

Learning and Teaching Delivery 20/21 v7 March 2021

Introduction

- This document 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 continue to be 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. 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 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 and support is also available from your faculty assigned Learning Technologist (see list below)

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- **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.
- 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.
 - 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.

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:
 - 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.
 - 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.
 - Refer to the A-C grade related criteria in the GU Specification.
 - Create a Candidate Outcome Record form noting the contributing/mandatory units identified (pro forma is included [here](#)).
 - 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.

HN VQ Qualifications

- As a result of the ongoing and increasing restrictions associated with Covid-19 further changes to the assessment of some group awards, and the provision of an additional alternative approach to assessment is being developed by SQA to provide further flexibility for centres and learners whilst maintaining the integrity of certification [HNVQ Guidance](#). This approach applies to the following group awards:
 - Skills for Work
 - Awards
 - National Progression Awards
 - National Certificates
 - Higher National Certificates/Diplomas (including Graded Units), Advanced Certificates/Diplomas
 - Professional Development Awards
 - Centre-devised awards or clusters of freestanding national units.

It does **not** apply to regulated units and group awards, such as Scottish Vocational Qualifications, VQ units or Apprenticeships.

- This approach will allow selected awards which are presenting critical assessment-related challenges to be certificated, where possible, on the basis of key critical evidence for each award. This will be specified nationally using a combination of the course aims and the critical competences from the units of the award. This will require a holistic approach and the use of professional judgement to confirm that learners have demonstrated overall competency in the identified alternative requirement. Where a holistic approach is being considered by Course Teams the rationale and evidence to support this must be discussed and approved by the CH prior to progressing.
- A list of awards with key critical competencies has been provided by SQA [Critical Competencies](#). Where a holistic approach is being considered for centre-devised awards centres are responsible for ensuring published aims cover all critical competencies. SQA has produced an [Exemplar](#) and [Critical Competence Template](#) to support course teams with this approach.

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:
 - Schedule remote pre-verification, standardisation and internal verification sessions.
 - Contact squaresources@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 squaresources@cityofglasgowcollege.ac.uk.
 - 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 squaresources@cityofglasgowcollege.ac.uk to request this.
 - Electronic Master Folders should be created and stored centrally to ensure content is accessible by relevant teaching teams.
 - Work with the Students Association to support the class rep system (including peer review).
 - Have regular course and cross-campus team meetings to review student progress.
 - 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.
 - Engage all team members in arrangements and be mindful of individual staff needs when planning.

IQA Panels

- The purpose of the IQA Panel will be to standardise the use and interpretation of the SQA Decision Tree at Course Team level and to assure the quality and fairness of student outcomes where holistic judgements have been made. The role of the IQA Panel is to consider each course submitted (or a cluster of similar courses), and all associated documentation supporting the course outcomes. They will advise, moderate and confirm the decisions of Course Teams.
 - 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.
- IQA panels will be convened in each Faculty using a risk based approach. Where the course is delivered in more than one location, a single submission is satisfactory. The IQA Panel will contain:
 - Associate Dean (AD) for the AD Area under review
 - CH for courses under review
 - CH from different Curriculum Team
 - Relevant Assessors for course under review may be required
 - Representative from Learning Support (As required – to address any questions relating to reasonable adjustments made)
 - Performance Team Representative

IQA Panels will approve and confirm overall qualification outcomes or ask for further information from the Course Team. IQA decisions will be returned to the Course Teams for completing resulting processes.

Course teams must retain records of all candidate evidence until **31st December 2021**.

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.
- 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](#)