

CURRICULUM AND QUALITY COMMITTEE REPORT

Subject: Learning and Teaching Strategy Update	Purpose: For Approval <input type="checkbox"/> For Discussion <input type="checkbox"/> For Information <input checked="" type="checkbox"/>
Prepared by: H Anderson	Date: 5 October 2017
Purpose:	
Linked to Strategic Goal 3: Provide a high quality College experience.	
Executive Summary: The table summarises the progress of the objectives within the Learning and Teaching Strategy.	
Recommendation:	
Previous Committee Approvals:	
For publication <input checked="" type="checkbox"/>	For publication with redactions <input type="checkbox"/>
Not for publication <input type="checkbox"/>	

August 29 th 2017 Update	Maintain	New	Sprint	Marathon	Action to be taken: Policy/Procedure change, CPD or Event	September Update
3.1.1 Excellent Learning and Teaching						
<ul style="list-style-type: none"> Identify and share excellent learning and teaching practice 					WRP – Digital Day – Flipped Classroom/Video session L&T CPD August – Lesson Planning and Learning, Teaching and Assessment Plans.	June Digital Day – QR Codes, One Note, Flipped Classroom Aug – Lesson Planning, teaching, assessment plans, Collaboration, strategies to support delivery to young learners, reflection on learning TO DO – Questioning Strategies (Nov) External good practice (Scottish learning festival) – CDN Dangerous Ideas Lesson Observation
<ul style="list-style-type: none"> Promote and develop innovation in learning and teaching 					WRP – Digital Day	June Digital Day – QR Codes, One Note, Flipped Classroom Aug – Differentiating learning to engage all learners TO DO Use lesson observation to identify innovative practice for June 2018 CPD day
<ul style="list-style-type: none"> Encourage reflective practice amongst teaching staff and teams 					L&T CPD August – Self-evaluation/Data Analysis session	Aug – Lesson evaluation, reflection on learning session and agree next steps, benefits of evaluating data including outcome and unit achievement Lesson evaluation tools e.g. Graffiti board, KISS, Video of professional dialogue and reflective commentary in PDA TO DO Evidence from faculty/team meetings – agenda item, lesson observations
<ul style="list-style-type: none"> Evaluate the quality of learning and teaching annually through a team of trained practitioners 					Set up and manage this process.	Aug – proposal drafted and staff consultation in September
<ul style="list-style-type: none"> Devise strategies to develop learning and teaching practice with the involvement of staff, learners and stakeholders (employers) 					Enhance process to support this.	TO DO Discuss at HOF meeting
<ul style="list-style-type: none"> Provide appropriate CPD to enable Career-long professional learning 					There are already a number of CPD professional awards but a clear path needs to be agreed for individuals.	TO DO Learning journey to be updated to enable a variety of entry points
<ul style="list-style-type: none"> Ensure the effectiveness of learning and teaching approaches and subsequent adaptation of lesson plans to reflect the needs of their learners 					L&T CPD August - LS Access and Inclusion Policy and to differentiate learning.	Aug – Lesson evaluation and reflection of practice, differentiating learning to meet needs of learners TO DO Lesson observation team to check this when observing Revise Learning and Teaching Audit Tool to identify adaptation of lessons

3.12 High Learner Attainment, Positive Destinations and Learning Pathways					
<ul style="list-style-type: none"> Achieve Learner Attainment and Positive Destinations targets by ensuring all teams monitor progress towards them and appropriate actions are created to address any shortfall in the following items: Learner Success Equality Measures of Learner Success Positive Destinations Advanced standing entry to University 					<p>L&T CPD August – Self-evaluation and data analysis</p> <p>Aug – Benefits of evaluating data including outcome and unit achievement to support self-evaluation, exploration of data analysis to inform positive change Staff to enter outcomes at time of achievement</p> <p>TO DO Agenda item of faculty/team meetings to monitor progress</p>
<ul style="list-style-type: none"> Ensure students are provided with the opportunity to attain their core skills in Numeracy, Communication and ICT to at least the level required for their award 					<p>L&T CPD August – Core Skills (TBC)</p> <p>Aug – Core Skills Policy and Procedure updated to include essential skills unit for those who have already achieved the level required for their course TO DO Nov CPD – Core skills development</p>
<ul style="list-style-type: none"> Provide suitable entry and exit points to meet learner needs and clearly identify learning pathways 					<p>New prospectus includes a map of the learner journey with SCQF levels</p>
<ul style="list-style-type: none"> Provide opportunities to prepare learners for progression either to employment or further study 					<p>Lecturers, course tutors and achievement coach to plan appropriate activities – monitor at HOF meeting</p> <p>Aug – Work experience policy and procedure updated to ensure all courses include work experience either through RWE, placement, client initiated projects or guest speakers (employers)</p>
3.13 Developing Skills for Learning, Work and Life					
<ul style="list-style-type: none"> Promote and develop the career management skills of full time learners with a particular focus on the Career Education Standards (3–18) 					<p>Aug – Student Guidance Policy and procedure and the Essential Skills Policy has been updated to include the development of Career Management Skills</p> <p>TODO Discuss progress at HOF meeting</p>
<ul style="list-style-type: none"> Ensure all full time programmes provide opportunities for learners to develop their employability skills with a particular focus on the requirements within the Work Placement Standards 					<p>Aug – Work Placement Policy & Procedure updated to ensure all programmes meet the standards following an Internal Review</p> <p>TODO C Elliott working with learners to develop their entrepreneurial skills</p>
<ul style="list-style-type: none"> Ensure that all programmes provide opportunities for learners to develop their essential skills for work and life including their confidence, sense of responsibility and interpersonal skills (CfE) 					<p>Aug – Essential Skills Policy updated and all programmes aim to develop confidence and interpersonal skills</p>

