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CURRICULUM AND QUALITY COMMITTEE REPORT

Subject: Learning and Teaching Strategy	**Purpose:** **For Approval** ☒ **For Discussion** ☐ **For Information** ☐
Prepared by: Heather Anderson	**Date:** 28 February 2017

Purpose:
To gain approval from the committee for the College's Learning and Teaching Strategy.

Executive Summary:

The Learning and Teaching Strategy will support the Strategic Plan – "*Our Strategy – Towards 2020"* and the following national drivers have been considered:

Developing the Young Workforce
Education Scotland new Quality Arrangements
Colleges Scotland "Think Piece" on Learner Journey

The strategy reflects a stronger emphasis on the quality of Learning and Teaching, Learner Success and the development of learners wider skills.

Recommendation:
To approve the Learning and Teaching Strategy

Previous Committee Approvals:

For publication ☐	**For publication with redactions** ☐	**Not for publication** ☐

Signed:

Author

BORDERS COLLEGE

Working Together

Learning and Teaching Strategy

2016-2020

December 2016

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Learning and Teaching Strategy 2016-2020

1.0 Vision

1.1 To provide excellent learning, teaching and assessment within an inclusive, engaging and responsive environment.

2.0 Introduction and Context

2.1 In its *Strategic Plan 2016 – 2020*, the College has identified five Strategic Goals, relating to:

- Respond to the needs of our region
- Deliver successful outcomes for all learners
- Provide a high quality College experience
- Grow our Business
- Build Sustainability

Each Strategic Goal has associated Objectives which the College aims to achieve.

2.2 To support the achievement of the Strategic Goals, the College has agreed a set of ten Strategies relating to:

- Learning, Teaching and Assessment
- Learner Engagement
- Employer Engagement
- HR and Organisational Development
- ISLT
- Finance
- Procurement
- Estates
- Marketing and Communications
- Access and Inclusions

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2.3 Although individual strategies are not linked to any one Goal, they are intended to support the strategy as a whole. The Learning and Teaching Strategy links to a number of outcomes and objectives within the Strategic Goals and contributes to the Key Strategic Indicators:

Goal 1 Respond to the needs of our region:

- Develop our provision to meet national and local priorities, particularly through initiatives to Develop the Young Workforce, widen access to education and reduce inequalities
- Deliver efficient and successful learner journeys through a modern, relevant and coherent curriculum which provides appropriate pathways to positive destinations

Goal 2 Deliver successful outcomes for all learners:

- Provide appropriate, targeted support to learners from all backgrounds and experiences to ensure that opportunities for success are available to all
- Deliver a range of employability skills for learners to support success and progression
- Deepen student representation and strengthen the student voice
- Deliver innovative and engaging teaching which enables and supports effective teaching
- Support our teaching staff to reflect on and improve their teaching practice
- Provide access to the widest range of technology enhanced learning opportunities

Goal 3 Provide a high quality College experience

- Create a well-supported, highly valued and confident workforce
- Energise approaches to quality improvement for learning and teaching and business support services
- Consult with our students and involve them in matters of mutual interest

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2.4 The College has benefited from its investment in estates with a modern learning environment for all students. The main Scottish Borders Campus, in Galashiels, is shared with Heriot-Watt University's School of Textiles and Design. The modernised estate has good access to ICT resources, interactive technology, virtual learning environment and library facilities.

2.5 The College has a long term commitment to a fully trained academic workforce where their continuous development as effective educators is core to this strategy. The detail of this is contained within the HR and Organisational Development Strategy.

2.6 To support the Strategic Plan and the development of learning and teaching and innovation within the curriculum, this strategy sets out specific themes and objectives applicable to College in the period 2016-2020.

2.7 Whilst writing this strategy the following documents have been taken into consideration: the recent Think Piece on the "Learning and Skills Journey" produced by Colleges Scotland and the new Quality Arrangements launched by Education Scotland in December 2016.

