of a member of teaching staff.
Lecture capture	Where a live lecture is recorded and is uploaded as a digital video or podcast for students to view, either in real-time or after the lecture has finished.
Massive open online courses (MOOCs)	Short digital courses that students complete digitally, as there is no requirement for any physical attendance at a provider. They are most often open to a wide audience and not limited to those students already registered with an institution. While often based

	on learning and teaching delivered as part of a degree programme, they are not necessarily component parts of a larger programme and, as such, students who complete these short courses often do not receive academic credit. However, some students, on successful completion of their short

	course, may be offered advanced standing for entry to a programme at the provider offering the MOOC which does carry academic credit.
Microlearning	Small learning activities to demonstrate a specific skill or focus on a knowledge gap or term.
Mobile learning	The use of mobile devices (for example, phones or tablets) in teaching and learning activity. This term can encompass more traditional learning activities (such as reading digital versions of journals) or less traditional activities such as engaging in virtual simulations.
Online labs	A term to describe ways of replicating activities in physical labs such as simulations, experiments, virtual reality field trips and lab casts which connect staff and students through live streaming.
Offline learning	Offline learning takes place when students who are studying on a digital programme are involved in learning activity that does not involve digital engagement, for example, a student producing non-digital forms of creative work.
Pedagogy first	An approach to the development of digital learning in which the pedagogical approaches to be taken in the delivery of the programme are placed at the forefront and regarded as a key driver in the programme development and design process.
Personalised learning	Personalised learning is an educational approach that aims to customise learning for each student's strengths, needs, skills and interests. Students can have a degree of choice in how they learn as compared to the face-to-face lecture approach.
Platform	In the context of e-learning, platform would normally describe the software infrastructure on which a *virtual learning environment (VLE)* is constructed.
Podcast	An audio file made available digitally, often a radio broadcast, which can be downloaded to a device.
Screen capture tool and screencast	Screen capture is software which allows a screenshot to be taken, annotated and edited. Screencast is a video recording of the screen on a person's device so that it can be shared with others. Audio or written explanatory commentary can be added.

Social learning	Social learning can be used to describe discussion board or forum participation, as well as any other groupwork activity that takes place digitally, where students discuss and learn from each other.
Synchronous learning	Learning that takes place with participants all engaging with material in real time, although not necessarily in the same place (for example, some students may participate onsite while others may participate remotely, both at the same time).

Vodcast	A video file made available digitally, often a video version of a radio broadcast, which can be downloaded to a device. This term can also encompass Vlogs.
Virtual classroom	A digital environment provided through a virtual learning platform, which replicates the physical classroom in a virtual way, allowing tutors and staff to communicate, interact and engage synchronously in teaching and learning activities.
Virtual learning environment (VLE)	A Virtual Learning Environment (VLE) is an online platform for providing support for learning and teaching. The VLE can be used to host blended or online learning. City of Glasgow College uses Moodle and it is referred to as MyCity.
Webinar	A web-based learning or training activity, usually interactive, for example, a workshop or seminar. Webinars take place synchronously using video conferencing software, with participants taking part digitally. Webinars may be recorded and made available as a video for asynchronous viewing.

https://www.qaa.ac.uk/docs/qaa/guidance/building-a-taxonomy-for-digital-learning.pdf

https://lta.hw.ac.uk/wp-content/uploads/GuideNo14_Introduction-to-digital-education.pdf