<ul style="list-style-type: none"> Ensure full time learners develop and/or maintain their core skills (numeracy, ICT and Communications) to at least the level required for their programme using either project based learning or a contextualised and integrated learning and teaching methodology 						Aug – Core Skills Policy and Procedure updated to include essential skills unit for those who have already achieved the level required for their course
<ul style="list-style-type: none"> Ensure learners set appropriate goals to improve their skills, attainment and their chances of achieving a positive destination 						Aug – Student Guidance Procedure updated and PLP amended to focus on goals/aims – student discipline now removed into a separate document
3.14 Learners Leading Learning						
<ul style="list-style-type: none"> Engage learners in enhancing their own learning through topic and project choices, use of preferred learning styles and consultation with learners on their experience of lessons 						Aug - Planning learning and teaching, lecturers to use a variety of teaching strategies to engage learners TODO Nov – Learner feedback leading to change at lesson, assessment, unit and course level
<ul style="list-style-type: none"> Involve learners in the evaluation of programmes and the decision-making about programme design 						Further develop Faculty Council meetings to involve learners TODO HOF/PL to review Course Structure with current learners to inform future design
<ul style="list-style-type: none"> Consult with learners on the delivery of the curriculum through the faculty councils 						Further develop Faculty Council meetings to involve learners TODO HOF/PL to review Course Structure with current learners to inform future design
<ul style="list-style-type: none"> Provide training of class representatives, faculty council chairs and student association officers so they can effectively represent and support their fellow students 						SPARKS and BC Student Association provide training for class reps and faculty council chairs annually in Sept
<ul style="list-style-type: none"> Support the further development of the Student Association to continue to be an effective voice of the student body 						Aug - College structure has been amended due to the retirement of the VP responsible for the Student Association, this now sits with the Principal
<ul style="list-style-type: none"> Provide opportunities for learners to participate in wider college activities e.g. citizenship events, student association representation on college committees, social activities 						Aug – C Elliott working with Bridge2Business and Scottish Institute for Enterprise to plan college wide activities for learners planned for December
3.15 Developing Creative, Enterprising and Digitally Literate Learners						
<ul style="list-style-type: none"> Develop the skills of learners to enable them to become more independent learners including the use of learning resources, technology and e-learning 					WRP – Digital Day. To share good practice	CPD to provide training for staff to enable learners to develop skills: June Digital Day – Innovative Assistive Technology, Image Editing, Social Media, QR Codes, Video in the classroom, Nearpod, One Note, eBooks,

						<p>Get ready for Moodle,</p> <p>Aug – Differentiated learning, Planning and preparing the lesson experience, Independent Learning, Use of Moodle, flipped classroom and collaborative activities, Strategies to engage and motive young learners</p> <p>TO DO</p> <p>Identify practice using Learning and Teaching Audit Tool</p> <p>Observe through lesson observation</p> <p>Course Structures to include Digital Literacy</p>
<ul style="list-style-type: none"> Develop the enterprising skills of learners through appropriate project work determined by course teams 					<p>C Elliott delivering Enterprise/Entrepreneurship sessions planned with Student Association & Faculty Council Reps and then Student Reps. Plan to set up an Enterprise Hub.</p>	<p>Aug – C Elliott working with Bridge2Business and Scottish Institute for Enterprise to plan college wide activities for learners planned for December</p> <p>TO DO</p> <p>Enter an Enterprise competition</p>
<ul style="list-style-type: none"> Develop the skills of staff to make best use of interactive classrooms, learning technology and e-learning 					<p>WRP – Digital Day</p>	<p>June Digital Day – Innovative Assistive Technology, Image Editing, Social Media, QR Codes, Video in the classroom, Nearpod, One Note, eBooks, Get ready for Moodle,</p> <p>Aug – Differentiated learning, Planning and preparing the lesson experience, Independent Learning, Use of Moodle, flipped classroom</p> <p>TODO</p> <p>Nov, Feb and June – deliver sessions to make best use of technology following feedback from staff</p>
<ul style="list-style-type: none"> Support staff to create interesting and interactive learning resources within Moodle that are well used by the learners 					<p>WRP – Digital Day</p>	<p>June Digital Day – Get ready for Moodle and Nearpod</p> <p>Internal Review 3 – recommendations on effective use of technology to enhance learning & teaching</p> <p>TO DO</p> <p>Evaluate the resources within Moodle to ensure they are interactive and engaging</p> <p>Implement the Management Action Plan</p>
3.1.6 Curriculum Design and Assessment						
<ul style="list-style-type: none"> Design the curriculum that provides maximum opportunities for learners to succeed, progress and gain employment. 						<p>Nov PL Forum – planning to involve PL's in reviewing their course structure following self-evaluation to ensure they have reflected on their course design</p>