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3.0 Strategy Themes and Objectives

3.1 In supporting the Strategic Goals, the College has identified seven themes within this strategy. They are:

3.1.1 Excellent Learning and Teaching
3.1.2 High Learner Attainment, Positive Destinations and Learning Pathways
3.1.3 Developing Skills for Learning, Work and Life
3.1.4 Learners Leading Learning
3.1.5 Developing Creative, Enterprising and Digitally Literate Learners
3.1.6 Curriculum Design and Assessment
3.1.7 Support for Learning

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3.1.1 Excellent Learning and Teaching

The College will:

- Identify and share excellent learning and teaching practice
- Promote and develop innovation in learning and teaching
- Encourage reflective practice amongst teaching staff and teams
- Evaluate the quality of learning and teaching annually through a team of trained practitioners
- Devise strategies to develop learning and teaching practice with the involvement of staff, learners and stakeholders (employers),
- Provide appropriate CPD to enable Career-long professional learning
- Ensure the effectiveness of learning and teaching approaches and subsequent adaptation of lesson plans reflect the needs of their learners

3.1.2 High Learner Attainment, Positive Destinations and Learning Pathways

The College will:

- 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
- 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
- Provide suitable entry and exit points to meet learner needs and clearly identify learning pathways
- Provide opportunities to prepare learners for progression either to employment or further study

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3.1.3 Developing Skills for Learning, Work and Life

The College will:

- Promote and develop the career management skills of full time learners with a particular focus on the Career Education Standards (3–18)
- 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
- 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)
- 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
- Ensure learners set appropriate goals to improve their skills, attainment and their chances of achieving a positive destination

3.1.4 Learners Leading Learning

The College will:

- Engage learners in enhancing their own learning through topic and project choices, use of preferred learning styles and consulting with learners on their experience of lessons
- Involve learners in the evaluation of programmes and the decision-making about programme design
- consult with learners on the delivery of the curriculum through the faculty councils
- Provide training of class representatives, faculty council chairs and student association officers so they can effectively represent and support their fellow students
- Support the further development of the Student Association to continue to be an effective voice of the student body
- Provide opportunities for learners to participate in wider college activities e.g. citizenship events, student association representation on college committees, social activities

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3.1.5 Developing Creative, Enterprising and Digitally Literate Learners

The College will:

- Develop the skills of learners to enable them to become more independent learners including the use of learning resources, technology and e-learning
- Develop the enterprising skills of learners through appropriate project work determined by course teams
- Develop the skills of staff to make best use of interactive classrooms, learning technology and e-learning
- Support staff to create interesting and interactive learning resources within Moodle that are well used by the learners

3.1.6 Curriculum Design and Assessment

The College will:

- Design the curriculum that provides maximum opportunities for learners to succeed, progress and gain employment
- Provide assessment schedules for all programmes
- Ensure staff make effective use of formative and summative assessments to promote learning
- Offer alternative assessment arrangements for those learners with identified additional support needs
- Ensure that curriculum design reflects current Labour Market Intelligence, the views of stakeholders including employers and learners
- Ensure that curricular teams provide learners with opportunities to plan and personalise their own learning and have incorporated activities to promote equality and diversity
- Undertake systematic review of its programmes through its quality processes including Programme Review, Internal Review and Self-evaluation
- 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

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3.1.7 Support for Learning

The College will:

- Provide easily accessible opportunities for learners to self-refer for learning support
- Provide a range of specialist learning support interventions which may include assistive technology, adapted materials and support from specialist staff.
- Ensure assessment arrangements are put in place where they are necessary to remove a specific disadvantage created by a learning difficulty or disability
- Ensure that it appropriately supports a diverse student population to ensure that there is no disadvantage regardless of someone's Protected Characteristics
- 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
- Ensure arrangements are effective and timely when disbursing funds to support learning

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4.0 Responsibilities

4.1 The Regional Board is responsible for approving the strategy.

4.2 The Vice Principal, Curriculum and Vice Principal Quality and Innovation are responsible for achieving the aims of the strategy.

4.3 The Senior Management Team is responsible for setting and ensuring the implementation of the strategy.

4.4 The Heads of Faculty and appropriate Support Service Managers are responsible for implementing the strategy.

4.5 The Programme Leaders and Lecturers, Student Support Service Staff and Learners are responsible for delivering the objectives of the strategy.

5.0 Monitoring and Review

5.1 The Curriculum and Quality Team will monitor progress annually and provide a final report to Curriculum and Quality Committee.

5.2 The Senior Management Team will monitor and review progress through faculty self-evaluation reports and performance indicator data. It will make recommendations for adjustment to the Regional Board where appropriate.

6.0 Related Documents

6.1 Strategic Plan 2016 – 2020

6.2 Assessment Policy and Procedure

6.3 Validation and Approvals Policy

6.4 Core Skills Policy and Procedure

6.5 Essential Skills Policy

6.6 Learning Resources Policy

6.7 Student Discipline Policy

6.8 Student Guidance Policy

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