<ul style="list-style-type: none"> Provide assessment schedules for all programmes 						<p>Aug - All staff participated in a CPD session relating to the development of a Learning, Teaching and Assessment Plan (LTA) so that this would provide clear information for accurate assessment schedules.</p> <p>Ongoing – this will be monitored during the lesson observation process and learning and teaching audit</p>
<ul style="list-style-type: none"> Ensure staff make effective use of formative and summative assessments to promote learning 					As above, as the LTA would also ensure careful planning of formative and summative assessment work to promote learning.	Approval panels have checked the summative assessments. Lesson observations will monitor the effectiveness of formative assessment.
<ul style="list-style-type: none"> Offer alternative assessment arrangements for those learners with identified additional support needs 					L&T CPD August – Learning Support	Aug – This was delivered to all teaching staff at the CPD session. This is also verified by Learning and Teaching Development Director through the Verification of Assessment Procedure.
<ul style="list-style-type: none"> Ensure that curriculum design reflects current Labour Market Intelligence, the views of stakeholders including employers and learners 						<p>A new Stakeholder Engagement Strategy has been developed to enable the curriculum to be designed to reflect current LMI.</p> <p>Faculty Council Feedback, focus groups and learner surveys provide the views of learners relating to curriculum design.</p>
<ul style="list-style-type: none"> Ensure that curricular teams provide learners with opportunities to plan and personalise their own learning and have incorporated activities to promote equality and diversity 						<p>Aug CPD – session on Differentiated learning relating to lesson planning, Learning Support team did session on digital technology, creating independence.</p> <p>TO DO</p> <p>Feb CPD – session to be planned on promoting equality and diversity within learning and teaching.</p>
<ul style="list-style-type: none"> Undertake systematic review of its programmes through its quality processes including Programme Review, Internal Review and Self-evaluation 						The Quality Enhancement processes are currently being reviewed to ensure greater alignment with the new HMIE Framework.
<ul style="list-style-type: none"> Continue to work in partnership with schools and employers to meet employer needs and the requirements of the Senior Phase of Curriculum for Excellence and Developing the Young Workforce 						Sept – Draft Stakeholder Engagement Strategy, DYW Industry group and Industry Advisory Groups, School Co-ordinator meetings are all designed to meet this objective
3.1.7 Support for Learning						
<ul style="list-style-type: none"> Provide easily accessible opportunities for learners to self-refer for learning support 					<p>L&T CPD August – Learning Support.</p> <p>LS Attendance at information days, ESOL Study skills sessions, Study skills sessions held prior to and during summer period.</p>	Aug CPD included a session on learning support, learning support team attended information and enrolment days. ESOL study skills sessions took place with further sessions planned during the academic year. Study skills sessions held prior to and during the summer period.
<ul style="list-style-type: none"> Provide a range of specialist learning support 					LS Attendance at	This has been significantly increased and bursary

interventions which may include assistive technology, adapted materials and support from specialist staff.					information days, ESOL Study skills sessions, Study skills sessions held prior to and during summer period.	funding is being maximised to purchase assistive technology for learners. Assistive technology available was showcased at the Digital Day in June.
<ul style="list-style-type: none"> Ensure assessment arrangements are put in place where they are necessary to remove a specific disadvantage created by a learning difficulty or disability 					KPI targets set to measure how quickly assessment arrangements are put in place. Verification of Assessment Arrangements in place to monitor progress.	Verification of Assessment Arrangements are in place to remove any unfair advantage. KPI targets have been set to monitor how quickly support has been put in place.
<ul style="list-style-type: none"> Ensure that it appropriately supports a diverse student population to ensure that there is no disadvantage regardless of someone's Protected Characteristics 					All Care Aware learners will receive a letter from LS team inviting them in for a meeting to discuss any learning support needs/study skills they require.	<p>A small number did respond and received a follow-up meeting.</p> <p>TO DO Further develop links between the Learning Support Team and Care Aware Advisor Online package to be developed for staff induction relating to Care Aware</p>
<ul style="list-style-type: none"> Provide training to staff to enable them to use a variety of learning and teaching approaches which promotes success to all learners from all backgrounds and with different Protected Characteristics 					WRP – Digital Day L&T CPD August – Lesson Planning and Learning, Teaching and Assessment Plans.	<p>TO DO Feb CPD – to enable staff to use a variety of learning and teaching approaches to promote success to all learners from all backgrounds, link to college access and inclusion policy.</p>
<ul style="list-style-type: none"> Ensure arrangements are effective and timely when disbursing funds to support learning 						Aug – bursary payment and attendance rules have been amended to provide more effective financial support to students. Awareness raising of the funds available to purchase assistive technologies to support learning.